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Field Education Program

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Mission Statements

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

The School of Social Work fully prepares urban social work leaders 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.

MSW Department

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

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.
- 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.
THE 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.

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.

First/Foundation Year Field Competencies

The First/Foundation year provides the student an opportunity to integrate social work theory and knowledge from a generalist perspective. The field placement provides a well structured environment in an urban-based setting for students to apply generalist knowledge, values, and skills learned in the classroom. The foundation field objectives are designed to enable students:

1. To gain first-hand knowledge of social welfare and agency policies, programs, procedures, and services and the manner in which they impact upon client systems in an urban setting. EP 2.1.12, EP 2.1.8

2. To integrate social work theory with social work practice and to apply theoretical knowledge to urban practice situations. EP 2.1.2

3. To carry out basic generalist practice skills as they relate to the profession and practice of social work in urban settings. EP 2.1.10

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. EP 2.1.5
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 their rights to self-determination and decision making within an urban context. EP 2.1.4

6. To demonstrate ability to proficiently communicate verbal and written information in a manner that reflects professional social work skills and knowledge of the urban community. EP 2.1.1

7. To demonstrate knowledge of significant contributions of past and present African American Pioneers who enriched the field of urban social work practice. EP 2.1.11

8. To function within other organizational structures to demonstrate the ability to appropriately and effectively participate in the collaboration process. EP 2.1.1, 2.1.3

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. EP 2.1.1, 2.1.12

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. EP 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9

11. To apply the knowledge of generalist social work practice with micro, mezzo, and macro systems within an urban setting. EP 2.13, 2.1.7, 2.1.8

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 evaluation appropriate to social work practice in an urban setting. EP 2.1.10

All objectives are based on the (10) Core Competencies and (41) Practice Behaviors established by the accrediting body, the Council on Social Work Education in 2008. Two additional competencies and five practice behaviors were added to support the Morgan State University School of Social Work’s urban mission.

Students must first successfully complete the Foundation 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 foundation year. Field education in the foundation year provides the student with opportunities to gain firsthand 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 APA (American Psychological Association) writing standards. They also must demonstrate the capacity to use technological information related to professional social work skills.
Second Year/Advanced Year Field Competencies

During the Second/Advanced Year students select one of the four concentrations to demonstrate their capacity to function on a higher level of practice in their chosen field: 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 concentration demonstrating autonomy and independence.

In the Advanced Year field students must be able to:

1. Demonstrate with greater depth and detail the ability to integrate theoretical frameworks that guide assessments, intervention and evaluation of practice. EP 2.1.2

2. 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. EP 2.1.12

3. Demonstrate knowledge, skills, values, and reflect leadership in practice and an ability to advocate for clients to promote equity and access to resources in an urban setting through engagement within the assigned community on macro and micro levels. EP 2.1.8

4. Demonstrate a higher level of understanding of the values and ethics of the social work profession and an ability to apply these at an advanced level that leads to appropriate and effective ethical decision making by applying standards of the NASW and NABSW Codes of Ethics. EP 2.1.2

5. Promote improved quality of services through the utilization of research data with reduced levels of supervision to evaluate and practice program policies and service delivery systems. EP 2.1.6

6. 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. EP 2.1.4

7. 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. EP 2.1.1 and EP 2.1.3

8. 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. EP 2.1.1 and EP 2.1.9

9. Demonstrate knowledge of significant contributions of past and present African American Pioneers who enriched the field of urban social work practice. EP 2.1.11
10. Demonstrate the complexities of urban communities as they relate to social work practice by utilizing community assessments. EP 2.1.12

11. Demonstrate the ability to work effectively and collaboratively within an urban organizational setting. EP 2.1.1, 2.1.3

12. 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. EP 2.1.5, 2.1.8, 2.1.10

13. Appreciate and apply the value base of the profession and its ethical standards, principles, and practices while also demonstrating an awareness of self. EP 2.1.1, 2.1.12

14. 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. EP 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9

15. 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. EP 2.1.10

The Second/Advanced Year Field Practicum requires students to apply higher levels of skills by integrating the foundation year generalist practice skills within their area of concentration. 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 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 study.
Council on Social Work Education (CSWE)

Educational Policies and Practice Behaviors

Upon graduation from Morgan State University’ School of Social Work, students will master the following core competencies:

Educational Policy 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

Educational Policy 2.1.2 Apply social work ethical principles to guide professional practice.

Educational Policy 2.1.3 Apply critical thinking to inform and communicate professional judgments.

Educational Policy 2.1.4 Engage diversity and difference in practice.

Educational Policy 2.1.5 Advance human rights and social and economic justice.

Educational Policy 2.1.6 Engage in research-informed practice and practice informed research.

Educational Policy 2.1.7 Apply knowledge of human behavior and the social environment.

Educational Policy 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Educational Policy 2.1.9 Respond to contexts that shape practice.

Educational Policy 2.1.10 Engage [2.1.10(a)], assess [2.1.10(b)], intervene [2.1.10(c)], and evaluate [2.1.10(d)] individuals, families, groups, organizations, and communities.

Educational Policy 2.1.11 Apply knowledge of historical and contemporary contributions of African Americans to the field of social welfare as the context for urban social work practice.

Educational Policy 2.1.12 Apply knowledge of the dynamics and complexities of urban communities as the basis for urban social work practice.

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 MSW Program
- The student must have completed all pre-requisite courses listed in the MSW Program Handbook
- The student must maintain a grade point average of 3.0 or higher
- The student must complete a field placement application (Appendix D), a current resume, an essay based on an assigned topic, and the MSW Student Course Verification for Field Placement form for submission to the Field Education Office at the time of the placement interview
- The student must participate in a face-to-face interview with the Field Director or the Assistant Field Director

To ensure a successful field experience, each student agency placement is based upon the student’s academic needs, career goals, special interests and area of concentration. The Agency interviews the student and notifies the Field Office within ten (10) working days after the student is interviewed as to whether or not the student is accepted. The Field Office will notify the student of the Agency’s decision within five (5) working days.

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. These evaluations are jointly completed by the Field Liaison and Field Instructor for evaluating students’ classroom and practicum performance. 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.
Self-Awareness
The social work student must have an understanding of values, attitudes, beliefs, and emotions, which affect his/her 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 his/her 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 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 effectively relate to other students, faculty, staff, clients, and other professionals.

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

- Maintain 3.0 grade point average
- Maintain required field work hours (16 hours each week – Foundation year; 24 hours each week – Second/Advanced Year)
- Maintain acceptable performance in the Field Agency and Seminars

FAILURE TO ADHERE TO THE ABOVE REQUIREMENTS CAN RESULT IN DISMISSAL FROM THE FIELD EDUCATION PROGRAM.
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 Accessibility Support Services is located in the McKeldin Building, Room 318.

Required Field Placement Hours

All First Year/Foundation Year Students participating in Field Placement are required to work 16 hours each week in their assigned agency each semester.

All Second Year Concentration/Advanced Standing Students participating in a Field Placement are required to work 24 hours each week in their assigned agency each semester.

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 Instructor. Any deviation from the above requirements must be jointly agreed upon by the Field Liaison and the Field Instructor.

Each student is required to begin their internship during the first week of the semester. 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 publishes a field calendar indicating the date that all field placements begin and end. The field calendar is distributed to each student by the Field Liaison. It is the responsibility of the student to retain a copy of the calendar and adhere to the designated dates.

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 is signed prior to the beginning of the school year. It includes a Field Agency Affiliation Agreement, Field Instructor/Task Supervisor's Identification form, a Field Education Program Needs Survey, and a Field Setting Identification Sheet. (See Appendixes G, H, I and J)

**PARTICIPATION IN THE FIELD EDUCATION PRACTICUM**

**The Criteria for Selection of the Field Instructor**

The educational requirement for a Field Instructor is the MSW degree and at least two years practice following completion of the MSW degree. The possession of a current State of Maryland Social Work License is required. The Field Instructor must be a practitioner who can teach, interpret, and represent the principles of the profession of social work. He/she must be resourceful and creative, competent and comfortable in his/her role and position in the organization. Of prime importance is an interest in and belief in the student’s capacity to make a meaningful contribution to the social welfare field, and a commitment to the student and the School of Social Work to remain in the role of Field Instructor during the time required by the school.

**Orientation and Training for Field Instructors**

Mandatory orientation and training are provided for Field Instructors annually. The purpose of the orientation and training ensures that they remain well informed and prepared practitioners and leaders who guide students. Special seminars are also held to enhance the roles of Field Instructors.
Responsibilities of Field Instructors

The Field Instructor has the following responsibilities to the School of Social Work at Morgan State University:

1. To read and be familiar with the school’s objectives for field education, the curriculum, and the syllabi for the practice courses as supplied by the School of Social Work.

2. To read and be familiar with the information provided by the School of Social Work on the student in advance of the student’s arrival at the organization.

3. To have contact with the School of Social Work’s liaison at appropriate intervals in relation to the student’s development (a minimum of two per academic year) to include at least two meetings in the agency, and two telephone discussions regarding the student’s progress.

4. To introduce the student to the appropriate staff persons including the executive director, if possible, shortly after arrival in the setting.

5. To participate with the student in developing a learning contract that guides the work activities of the student. (See Appendix L)

6. To provide one (1) hour direct individual supervision to the student weekly in keeping with the needs of the student. The supervision should follow a written agenda developed by the student and the supervisor.

7. To arrange for the student to attend staff, team, and board meetings whenever possible and appropriate.

8. To explore with the student his/her interests, goals, and aspirations as well as their style of learning so that they may begin to be more aware of themselves as beginning professionals.

9. To cooperate with other key persons to provide an orientation in which the student will learn principles and practices of social work dynamics that enhance performance…
   - the purpose, function, policies, and goals of the organization
   - the funding source of the agency
   - the clientele served
   - the geographic area covered
   - the specific charges of the agency
   - the relation to the community and other agencies
   - the expectations as a student, agency representative, and social worker
   - the expectation of supervision in the way of guidance and support
   - the personnel regulations

10. To select the workload of the student so that it is in alignment with the agency setting, taking into consideration each student’s capacity, interests, past experiences, life patterns, and goals of the School of Social Work. Work tasks that are not specific to the delivery of services to the clients are not appropriate for students. The student must
believe and understand that the job he/she is assigned is meaningful and directly related to the student’s learning goals.

11. To assign the student at least one (1) case as soon as possible following the beginning of placement; this involves a single client, group or special project.

12. To provide a setting that exposes the student to cultural practice within the urban context for practice.

13. To assign tasks with clarity so that the student knows the purpose of the assignment and appreciates the need for service and/or intervention.

14. To increase the nature and complexity of the student’s assignments as the student’s growth and development is evident.

15. To help the student plan and organize his/her work realistically and effectively.

16. To routinely set aside time and prepare student conferences and to teach the student how to prepare for and participate in conferences, with both individuals and groups. The Field Instructor should be available to the student the days he/she is in the agency.

17. To give the student the opportunity to practice in a variety of situations that will expose the student to the array of skills needed to intervene in personal and interpersonal problems as well as community based issues and problems.

18. To afford the student the opportunity to observe other staff members at work in specific situations (such as interviewing) that will afford learning experiences. Follow up of what has been learned is vital.

19. To motivate the student to communicate effectively both through verbal and written experiences as well as active listening.

20. To evaluate each task the student performs, discuss, and relate it to him or her pointing out the relationship to social work theory thus expanding their knowledge and skills.

21. To help the student recognize the steps taken in performing each task, the attitude and feelings possessed at the time the task was performed and his/her role as well as those feelings arising after completion of the task.

22. To help the students translate knowledge, theory and understanding of social work as it relates to practice skills.

23. To reinforce social work concepts and values in the field activities.

24. To make material available about the agency for the student to read. If procedures are written, provide the student with a copy and assist him/her in understanding how and why the procedures are executed.

25. To help the student become aware of agency problems including gaps in service, unmet needs and policy issues.
26. To teach the student the purpose of recording and the manner in which documentation is to be done in the respective agency.

27. To schedule and hold a supervisory conference at mid-term and end of semester for the purpose of evaluating the student’s performance and discussion of student’s feedback. These written evaluations will be completed at mid-semester, and at the end of the semester. The evaluation conference should be held prior to submitting the evaluation reports to the Field Education Office. The student is required to sign the evaluation before it is submitted. The student’s signature does not signify their agreement with its contents. Field Instructors are required to recommend a Pass or Fail grade.

28. **At any time the student is found to be performing at a sub-standard level, the Field Instructor must discuss all deficiencies with the Field Liaison and formulate a written Plan of Correction in conjunction with the Field Liaison which outlines steps for students to follow in order to bring their work up to a satisfactory level. A copy must be submitted to the Field Education Office.** Every effort should be made to intervene immediately in response to sub-standard performance by the student. Performing at a sub-standard level would indicate performance below the academic requirements for retention at the University and the Social Work Program, and/or failure to operate within established social work ethics and values.

29. Evaluate the field program at the end of each year on the designated forms.

**Responsibilities of the University to the Agency**

The Field Education Office will supply the Field Instructor with the appropriate course syllabi and pertinent information about the student. There are several principle responsibilities that the Field Education Office has to the agency during the student’s placement:

1. Advise the agency of the needs of the individual student so that field instruction can be planned in congruence with the School of Social Work objectives for the student and the agency’s goals.

2. Determine, with the Field Instructor, what classroom learning experiences must be included to benefit the student and the agency. Assignments should be consistent with the agency requirement.

3. Coordinate with the Field Instructor to evaluate the student’s performance and assign the appropriate grade.

4. Provide opportunities for Field Instructors that enhance their knowledge and skills as urban social work practitioners and leaders.

5. Coordinate and conduct seminars for Field Instructors.

6. Coordinate efforts to ensure a successful internship.
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) 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 reading 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 Instructors and conveys recommendations received from the agency and students for overall program improvement.

The Role of the Field Advisory Board

The role of the Field Advisory Board 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.

Membership of the Field Advisory Board is comprised of diverse field instructors, agency administrators, two students, and the Director and Assistant Director of Field Education. The Board 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. Have 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 Instructor 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 activities planned including conferences, seminars, Professional Career 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 Instructor 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 Instructor 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 foundation 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 foundation 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.

Evening or weekend placements cannot be guaranteed due to the established operating hours of the participating agencies.

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 Instructor 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.


**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 Instructor 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 Field Attendance Log must be submitted at each monthly Seminar. Three signed copies are required and to be distributed as follows: the student, the Field Instructor, the Field Liaison. (Field Time Attendance Log located in Appendix AE)

**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 Instructor. 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 Instructor who, with the Field Instructor 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 Site 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 instructor 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 Instructor, 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 Instructor 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 Risk**

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 instructor 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 Instructor and the Field Liaison are primarily responsible for guiding and monitoring the work of the student in the field practicum. If the Agency Field Instructor 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 Instructor 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 Instructor informs the student that further actions will be necessary.

2. The Field Instructor 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 Instructor 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 Instructor, 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 Instructor 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 Instructor 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.
This Field Manual has been developed to provide instructions and information that will guide the student in becoming a successful 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 an 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 manual an accompanying textbook that explains, describes, and directs the student in understanding the valuable experience gained in the internship.

The School of Social Work at Morgan State University is well prepared to produce urban social work practitioners to meet the challenges of the 21st century.
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. Instructors 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.
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;
unwelcome physical contact, including unnecessary touching, patting, hugging or brushing against a person’s body;

pervasive and or unwelcome sexual comments, jokes or conversations

In assessing whether a particular act constitutes sexual harassment as defined by the policy, the standard shall be the perspective of a reasonable person within the University community. In determining whether alleged conduct constitutes sexual harassment, the University will look at the record as a whole and at the totality of the circumstances such as the nature of the sexual advances and the context in which the alleged incidents occurred. The determination of the legality of a particular action will be based on the findings of fact, on a case-by-case basis. The rules of common sense and reason shall prevail.

Please contact the Office of the Equal Opportunity Officer for further information on procedures for filing formal complaints of sexual harassment. For further information on procedures for filing formal complaints of sexual harassment contact the office of the Equal Opportunity Office.

NOTES
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 handicapped applicants and qualified handicapped 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

MORGAN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
APPLICATION FOR FIELD INTERNSHIP PLACEMENT
(Please Type)

This application is used to present pertinent information regarding the student referred for an internship in a selected organization and/or agency. The student will submit two typed copies of this document along with two typed copies of a current resume to the Field Education Office at the time of the interview. A response is required for each section on this document. If the section does not apply to you, please enter NA.

_____ Foundation Year (1st year)  _____ Concentration Year (2nd year)  _____ Advanced Standing

Concentrations:  _____ Urban Children, Youth and Families  _____ Public Health
 _____ School of Social Work  _____ Gerontology

Date: __________________________

Name: _______________________________________________________________________

Local Address: ________________________________________________________________ Apartment #: __________

____________________________________________________________________________ Zip Code: _________________

Home Telephone #: ___________________________ Work #: ___________________________

Cell #: ___________________________ E-Mail: _______________________________________

Permanent Address: ___________________________________________________________

____________________________________________________________________________

Apartment #: __________ Zip code: _________________

Home Telephone #: ___________________________ Work #: ___________________________

Anticipated Summer Address: ____________________________________________________

____________________________________________________________________________ Apartment #: _________ Zip code: _________________

Home Telephone #: ___________________________ Work #: ___________________________

Physical Challenges or other limits on your activities:  Yes: _________ No: __________

Wheelchair_______ Hearing Impaired_______ Visually Impaired_______
Driving Information:  

Do you have a driver’s license? ______

Do you have an automobile? ______

Will you have access to a car during your field placement? ________

Have you plead guilty, no lo contender, or been convicted or received probation before judgment of any criminal act (excluding traffic violations) Yes ___ No ___ If Yes, please give reason below. This information will be held confidential according to the Social Work Code of Ethics. Most agencies require background checks.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Are you fluent in any foreign languages (including sign)? If yes, please specify:

____________________________________________________________________________
____________________________________________________________________________

State language and level of proficiency:

____________________________________________________________________________
____________________________________________________________________________

Current and Future Goals:

Field Placement Goals: In the space below please discuss in detail what you expect to gain from your field experience.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Career Goals: Describe what your Career Goals are and how you plan to use this experience to further those Goals.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
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____________________________________________________________________________
Special Consideration: Please note any special issues or concerns.

______________________________________________________________________________

______________________________________________________________________________

Involvement in community and campus activities:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Special skills and interests: (i.e. computer skills)

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Cite two attributes that you possess which prepare you for this learning experience:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Signature: ______________________________________________________________

Date: ______________________________________________________________
Appendix E

SCHOOL OF SOCIAL WORK

EMPLOYMENT BASED FIELD INTERNSHIP FORM

Students who request placement at an agency where they are currently employed must fill out the top portion of this form, sign on page two, then present the form to their current supervisor for completion.

Student Name: ____________________________ Email: ____________________________

Student Phone: __________________________ Student Current Job Title: ____________________________

Agency Name: ____________________________________________________________________________

Agency Address: ____________________________________________________________________________

Supervisor’s Name: __________________________ Phone: ____________________________

Supervisor’s Email: __________________________

THE FOLLOWING PORTION OF THIS FORM IS TO BE READ AND COMPLETED BY THE SUPERVISOR AND/OR ADMINISTRATOR OF THE AGENCY.

PLEASE TAKE NOTE: Students may request a Field Internship at the agency where they are currently employed, but only with careful consideration and under certain restrictions. Additionally, the Director of Field Education, the student’s Supervisor and Administrator of the agency must mutually agree that the plan for the Field Internship at the student’s place of employment is of mutual agreement. This plan must be approved by the Director of Field Education or a Designee.

A plan for the student to complete a Field Internship at the agency where they are currently employed must insure three things: **ONE:** That the student will satisfy all of the required field hours in an area of the agency separate and different from the one in which they are currently employed. **TWO:** the assignments done in this area must be sufficiently and distinctively different from their current duties and responsibilities. Example: The student may be employed in an agency where their current job description is that of an Intake Worker. The agency may suggest that the student can work in a separate area, such as ‘foster care,’ or ‘adult protective services.’ **THREE:** The Field Supervisor must be a different person than the Supervisor of the Student’s current full-time employment location. If there is any difficulty or question about completing this form, please contact Professor Thelma Rich via phone at 443-885-1963 or email Thelma.rich@morgan.edu.
Please provide a brief description of the student’s current title and work duties:
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________

Please provide a detailed description of the proposed new and separate field internship duties and responsibilities. Give two examples of duties/responsibilities:
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________

Please provide the days and hours the intern will perform the stated duties. Days: ___________________
Hours: __________________

Please identify the name of the new unit where the student will be assigned.
__________________________________________________________________________

Please provide the location of the new unit (Show that the new unit is located in an area different from the location in which the student is employed full time.)
_________________________________________________________________________________ 

************************************************************************************

Your signature on this agreement indicates your participation in the following activities:
❖ Attendance at the annual Field Supervisor’s Orientation held the 3rd Tuesday in August.
❖ Availability to meet with the Field Liaison at least once each semester and/or as needed.

Please provide the name of the Field Supervisor: his/her contact information and his/her MSW licensure verification.
Name: ___________________________ Phone: ___________________________

Email: ___________________________ MSW Licensure Verification: ________________

Signature: ___________________________ Date: ___________________________

Signing for the Agency (This should be the agency Director or Designee):
Print Name ____________________________________________

Signature ___________________________ Date: __________________________

Student Signature
Print Name ____________________________________________

Signature: ___________________________ Date: __________________________

Signing for the School of Social Work (Professor Thelma Rich, Director of Field Education)
Signature: ___________________________ Date: __________________________
Report for Liaison Site Visit

Date: ________________  Note: See reverse side for extended comments, as needed

NAME OF STUDENT: ____________________________________________________________

DAYS SCHEDULED FOR FIELD: ________________________________________________

FIELD AGENCY ADDRESS: ______________________________________________________

TELEPHONE #: __________________________ CELL PHONE #: ________________________

FIELD INSTRUCTOR: __________________________________________________________

EMAIL ADDRESS: _____________________________________________________________

PURPOSE OF CONTACT: ( ) Regular semester contact ( ) Other? ____________________

COMMENTS ON STUDENT PERFORMANCE: (Continue comments on reverse side for each section, if necessary)

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PROGRESS OF STUDENT: (Identify new assignments; new cases, agency orientation, training, etc.)

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

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____________________________________________________________________________

PROBLEMS: (If any, identify and discuss, continue on reverse side, if needed)

____________________________________________________________________________

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____________________________________________________________________________
DECISION MADE: (if needed)

________________________________________________________________________________________

DID THE STUDENT PARTICIPATE IN THE VISIT? _____ YES _____ NO

WEEKLY SUPERVISION RECEIVED AND AVAILABILITY: _____ YES _____ NO

PRESENT CASELOAD OR PROJECT: __________________________________________________________

DESCRIBE: ________________________________________________________________

________________________________________________________________________________________

STUDENT CONCERNS/OBSERVATIONS:

________________________________________________________________________________________

*REQUIRED/VERIFIED FIELD HOURS ACCUMULATED TO DATE: ____________________________

FIELD INSTRUCTOR COMMENTS (PROGRESS OF STUDENT):

________________________________________________________________________________________

RECOMMENDATION TO CONTINUE NEXT SEMESTER: YES NO

STATE REASONS:

________________________________________________________________________________________

FIELD LIAISON COMMENTS:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

**ALL SECTIONS MUST BE COMPLETED.  Revised 1/13/15**
APPENDIX G

MORGAN STATE UNIVERSITY
FIELD AGENCY AFFILIATION AGREEMENT

THIS FIELD AGENCY AFFILIATION AGREEMENT ("Agreement") is made effective the __________ day of __________, 20__ ("Effective Date") by MORGAN STATE UNIVERSITY ("Morgan"), an agency and instrumentality of the State of Maryland and ___________________________("Agency") [Please insert business type (i.e. LLC, corporation, non-profit et al.)]

RECITALS

WHEREAS, Morgan is an accredited University offering an educational program to its students in the School of Social Work, accredited by the Council of Social Work Education, and desires to obtain field education for its students ("Students"); and

WHEREAS, the Agency is a community-based social service provider and has the facilities and equipment needed by Morgan’s social work students for their field education; and

NOW THEREFORE, in consideration of the foregoing, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, accepted and agreed to, Morgan and Agency, intending to be legally bound, agree to the terms set forth below:

1. RIGHTS AND RESPONSIBILITIES OF AGENCY

   1.1 Agency in recognizing the commitment and responsibility in the education of the professional social worker, agrees to work collaboratively with the School of Social Work.

   1.2 Agency agrees to provide field placement for students from the School of Social Work at Morgan State University. The number of students shall be mutually agreed upon and is based upon the needs of the School of Social Work at Morgan and the ability of the agency to accommodate and provide a meaningful generalist and/or advanced social work educational experience.

   1.3 Agency agrees that field instructors are to possess a Master’s degree in Social Work, and have the time, interest, and ability to assume educational role, and accept the required responsibility as stated in the “Responsibility of Field Instructors” (Cited in the current Field Manual).

   1.4 Agency agrees that the Field Instructors are to attend University seminars for orientation to the Social Work Program’s goals and objectives, as well as other seminars related to the Field Instruction role.

   1.5 Agency agrees that Field Instructors are expected to be familiar with the goals and objectives of the Social Work Program.

   1.6 Agency agrees that Field Instructors will set aside time and provide licensed supervision for a minimum of one hour weekly.

   1.7 Agency agrees that Field Instructors will evaluate the student(s) four times a year (twice per semester) on the forms provided by the University.

MSU Standard Clinical Training Affiliation Agreement
1.8 Agency agrees that Field Instructors will evaluate the student(s) four times a year (twice per semester) on the forms provided by the University.

1.9 Agency agrees that the agency will provide appropriate working space and supplies to conduct appropriate agency activities and learning experiences.

1.10 Agency agrees that to pay for travel incurred by students in the performance of their duty for the Agency.

1.11 Agency agrees that the supervisor providing direct supervision (this includes the task supervisor) MUST participate in the annual orientation session and any other required meetings as needed.

1.12 Agency agrees that at any time the student is found to be performing at a level below expectation, the field instructor is responsible for informing the students and preparing a detailed work plan identifying areas needing improvements for the student. This should be brought to the immediate attention of the Field Liaison, and the Director of Field Education.

2. RESPONSIBILITIES OF MORGAN

2.1 Subject to the Family Educational Privacy Rights Act (34 CFR §99) “FERPA” and all privacy laws Morgan agrees to provide the Agency/Field Instructor with the students’ profiles.

2.2 Morgan will provide the Agency with an annual announcement or description of the Program, curriculum, and objectives to be achieved at Agency and execute the appropriate curriculum which includes instruction and learning experiences essential for the occupational area.

2.3 Morgan will be responsible for the selection of students to be placed at the Agency and will assign to the Agency only those students who have satisfactorily completed the prerequisite didactic portion of the Program curriculum.

2.4 Morgan will coordinate the student assignment with the supervisor of the field area.

2.5 Morgan will provide qualified instructors to supervise the experience of students at the Agency at all times and will be responsible for determination of the students’ final grade for the field education experience gained at the Agency.

2.6 Morgan will maintain records of students and correspondence relating to the program.

2.7 Morgan will advise students of the expectation that they abide by the policies and procedures of the Agency while in the Agency. Morgan will inform students of the expectation that they conduct themselves in a professional manner, and their attire and appearance are expected to conform to the accepted standards of Agency.

MSU Standard Clinical Training Affiliation Agreement
2.8 Morgan will inform students that they will not submit for publication any material based on records or data derived from the field education experience at the Agency without prior written approval from Morgan and the Agency.

3. **RESERVATION OF RIGHTS: PLACEMENT**

   Agency reserves the right to terminate the use of the Agency as a field education site depending upon the availability of facilities and personnel to adequately provide a satisfactory field education experience, provided that students undergoing their field education experiences at the time of termination will be allowed to complete the rotation at the Agency.

4. **TERM AND TERMINATION**

   This Agreement shall be for a term of __________, commencing on the **Effective Date** and ending ________________, and may be terminated by either party, with or without cause, upon thirty (30) days prior written notice, provided that students undergoing their field education experiences at the time of termination will be allowed to complete the semester at the Agency.

5. **INSURANCE**

   Morgan State University is an agency and instrumentality of the State of Maryland and is self-insured. Prior to commencement of the field experience at the Agency, Morgan shall, upon request, provide proof of liability insurance in accordance with Title 12, Subtitle 1, of the State Government Article, Maryland Annotated Code.

6. **LIMITED LIABILITY**

   Agency acknowledges that Morgan is a Maryland State agency and is self-insured. Limits of liability are governed by the Maryland Tort Claims Act, Title 12, Subtitle 1 of the State Government Article, Maryland Annotated Code.

7. **COMPLIANCE**

   Morgan represents that Morgan and the assigned faculty have not been convicted of any conduct identified on **Attachment A**, and that Morgan and the assigned faculty are eligible to participate in Federal health care programs or in any other state or federal government payment program, as provided in **Attachment A**. Morgan understand that if the United States Department of Health and Human Services excludes Morgan, or any of Morgan’s assigned faculty who provide health care services from participation in Federal health care programs, Morgan must notify the Agency within five days of such fact, and the Agency may immediately terminate this Agreement.

MSU Standard Clinical Training Affiliation Agreement
8. **NON ASSIGNMENT**

This Agreement shall not be assigned or transferred by either party.

9. **ENTIRE AGREEMENT**

This Agreement contains the entire understanding of the parties with respect to the subject matter hereto and supersedes all prior Agreements and understandings between the parties with respect to the subject matter hereof. No alteration or modification of this Agreement shall be valid unless in writing and executed by each of the parties hereto.

10. **NOTICES**

Any and all notices required to be given hereunder shall be sent registered or certified mail, postage prepaid, return receipt requested to the address provided below.

11. **DEFAULT**

The delay or failure of performance by either party shall not constitute a breach of this Agreement, nor shall it give rise to any claims against either party for damages. The sole remedy for breach of this Agreement shall be immediate termination.

12. **GENERAL TERMS**

12.1 **NON DISCRIMINATION**

Both Morgan and the Agency agree to comply with Titles VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Executive Order 11246, and the Americans with Disabilities Act of 1990 and the related regulations of each. Each party agrees that it will not discriminate against any individual including, but not limited to, employees or applicants for employment and/or students because of race, religion, creed, color, sex, age, disability, veteran status, or national origin. Such action may include, but not be limited to, the following: employment, upgrading, demotion or transfer, recruitment advertising, layoff and termination, rates of pay or other forms of compensation, and selection of available employees and applicants for employment.

12.2 **INDEPENDENT CONTRACTOR STATUS**

The parties hereby acknowledge that they are independent contractors, and neither is the agent, employer or servant of the other, and each is responsible only for its own conduct. In no event shall this Agreement be construed as establishing a partnership, joint venture or similar relationship between parties hereto, and nothing herein contained shall be construed to authorize either party to act as an agent for the other. Morgan hereby acknowledges that during the course of its participation under the Program established under this Agreement, neither the students nor faculty of Morgan shall be considered employees of Agency in any way. Accordingly, Agency shall not provide either the students or faculty with workers’ compensation

MSU Standard Clinical Training Affiliation Agreement
insurance, medical/dental insurance, retirement benefits, or any other employment related benefits provided by the Agency to its employees.

12.3 CONFIDENTIALITY

Morgan shall advise the students of the importance of maintaining the confidentiality of patient/client information obtained during the clinical or instructional experience at the Agency. Morgan agrees to inform students about applicable Federal and State laws governing the use and/or disclosure of individually identifiable health information. Morgan shall provide students with appropriate training regarding patient privacy and confidentiality. Such training shall satisfy the Health Insurance Portability and Accountability Act of 1996 and related regulations.

12.4 PATIENTS

No provision of the Agreement shall prevent any patient/client from requesting not to be a teaching patient/client or prevent any member of the Agency’s medical staff from designating any patient/client as a non-teaching patient/client.

12.5 COMPENSATION

There shall be no monetary compensation paid to either party; it being acknowledged that the program provided hereunder is mutually beneficial. Benefits may include but are not limited to on-site training for students resulting in industry specific knowledge and an increase in the availability of quality social work professionals in the workforce. The parties shall cooperate in administering this program in a manner which will tend to maximize the mutual benefits provided to Morgan and the Agency.

1. GOVERNING LAW

This Agreement shall be governed in accordance with the laws of the State of Maryland.
IN WITNESS WHEREOF, the parties hereby execute this Agreement as of the date first set forth above.

AGENCY

Signature: ____________________________ Signature: ______________________________________
Title: __________________________________ Title: Vice-President of Finance and Management

Date ____________________________ Date ____________________________

Address:  

Phone: 

MORGAN STATE UNIVERSITY

Sidney H. Evans, Jr.

Address: 1700 East Cold Spring Lane
307 Truth Hall
Baltimore, Maryland 21251

Phone: 443-885-3520

MSU Standard Clinical Training Affiliation Agreement
ATTACHMENT A

Overview of law regarding exclusion from Medicare and State Health Care Programs.

42 U.S.C. 1320A-7. (a) Mandatory exclusion. The Secretary shall exclude the following individuals and entities from participation in any Federal health care program (as defined in section 1320a-7b(f) of this title):

(1) Conviction of program-related crimes. Any individual or entity that has been convicted of a criminal offense related to the delivery of an item or service under subchapter XVII of this chapter or under any state health care program.

(2) Conviction relating to patient abuse. Any individual or entity that has been convicted, under Federal or State law, of a criminal offense relating to neglect or abuse of patients in connection with the delivery of a health care item or service.

(3) Felony conviction relating to health care fraud. Any individual or entity that has been convicted of an offense which occurred after August 21, 1996, under Federal or State law, in connection with the delivery of a health care item or service or with respect to any act or omission in a health care program (other than those specifically described in paragraph (1) operated by or financed in a whole or in part by any Federal, State or local government agency, of a criminal offense consisting of a felony relating to fraud, theft, embezzlement, breach of fiduciary responsibility, or other financial misconduct.

(4) Felony conviction relating to controlled substance. Any individual or entity that has been convicted for an offense which occurred after August 21, 1996, under Federal or State law, of a criminal offense consisting of a felony relating to the unlawful manufacture, distribution, prescription, or dispensing of a controlled substance.

(b) Permissive exclusion. The Secretary may exclude individuals and entities from participation in any Federal health care program … These Permissive Exclusions are for misdemeanors of the above (see 42 USC 1320a-7(b)(1-15) offenses plus other infractions that will be determined on an individual case-by-case basis.

(NOTE: the DHHS and OIG list of excluded individuals/entities is available through the Internet at http://hhs.gov/oig).

MSU Standard Clinical Training Affiliation Agreement
FIELD INSTRUCTOR/TASK SUPERVISOR IDENTIFICATION

Name:________________________ Name of Agency:________________________

Agency Address: _________________________________________________________

Telephone: (Office) _________________________ Email: _______________________

Cell Phone: ___________________________ Fax: ___________________________

Job Position: ___________________________________________________________

Duties: ________________________________________________________________

Years of Employment: ______________________ Date Began:___________________

Current Employment: ______________________ Date Began:___________________

Previous Employment:

Name of Employing Agency: ______________________________________________

Title: ________________________________ Years Employed:____________________

Education:

Bachelors Degree (Institution):____________________ Year Received: _______

MSW Degree (Institution):____________________ Year Received: _______

License: ______ LGSW_______ LCSW_______ LCSW-C _______ LISW_____

Specialization(s): _______________________________________________________

Signed: Field Instructor: ______________________________Date: _____________
TASK SUPERVISOR INFORMATION

Name: ____________________________________________

Telephone Number: ________________________________

Email Address: __________________________________

Education: _______________________________________

__________________________________________________

Agency Job Position: ______________________________

DESCRIPTION OF DUTIES:

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________
## Field Setting Identification Sheet

Name of Agency: ____________________________________________

Address: ___________________________________________________

Executive Director: __________________________ Telephone: _____________

Field Instructor: ________________________________ Telephone: _____________

Email Address: ______________________________________________

**Briefly Describe:**

1. **Agency Function(s):**

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. **Services Offered:**

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. **Specify the unique potential and opportunities for field instruction provided from your agency:**

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
4. Division of Program to which the student will be assigned:

______________________________________________________________________________
______________________________________________________________________________

5. What provisions have been made for the student to receive orientation?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. Describe any special projects or tasks the student will be assigned.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7. Hours of Operation: _________ a.m. to ___________ p.m.

   Evening Hours: ________________________________

   Days of operation: ________________________________

8. Describe the accessibility of public transportation.

______________________________________________________________________________
______________________________________________________________________________

9. Give Directions to student’s agency site (From MSU). Describe parking situation.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Signature: ____________________________________________ Date: ______________________
APPENDIX J

SCHOOL OF SOCIAL WORK

Field Education Program
Needs Survey

Name: ________________________________________________________________

Field Agency: __________________________________________________________

Agency Address: _______________________________________________________

_____________________________________________________________________

Telephone #: ______________________ Email Address: _______________________

Please answer the following questions. Thank you!

1. Does your agency currently have Morgan State University students in Field Placement?
   ___________Yes ___________No

2. Would you be interested in having students from Morgan State University for the academic year?
   ___________Yes ___________No

3. How many students could you accommodate?
   __________ BSW __________ MSW

4. Does your agency have evening and/or weekend placements? ________________
   If yes, how many? ________________

5. Is your agency willing or able to offer student incentives? i.e. book stipends, parking, gas reimbursement, lunch, assistance with professional membership fees, or a monetary stipend.
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
6. Training for field work supervision is required by the Council of Social Work Education and is provided by Morgan State University, School of Social Work, are you willing and able to attend?

_______ Yes _________ No

7. List some tasks to be assigned:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Comments/Special Requests:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
According to the MSW Program, all students eligible for advanced field must have successfully completed the courses listed below.

This verification form is to be completed and submitted in the Field Placement Packet when students are interviewed for placement. This document must be signed and dated by the Faculty Advisor.

Name of Student: ________________________________

Date: ________________

In order to enter advanced field (603, 604) students must be advanced standing students or have completed the following foundation courses with a “C” grade or better. Please attach printed WebSIS Transcript.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE</th>
<th>SEMESTER/YEAR COMPLETED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 501</td>
<td>GENERAL SOCIAL WORK PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 502</td>
<td>NEIGHBORHOOD ADVOCACY AND DEVELOPMENT IN POOR URBAN COMMUNITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 503</td>
<td>FOUNDATION PRACTICUM I (16 HOURS/WEEKS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 504</td>
<td>FOUNDATION PRACTICUM II (16 HOURS/WEEKS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 505</td>
<td>LIFE COURSES DEVELOPMENT AND ISSUES (HBSE I)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 506</td>
<td>URBAN ORGANIZATIONS, NEIGHBORHOOD &amp; COMMUNITIES (HBSE II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 507</td>
<td>SOCIAL WELFARE AND URBAN ECONOMICS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 509</td>
<td>CHEMICAL DEPENDENCY &amp; COMMUNITY VIOLENCE: URBAN PROSPECTIVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 510</td>
<td>RESEARCH AND URBAN SOCIAL PROBLEMS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students are expected to maintain a minimum 3.0 GPA. Current GPA: __________

Student Signature: ________________________________________________

Advisor Signature: ________________________________________________

Date Received by Field Office: ________________________ Initials: ________

EFFECTIVE: SPRING 2015
APPENDIX L

MORGAN STATE UNIVERSITY - SCHOOL OF SOCIAL WORK
FIELD INSTRUCTION – STUDENT LEARNING AGREEMENT

The attached instrument is designed to facilitate the planning for field instruction students. The student learning agreement is intended to serve as a means in which the University-agency-student can collaborate in the identification and implementation of the core competencies and associated behaviors as outlined by the Council of Social Work Education (copy attached).

An educational agreement is to be completed on each student enrolled in Field Instruction. A copy must be presented to the Field Liaison to be placed in the student’s Field Placement file no later than the second Practicum Seminar. This task, identification of activities, is complex and it will require considerable thought on the part of all three parties concerned (Field Instructor, student and Field Liaison).

Agreement Instructions

1. GOALS - Broad statements pertaining to the student’s learning experience are to be developed in compliance with the core competencies. The goal statement refers to a broad category of achievement. Two goal statements are usually sufficient to define the learning parameters.

2. WORK ASSIGNMENTS - This section of the Agreement represents the specific activities in which the student will be involved. It will also identify the agreed upon core competencies to be learned by the completion of the assignment. It is this section that will serve as the focus of monthly visits and contacts by faculty liaisons.

3. PROJECTED COMPLETION DATES - These dates provide the student, field instructor, and faculty liaison with crucial time periods in regards to completion of work assignments. Faculty liaisons must work closely with the Field Instructor in the assuring competition of work assignments in accordance with the agreed upon dates.
MORGAN STATE UNIVERSITY SCHOOL OF SOCIAL WORK
STUDENT LEARNING AGREEMENT FOR FIELD INSTRUCTION

STUDENT’S NAME: ____________________________________________________________

PROGRAM:  
1st Year/Foundation Year ☐
2nd/Concentration Year/Advanced Year ☐

DATE OF AGREEMENT: ____________________________

AGENCY: ________________________________________________________________

FIELD INSTRUCTOR: _____________________________________________________

OVERALL GOAL(S) TO BE ACHIEVED DURING CURRENT SEMESTER:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

DESCRIBED WORK ASSIGNMENTS AND IDENTIFY CORE COMPETENCIES TO BE
LEARNED FOR EACH ASSIGNMENT:

(1) WORK ASSIGNMENT AND CORE COMPETENCY:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(2) WORK ASSIGNMENT AND CORE COMPETENCY:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(3) WORK ASSIGNMENT AND CORE COMPETENCY:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

PROJECTED COMPLETION DATES FOR EACH WORK ASSIGNMENT:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
OBSERVATION OF STUDENT'S PROGRESS TOWARDS ASSIGNMENT COMPLETION:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

DESCRIBE HOW STUDENT WILL BE INVOLVED IN PROGRAM PLANNING AND DEVELOPMENT, OTHER AGENCY ACTIVITIES AND MEETINGS:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

DESCRIBE HOW STUDENT WILL BE INVOLVED IN GROUP AND COMMUNITY EXPERIENCES.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

ADDITIONAL COMMENTS:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

SIGNATURE OF SUPERVISOR: ___________________________ DATE: ____________

SIGNATURE OF STUDENT: ___________________________ DATE: ____________
MORGAN STATE UNIVERSITY SCHOOL OF SOCIAL WORK
MSW Foundation Year - MID-SEMESTER ASSESSMENT
Morgan State University
School of Social Work

Today's Date: ______________________________________
Student’s Name: ___________________________________
Agency Name: ______________________________________
Field Instructor's Name: _______________________________
Field Instructor’s Preferred Email Address: ______________________

Please Complete with Student Present

RATING SCALE:

1: UNSATISFACTORY: The intern HAS NOT consistently met the standards in performance in at least two (2) of the defined competencies. Please develop and submit a corrective action plan addressing the unsatisfactory areas and submit within seven (7) work days to the Field Liaison and the Field Education office..
2: SATISFACTORY: The intern has consistently met the performance standards in the defined competencies
NA: NOT APPLICABLE: No Opportunity to observe during this evaluative period.

Please select the item that best describes your student's' level of performance (at this stage of development).

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates Initiative and Resourcefulness</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>2. Demonstrates Consistent Attendance, Punctuality, and Dependability</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>3. Utilizes Supervision and Consultation</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>4. Makes Ethical Decisions and Judgments</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>5. Recognizes Personal Strengths and Areas Where Growth is needed</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>6. Utilizes Critical and Analytical Thinking Skills</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>7. Demonstrates the Ability to Effectively Communicate</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>
8. Demonstrates Effective Interviewing Skills  
   1  2  NA

9. Demonstrates the Ability to Relate to the Diverse Urban Population  
   1  2  NA

10. Engages in Practice that Promotes Social and Economic Justice  
    1  2  NA

11. Demonstrates the Ability to Advocate and Negotiate for Client Resources  
    1  2  NA

12. Utilizes Research Findings to Determine Effective Service Delivery  
    1  2  NA

13. Demonstrates the Ability to Identity, Assess, and Resolve Problems:  
    1  2  NA

14. Demonstrates Knowledge of Human Behavior and the Social Environment  
    1  2  NA

15. Integrates Theory with Practice  
    1  2  NA

16. Responds to Contexts that Shape Social Work Practice  
    1  2  NA

17. Demonstrates Knowledge of Organizational Goals, Structure, and Policies  
    1  2  NA

18. Applies knowledge of the Historical and Contemporary Contributions of African Americans to the Field of Social Welfare as the Context for Urban social work practice  
    1  2  NA

19. Applies Knowledge of the Dynamics and Complexities of Urban Communities as the Basis for Urban Social Work Practice  
    1  2  NA

For the Fall/Spring semester, specify the total number of hours that student was:

IN FIELD: ___________________________________________

ABSENT DUE TO ILLNESS: ________________________________

ABSENT DUE TO OTHER: ________________________________
Suggested Letter Grade
A
B
C
D
F

Recommended Grade:
Pass
Fail

I have reviewed this evaluation with the student
Yes
No

Please type in your name and sign after printing:
Field Instructor Name and Signature:

Please type in the student’s name:
The student may sign after printing:

NOTE: The student’s signature does not indicate acceptance of report. The student has the right to redress.

Thank you for the completing the MID-Semester Assessment.

Morgan State University School of Social Work
Field Education Program
MORGAN STATE UNIVERSITY SCHOOL OF SOCIAL WORK
MSW Second/Advance Year - MID-SEMESTER ASSESSMENT

Morgan State University
School of Social Work

Today's Date: ________________________________
Student’s Name: _____________________________________________
Agency Name: ________________________________________________
Field Instructor's Name: _________________________________________
Field Instructor's Preferred Email Address: __________________________

Please Complete with Student Present

RATING SCALE:

1: UNSATISFACTORY: The intern HAS NOT consistently met the standards in performance in at least two (2) of the defined competencies. Please develop and submit a corrective action plan addressing the unsatisfactory areas and submit within seven (7) work days to the Field Liaison and the Field Education office.
2: SATISFACTORY: The intern has consistently met the performance standards in the defined competencies
NA: NOT APPLICABLE: No Opportunity to observe during this evaluative period.

Please select the item that best describes your student's' level of performance (at this stage of development).

1. Demonstrates Initiative and Resourcefulness
   1: __________  2: __________  NA
   EP 2.1.1

2. Demonstrates Consistency in Professional Demeanor and Adherence to Personnel Practices
   1: __________  2: __________  NA
   EP 2.1.1

3. Possess Ability to Proficiently Practice Communication Techniques and Methods
   1: __________  2: __________  NA
   EP 2.1.1

4. Utilizes Supervision and Consultation to Enhance Advance Leadership Skills
   1: __________  2: __________  NA
   EP 2.1.1

5. Applies varied Strategies of Ethical Reasoning that Consistently Arrive at Principled Decisions
   1: __________  2: __________  NA
   EP 2.1.2
6. Recognizes and Assesses Personal Strengths for Further Professional Learning And Achievement
   1
   2
   NA
   EP 2.1.2

7. Utilizes Critical and Analytical Thinking Skills in Policy Interpretation and Application
   1
   2
   NA
   EP 2.1.3

8. Recognizes and Incorporates High Level Competence in Working with Diverse Cultures
   1
   2
   NA
   EP 2.1.4

   1
   2
   NA
   EP 2.1.5

10. Utilizes Research Findings to Determine Effectiveness of Service Delivery Systems and Improvement Modification
    1
    2
    NA
    EP 2.1.6

11. Integrates Theoretical Frameworks with Practice to Determine Client and Systems Progress
    1
    2
    NA
    EP 2.1.7

12. Applies Acquired Knowledge Bases to Identity, Assess, and Resolve Problems
    1
    2
    NA
    EP 2.1.7

13. Comprehends the In-depth Value Knowledge of Human Behavior
    1
    2
    NA
    EP 2.1.7

14. Utilizes Collaboration Skills to Develop Networks and Resources
    1
    2
    NA
    EP 2.1.8

15. Understands and applies those contexts that Shape Practice in the Urban Community
    1
    2
    NA
    EP 2.1.9

16. Utilizes Evaluation Tools at Multiple Levels for Engagement, Assessment and Intervention
    1
    2
    NA
    EP 2.1.10

17. Applies knowledge of the Historical and Contemporary Contributions of African Americans to the Field of Social Welfare as the Context for Urban social work practice
    1
    2
    NA
    EP 2.1.11

18. Applies Knowledge of the Dynamics and Complexities of Urban Communities as the Basis for Urban Social Work Practice
    1
    2
    NA
    EP 2.1.12
The **Fall/Spring** semester, specify the total number of hours that student was:

IN FIELD: ______________________________

ABSENT DUE TO ILLNESS: ______________________________

ABSENT DUE TO OTHER: ______________________________

**Suggested Letter Grade**

A  
B  
C  
D  
F

**Recommended Grade:**

Pass  
Fail

I have reviewed this evaluation with the student

Yes  
No

**Please type in your name and sign after printing:**

Field Instructor Name and Signature:

**Please type in the student’s name:**

The student may sign after printing:

NOTE: The student's signature does not indicate acceptance of report. The student has the right to redress.

Thank you for completing the MID-Semester Assessment.

Morgan State University School of Social Work  
Field Education Program
PROCESS RECORDING is one method by which you can record the content of an interview. It involves a written record of all communication both verbal and non-verbal (based on the worker's best recollections), and a record of the worker's feelings and reflection throughout the interview. [For the learning process, room should be left on the written record for the field instructor to make comments.] Audio or video recordings can also be used, but do not as easily afford an opportunity for the student to (a) identify his/her feelings during the interview, (b) assess client's feelings, or (c) present summary comments.

PROCESS RECORDINGS SERVE THE FOLLOWING FUNCTION:

A. They are primarily useful as a teaching learning tool. The process recording helps 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 allows the field instructor 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 instructor may see problems or issues that a student may not pick up on, and thereby may alert the student to a different direction for the future.

B. Process recordings provide pertinent information that assures appropriate follow-up in case that 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. Through the use of the process recording, the Field Instructor can assist the student in understanding his/her feelings towards clients.

What should be included in the process recording?

Everything that 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, etc. 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 students to assess his/her performance critically. It is also a means of helping the student 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. The process recording should contain the entire content of the interview as described above. 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.

Observation: She began to look hurriedly for her cigarette...

Some Practical Considerations:

A. Process recordings should be done as soon as possible after the interview so that recording will be as accurate and complete as possible.

B. Process recording is a very time consuming task.

C. Process recordings should be shared and discussed with the Field Instructor before your next interview with that client, if all possible. (In order to help you help your clients.)

D. Lastly, process recordings do not become part of the permanent record of the client, but become the property of the agency.

Notes:
APPENDIX Q

PROCESS RECORDING GUIDE FOR SOCIAL WORK PRACTICE PROJECTS
Process Recording Outline

A. IDENTIFYING INFORMATION:
   1. Name of Project
   2. Begin and End Dates
   3. Demographics of Populations Served:

B. PURPOSE OF THE PROJECT:
   1. Goals:
   2. Objectives:

C. PROJECT TEAM MEMBERS AND DESCRIPTION OF TASKS:

D. FUNDING SOURCES:

E. COMMUNITY RESOURCES:
   1. Existing
   2. Projected

F. SOCIAL WORK PRACTICE SKILLS DEMONSTRATED:

G. STATUS OF PROJECT:

H. METHODS OF INFORMATION DISSEMINATION:

I. CREATIVITY DEMONSTRATED:

J. CONTENT OF THE MEETING: Please use the document: Process Recording Supplement to describe the actual interaction between you and the other participants during the meeting. The content should be verbatim.
A process recording should contain the entire content of the interview with the client. It involves self-reflection, the process of client/worker interaction, and learning areas.

Agency: __________________________________________________________

Client: __________________________________________________________

Client Setting: ____________________________________________________

Date of Interview: ____________________________

Client Demographic Information:

Marital Status _____ Employment Status: _____ Gender ______

Age _____ Race ________ Composition of Household ______

Client Background Information:

________________________________________________________________
________________________________________________________________
________________________________________________________________

Source of Referral:

________________________________________________________________
________________________________________________________________
________________________________________________________________

Reason for Referral:

________________________________________________________________
________________________________________________________________
________________________________________________________________

Identification of Problem(s):

________________________________________________________________
________________________________________________________________
________________________________________________________________

APPENDIX R
Client’s Perception of Problem(s):

___________________________________________________________

___________________________________________________________

___________________________________________________________

Worker’s Perception of Problem(s):

___________________________________________________________

___________________________________________________________

___________________________________________________________

Client Interaction
(Verbal/non-verbal Communication):

___________________________________________________________

___________________________________________________________

___________________________________________________________

Worker’s Observations of Client Interaction:

___________________________________________________________

___________________________________________________________

___________________________________________________________

Summary of Interaction:

___________________________________________________________

___________________________________________________________

___________________________________________________________

Plan for Follow Up

- Client Expectations

___________________________________________________________

___________________________________________________________

___________________________________________________________

- Worker Expectations

___________________________________________________________

___________________________________________________________

___________________________________________________________
Goal Setting:

____________________________________________________
____________________________________________________
____________________________________________________

Identifying tasks toward goal achievement:

____________________________________________________
____________________________________________________

Task Implementation:

____________________________________________________
____________________________________________________
____________________________________________________

Goal assessment (identification of barriers, if any):

____________________________________________________
____________________________________________________
____________________________________________________

Goal achievement:

____________________________________________________
____________________________________________________
____________________________________________________

Summary Statement: (Resources, behavioral changes, and theoretical framework)

____________________________________________________
____________________________________________________
____________________________________________________

Next Scheduled Interview ________________________________

Field Instructor’s Comments:

____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

Student Signature: ___________________________ Date: ________

Field Supervisor’s Signature: ___________________________ Date: _______
NOTE: We request that full names not be used in recordings, only initials, in order to protect confidentiality. Student recordings do not become the property of the student. They should be destroyed at the end of the year or retained by the agency, as the material is confidential.

**Process Recording Outline**

**SOCIAL WORK PRACTICE WITH INDIVIDUALS, COUPLES, OR FAMILIES**

**A. Identifying Information**

1. Write a clear, concise statement about the client(s) and why they are seeking help.
2. Include a brief statement about the age, sex, role, and other pertinent information for each person present in the session.
3. If relevant, include a brief statement about other people involved in the situation, who are not present, and how they influence the situation.

**B. Purpose of the Session**

1. In a clear, concise statement, discuss the purpose of the session.
   a. Indicate what the client or family considers the purpose of the session to be.
   b. Indicate what you, as student social worker, consider the purpose of the session to be.
   c. Indicate how these perceptions of purpose are similar or different. If different, briefly discuss the implications of this difference.
2. Discuss the relationship between this session and the previous one(s).

**C. Initial Observations of the Client(s)**

1. Describe briefly, in general terms, the physical and emotional climate at the beginning of the session.
2. Describe your initial impressions of the attitudes and feelings of the client(s) at the beginning of the session.
3. Describe the feelings and attitudes you brought to the session.
4. Describe any significant changes in the client(s)’ appearance and surroundings that occurred since the previous session.
D. Content of the Session:

Specify pertinent information (content) communicated by the client(s) during the session.

1. Describe how the session began.

2. Using the chart below, please describe the actual interaction between the client(s) and you, during the session. The content should be selective and focus on what is significant and pertinent.

<table>
<thead>
<tr>
<th>Worker Or Client</th>
<th>Interview Content</th>
<th>Skills Used</th>
<th>Student’s Feelings/Reactions</th>
<th>Student’s Analysis</th>
<th>Field Instructor’s Comments</th>
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</table>
3. Describe the "feeling" content of the session, as it occurred, both on your part and the part of the client(s).

4. Describe how the session ended.

**E. Assessment**

1. What is your current assessment of this client(s)? Include client(s)' strengths and weaknesses.
   
a. How is your current assessment the same as or different from your original assessment?

b. Indicate the theory or other knowledge, learned in your other courses, that helps you to understand the process and content of this session, e.g., what knowledge of human behavior or the human condition applies in this practice situation?

**F. Plan for the Next Session**

1. Write a brief statement of the plan for the next session.
   
a. Explain how you and the client(s) engaged in a mutual process to formulate the plan.

b. Explain how the plan relates to the problem for which the client(s) sought help.

2. If relevant, specify what the client(s) are to do between the end of the current interview or session and the next time you meet.

**G. Analysis of the Student Social Worker's Practice**

1. Discuss your use of social work practice knowledge and skill during the interview or family session.
   
a. What specific social work skills and/or techniques, learned in your practice courses, did you use during the session?

b. What specific social work skills and/or techniques, learned in your practice courses, could you have used during the session?

c. What were the strengths and weaknesses in your practice during the session?

2. Was the purpose of the session accomplished?
APPENDIX T

Process Recording Outline

SOCIAL WORK PRACTICE WITH COMMUNITY AND ORGANIZATIONAL GROUPS

A. Identifying Information

1. Name of the Group (Committee, Task Force, Board, etc.)

2. Overall purpose of the group (committee, task force, board, etc.)

3. Date of the meeting or activity being process recorded.

4. Types of persons present and absent at the meeting or activity,

5. Name of the person who called the meeting or activity.
   a. Indicate this person's position.
   b. Indicate the method of notification for the meeting or activity.
   c. Indicate how much time was allowed between notification and the date of the meeting or activity.

B. Pre-Meeting of Pre-Activity Goals and Perceptions

1. Describe briefly the goals stated for the meeting or activity.
   a. Attach an agenda, if there is one.
   b. Include a discussion of the task and process goals specified for the meeting or activity in your description.

2. Describe briefly your own goal expectations, as a student social worker, for this meeting or activity.
   a. Include a brief statement of your own task and process goals in your description.

C. Meeting or Activity Process

1. Describe the role played by the chairman or leader.
   a. Indicate how he or she played this role(s).
   b. Indicate the impact/ influence of the chairman or leader on the actions of the others present, including you.
2. Summarize the overall interaction of those present.
   a. Indicate the interactional roles played by different group members.
   b. Describe any cliques, leadership pattern or other factors that develop during the interaction.
   c. Describe the atmosphere of the meeting or activity.

1. Describe any decisions made or actions taken during the meeting or activity: how they were introduced and how the decisions were made.

2. Describe plans for the next meeting or activity of this group, e.g., future agenda items. Include a brief discussion of how the group decided on this plan(s).

**D. Analysis of the Meeting or Activity**

1. Analyze the actions, decisions, conclusions or other interactions that occurred in the group and indicate why you think they occurred.
   a. Include a brief discussion of roles that members played that were significant to the interaction.
   b. Include a consideration of the cliques, leadership patterns or other significant variables that influenced the interaction in your analysis.
   c. Consider the personal motivations of members in regard to the roles, cliques, patterns and other behavior that emerged in the meeting or during the activity and how these personal motivations might be influencing the interaction.

2. On the basis of your analysis, what is your current assessment of:
   a. the commitment of the people involved in this committee, task force, board, etc. to the group's purpose;
   b. the motivation of the community or agency people involved to achieve this purpose;
   c. evaluate the growth of leadership in this committee or activity, including the group's capacity to solve the problems or tasks facing it.

**E. Analysis of the Student Social Worker's Practice**

1. Identify and analyze your feelings during the meeting or activity.
   a. Describe briefly and analyze your feelings about specific people during the meeting or activity.
   b. Describe briefly and analyze your feelings about the content of the meeting or activity, e.g., apprehension, elation, anger, fear, frustration, etc.

2. Analyze how your feelings influenced the actions and course of the meeting or activity including your own action or non-action.
3. Were your goals for the meeting or activity attained? Explain how you attained them or why they were not attained,

   a. What specific social work skills and/or techniques, learned in your practice course, did you use during the meeting or activity.

   b. What specific social work skills and/or techniques, learned in your practice courses, do you think you could have used during the meetings or activity?

   c. What were the strengths and weaknesses in your practice during the meetings or activity?

   (Adapted from Columbia University)

Notes:
_____________________________________________________________________
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APPENDIX U

Process Recording Outline
PRACTICE WITH SMALL CLIENT GROUPS

A. Information about the Group

Date:
Group Name or Type:
Meeting number:
Group Members Present:

B. Purpose of the Group or Meeting

1. Write a brief statement on the overall purpose of the group.
   a. This statement is included only in the first process recording, or if there is an agreed upon change in the group’s overall purpose.

2. Write a concise statement about the goals of the meeting of the group being recorded.
   a. How were these goals perceived by the group?
   b. How did you perceive these goals?
   c. What are the similarities or differences between the group’s perception of these goals and yours?

C. Group Process at the Meeting

1. Initial Observations
   a. Describe briefly, in general terms, the physical and emotional climate at the beginning of the group meeting.
   b. Describe briefly your initial impressions of the attitudes and feelings of the group members at the beginning of the meeting.
   c. Describe any significant changes in the appearance or feelings or attitudes of the group members since the last meeting.

2. Group Member Interaction (Group Process)
   a. Describe what went on within the group during its meeting. For example:
(1) Describe the means of interaction, e.g., program activity, discussion, debate, tasks, etc.

(2) Describe the feeling reactions of the members to this interaction.

(3) Describe your feeling reactions to this interaction.

b. Describe the effectiveness, vitality, and responsibility of the group's members during the interaction.

c. Describe your role in the group's interaction.

d. Describe the ways the group moved toward attainment of its goals.

e. Describe how the group's members dealt with obstacles to attainment of the meeting’s goals.

D. Analysis of the Group Meeting

1. Describe your understanding of the nature of the interaction of the group members, including you, at this group meeting.

2. Indicate the theoretical or other knowledge, learned in your other courses, that helps you to understand the process and content of this group meeting.

3. On the basis of your analysis, what is your current assessment of:

   a. the stage of the group's development;
   b. the commitment of the group members to the group's purpose;
   c. the climate and tone of the group;
   d. if relevant, discuss specific roles played by individual group members and how they impact the group process.

E. Plan for the Group's Next Meeting

1. Write a brief statement of the plan for the next meeting of the group.
   a. Explain how the members of the group, including you, arrived at this plan.

F. Analysis of the Student Social Worker's Practice

1. Discuss your use of social work practice knowledge and skills during the group meeting.
   a. What specific social work skills and/or techniques, did you learn in your practice courses?
   b. What were the strengths and weaknesses in your practice during the group meeting?

(Adapted from Virginia Commonwealth University)
Name of Liaison:

A. Was the role of the Field Liaison clear to you?  
   Yes □  No □

B. Did you have contact with the Field Liaison during the academic year?  
   Yes □  No □
   By phone _____ Site visit _____ Off-site visit _____  
   Yes □  No □

C. If you needed assistance, did you initiate contact with the Field Liaison?  
   Yes □  No □
   If no, explain why you did not initiate contact.
   __________________________________________________________________________
   __________________________________________________________________________
   If yes, was the liaison responsive to request for assistance?  
   __________________________________________________________________________
   __________________________________________________________________________

Field Liaisons are assigned the following functions. Please indicate an evaluation of how your liaison carried out these functions:

Scale for evaluation of liaison effectiveness:


_____ (A) To evaluate range and quality of learning experiences and learning environment.
_____ (B) To provide ongoing information, support of programmatic change.
_____ (C) To help Field Instructors develop their teaching skills.
_____ (D) To assist in problem solving in all aspects of field placement.
_____ (E) To establish a communication link between school and agency.
_____ (F) To provide consultation for effective supervision for students in field.
_____ (G) To meet with Field Instructor(s) and student(s), together or separately or both.
_____ (H) To monitor student expectations and performance.
MORGAN STATE UNIVERSITY – SCHOOL OF SOCIAL WORK
AGENCY’S EVALUATION OF FIELD PROGRAM

Agency: ____________________________________________________________

Field Instructor/Coordinator __________________________________________

Please rank the following areas as you experienced them during the past year in relation to the University’s responsibility to the agency. Please feel free to write any additional comments about the relationship between the agency and the University below and on the reverse side.

Answer the following by placing the appropriate letter on the line before each number.

(100% - 90%) (89% - 80%) (79% - 70%)
A = Great Extent B = Good Extent C = Some Extent

_____ 1. Provided agency with an overview of the Field Instruction Program and advised agency of needs of student(s).

_____ 2. Provided Field Instructor and agency with information and direction regarding supervision and appropriate learning experiences for students.

_____ 3. Held seminars for Field Instructors.

_____ 4. Was responsive to agency issues and concerns that impacted student assignments and tasks.

_____ 5. Provided materials to assist Field Instructors in developing their teaching skills.

_____ 6. Supplied agency with profile of student(s), calendars for year, field program and course syllabi.

_____ 7. Provided a forum for Field Instructors and MSU Faculty to discuss and explore how to better integrate what students are learning in the classroom with their experiences in the placement.

_____ 8. Students were adequately prepared to begin the Field Instruction process with a basic knowledge of social work values and understanding of the social worker’s role.

_____ 9. Provided Field Instructor information about the core competencies and the required skills and practice behaviors.

Comments/Suggestions
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Signature: ________________________________ Date: ______________________
APPENDIX X

DUE AT THE END OF SECOND SEMESTER

MORGAN STATE UNIVERSITY - SCHOOL OF SOCIAL WORK
STUDENT EVALUATION OF LIAISON EFFECTIVENESS

Name of Liaison_______________________________________________________
Name of Placement Agency_____________________________________________

A. Did your liaison make a site visit to your agency this semester?
   Yes ☐   No ☐

B. Did you have personal contact with your liaison during the Fall semester?
   Yes ☐   No ☐

1. If yes, check the following as appropriate:
   Liaison seen in group meeting only ☐
   Liaison seen at field placement ☐
   Liaison seen in personal interview on campus ☐

2. If no, check the following as appropriate:
   Student did not attend group meeting ☐
   Student did not request contact with liaison ☐
   Liaison not sufficiently available for appointments ☐

C. Did you have personal contact with your liaison during the Spring semester?
   Yes ☐   No ☐

1. If yes, check the following as appropriate:
   Liaison seen in group meeting only ☐
   Liaison seen at field placement ☐
   Liaison seen in personal interview on campus ☐

2. If no, check the following as appropriate:
   Student did not attend group meeting ☐
   Student did not request contact with liaison ☐
   Liaison not sufficiently available for appointments ☐
Field liaisons are assigned the function of directing and monitoring the students’ learning experience in the field. Within the context of your knowledge and involvement for this academic year, please indicate an evaluation of how your liaison carried out these function:

Scale for evaluation of liaison functions:


___ (A) To monitor and review students' field learning experience

___ (B) To assist in integrating theory and practice

___ (C) To evaluate students' performance (assessing strengths and weaknesses) in the field

___ (D) To evaluate range and quality of learning experiences and learning environment

___ (E) To establish communication links between school and agency

___ (F) To meet with Field Instructor and Field Liaison together, separately or both

___ (G) To discuss students observation of professional growth and development

___ (H) To assist in problem solving in all aspects of field placement, when necessary

___ (I) To act as an enabler and facilitator in resolution of concerns related to field work
APPENDIX Y

DUE AT THE END OF SECOND SEMESTER

MORGAN STATE UNIVERSITY - SCHOOL OF SOCIAL WORK
FIELD EDUCATION PROGRAM
STUDENT EVALUATION OF AGENCY

To Students and Field Instructors:

The student evaluation form is used to bring about improved communication between the student, the agency and the school. It is essential that this evaluation be completed at the end of the academic year. This evaluation is devised to assess the student’s integration of the classroom and field agency experience. The twelve core competencies measure practice behaviors comprised of knowledge, value, and skills which provide the parameters for this evaluation tool.

Respond to the following by placing the appropriate letter in front of each number:
(100% - 90%) (89% - 80%) (79% - 70%)
A = Great Extent B = Good Extent C = Some Extent

I. Student's Assessment of Role and Function of Field Instructor

_____ 1. Provided materials pertinent to the agency’s organizational structure, policies, procedures, and programs. EP 2.1.7

_____ 2. Periodic review of learning goals and objectives EP 2.1.9

_____ 3. Involved self in a relationship with the student for role identification EP 2.1.2

_____ 4. Aided in student’s continued growth and learning toward the development of a professional social work identity. EP 2.1.1

_____ 5. Provided guidance and direction in developing social work practice skills. EP 2.1.2

_____ 6. Assigned relevant tasks that provide learning challenges and application to the theoretical perspectives. EP 2.1.1

_____ 7. Allowed student to critically examine professional attitudes and behaviors. EP 2.1.2, 2.1.3

_____ 8. Assisted the student in the development of Social Work ethics and values. EP 2.1.2

_____ 9. Directed students to appreciate diverse populations within the urban community. EP 2.1.4
____10. Supported and engaged in practice that advanced social and economic justice. EP 2.1.5, 2.1.8

____11. Apply knowledge of the historical and contemporary contribution of African Americans to the field of social welfare as the context of urban social practice demands. EP 2.11

____12. Demonstrated an understanding of the historical and contemporary contributions of African Americans to the field of social welfare by the appropriate integration of theory to practice within the context of the urban environment. EP 2.12

III. Student's Assessment of the Level of Communication.

____ 1. Participated in supervisory instructional, team, community and agency meetings. EP 2.1.1

____ 2. Guidance in the integration of social work knowledge, skills, practices, and innovative techniques. EP 2.1.3, 2.1.9

____ 3. Received feedback for assignments and related learning processes. EP 2.0.1

____ 4. Engaged in client and community outreach. EP 2.1.10

IV. Student Evaluation of Agency Assessment Process

____1. Allowed student to critically assess agency programs, policies, and evaluate interventions. EP 2.1.0

____2. Provided opportunities to analyze research findings for program improvements. EP 2.1.6, 2.1.8

____3. Provided materials pertinent to the agency's organizational structure, policies, procedures, and programs. EP 2.1.7

Signed: ___________________________ Date: ___________________________ Student

Name of Agency: _________________________________________________________

Name of Agency Supervisor: _______________________________________________ (Signature Not Required)
APPENDIX Z

Morgan State University School of Social Work
MSW Foundation Year - End of Semester
Evaluation of Student’s Performance in Field Instruction

Today’s Date ____________________________________________

Agency_________________________________________________

Field Instructor’s Name___________________________________

Field Instructor’s Email Address_________________________________

Student’s Name__________________________________________

Please complete with the student present.

Directions:
The student is to be evaluated on each of the learning objectives. A rating scale of 1-6 is to be used to assess each objective

One (1) represents the lowest rating
Five (5) represents the highest rating and
Six (6) represents Not Applicable

Specific examples of student(s)’ performance should be provided when objectives are rated at either extreme. Field Instructors are also encouraged to use the narrative section of the form to highlight student’s progress or to identify areas in which improvement is needed.

Competency* One:
Identify as a professional social worker and conduct oneself accordingly

To what extent does the student…

Question 1
Demonstrate professional demeanor in behavior, appearance, and communication
1 2 3 4 5 6

Question 2
Attend to professional roles and boundaries
1 2 3 4 5 6

Question 3
Use supervision and consultation
1 2 3 4 5 6
Question 4
Advocate for client access to services for social work
1 2 3 4 5 6

Question 5
Engage in career-long learning experiences
1 2 3 4 5 6

Question 6
Practice personal reflection and self-correction to assure continual professional development
1 2 3 4 5 6

**Competency* Two:**
**Apply social work ethical principles to guide professional practice**

To what extent does the student…

Question 7
Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
1 2 3 4 5 6

Question 8
Apply strategies of ethical reasoning to arrive at principled decisions
1 2 3 4 5 6

Question 9
Recognize and manage personal values in a way that allows professional values to guide practice
1 2 3 4 5 6

Question 10
Operationalize and adhere to the values and ethics of the Social Work Profession with clients, colleagues, and community partners
1 2 3 4 5 6

**Competency* Three:**
**Apply critical thinking to inform and communicate professional judgments.**

To what extent does the student..

Question 11
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
1 2 3 4 5 6
Question 12
Analyze models of assessment, prevention, intervention, and evaluation
1 2 3 4 5 6

Question 13
Identify and utilize problem solving skills
1 2 3 4 5 6

Question 14
Use critical thinking augmented by creativity and exploration
1 2 3 4 5 6

Competency* Four:
Engage diversity and difference in practice

To what extent does the student…

Question 15
Utilize generalist practice methods with diverse urban populations, organizations, and communities.
1 2 3 4 5 6

Question 16
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
1 2 3 4 5 6

Question 17
Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power
1 2 3 4 5 6

Question 18
Recognize and communicate their understanding of the importance of difference in shaping life experiences
1 2 3 4 5 6

Question 19
View themselves as learners, change agents, and engage those with whom they work as consumers
1 2 3 4 5 6

Competency* Five:
Advance human rights and social and economic justice

To what extent does the student…
Question 20
Advocate for human rights and social and economic justice for all
1 2 3 4 5 6

Question 21
Engage in practices that advance social and economic justice for all
1 2 3 4 5 6

Question 22
Understand the forms and mechanisms of oppression and discrimination upon vulnerable urban populations and the impact of service delivery
1 2 3 4 5 6

Question 23
Serve diverse urban populations with dignity and respect
1 2 3 4 5 6

Competency Six:
Engage in research-informed practice and practice-informed research

To what extent does the student...

Question 24
Use research findings to improve practice, policy, procedures, and programs
1 2 3 4 5 6

Question 25
Employ research findings to analyze service delivery systems.
1 2 3 4 5 6

Competency* Seven:
Apply knowledge of human behavior and the social environment

To what extent does the student...

Question 26
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
1 2 3 4 5 6

Question 27
Demonstrate the ability to utilize the strengths of the client to accomplish change objectives
1 2 3 4 5 6

Question 28
Apply knowledge of the urban environment and its impact upon the individual, family, and the community.
1 2 3 4 5 6
Competency* Eight: 
**Engage in policy practice to advance social economic well-being and to deliver effective social work services**

To what extent does the student...

Question 29
Demonstrate knowledge of current social policies, programs, and services
1                      2                    3                    4                     5                     6

Question 30
Understand that policy affects service delivery
1                      2                    3                    4                     5                     6

Question 31
Understand implications for effective service delivery to diverse urban populations.
1                      2                    3                    4                     5                     6

Competency* Nine: 
**Respond to contexts that shape practice**

To what extent does the student...

Question 32
Recognize that the context of practice is dynamic and uses knowledge and skills to respond proactively to urban populations
1                      2                    3                    4                     5                     6

Question 33
Develop leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
1                      2                    3                    4                     5                     6

Competency* Ten: 
**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

To what extent does the student...

Question 34
Demonstrate the use of human behavior theories in collecting data related to the urban populations.
1                      2                    3                    4                     5                     6

Questions 35
Develop skills in engaging, assessing, intervening, and evaluating outcomes in urban populations
1                      2                    3                    4                     5                     6
Question 36
Develop skills in evaluating service delivery program effectiveness.

1  2  3  4  5  6

**Competency* Eleven:**
**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**

To what extent does the student…

Question 37
Demonstrate knowledge of the historical and contemporary contributions of African Americans to social work practice

1  2  3  4  5  6

Question 38
Utilize social work policies that shape methods of service delivery in the urban community.

1  2  3  4  5  6

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

To what extent does the student…

Question 39
Understand human behaviors that vary within diverse urban populations relevant to social work practice

1  2  3  4  5  6

Question 40
Identify and develop resources to meet the needs of the diverse urban communities

1  2  3  4  5  6

For the spring semester, specify the total number of hours that student was:

IN FIELD:____________________________________________

ABSENT DUE TO ILLNESS:_____________________________

ABSENT DUE TO OTHER:______________________________

**Suggested Letter Grade:**

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83  4/2015
Comments:
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I have reviewed this evaluation with the student
Yes
No

Please type in your name and sign after printing:
Field Instructor Name and Signature:

Please type in the student’s name:
The student may sign after printing:

NOTE: The student’s signature does not indicate acceptance of report. The student has the right to redress.

Thank you for completing the End of Semester Evaluation.

Morgan State University School of Social Work
Field Education Program
Morgan State University School of Social Work
MSW Second/Advanced Year - End of Semester
Evaluation of Student’s Performance in Field Instruction

Today’s Date ____________________________________________

Student’s Name__________________________________________

Agency Name ____________________________________________

Field Instructor’s Name ________________________________

Field Instructor’s Email Address___________________________

Please Complete with Student Present

Directions:
The student is to be evaluated on each of the learning objectives. A rating scale of 1-6 is to be used to assess each objective.

One (1) represents the lowest rating
Five (5) represents the highest rating and
Six (6) represents Not Applicable

Specific examples of student(s)’ performance should be provided when objectives are rated at either extreme. Field Instructors are also encouraged to use the narrative section of the form to highlight student’s progress or to identify areas in which improvement is needed.

Competency* One:
Identify as a professional social worker and conduct oneself accordingly

To what extent does the student…

Question 1
Demonstrate consistency in professional demeanor and adherence to personnel practices
1  2   3   4   5   6

Question 2
Perform professional roles and apply knowledge of respective boundaries
1  2   3   4   5   6
Question 3
Utilize supervision and consultation to advance leadership skills
1 2 3 4 5 6

Question 4
Advocate effectively for clients’ access to services and community resources
1 2 3 4 5 6

Question 5
Recognizes and assesses personal strengths for further professional learning and achievement
1 2 3 4 5 6

**Competency* Two:**
*Apply social work ethical principles to guide professional practice.*

To what extent does the student…

Question 6
Make ethical decisions consistently by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
1 2 3 4 5 6

Question 7
Applies varied strategies of ethical reasoning that consistently arrive at principled decisions
1 2 3 4 5 6

Question 8
Understand and recognize the ambiguity in resolving ethical conflicts and dilemmas
1 2 3 4 5 6

Question 9
Manage personal values that promote professional values to guide practice
1 2 3 4 5 6

Question 10
Operationalize and adhere to the values and ethics of the Social Work Profession with clients, colleagues, and community partners
1 2 3 4 5 6
Competency* Three:
Apply critical thinking to inform and communicate professional judgments.

To what extent does the student...

Question 11
Demonstrate with consistency effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
1 2 3 4 5 6

Question 12
Analyze and implement models of assessment, prevention, intervention, and evaluation and to develop strategies that enhance service delivery
1 2 3 4 5 6

Question 13
Identify and utilize advanced problem solving skills and methodologies
1 2 3 4 5 6

Question 14
Use critical thinking augmented by creativity and innovation on a consistent basis
1 2 3 4 5 6

Competency* Four:
Engage diversity and difference in practice

To what extent does the student....

Question 15
Utilize and incorporate the use of advanced practice methods with diverse urban populations, organizations, and communities
1 2 3 4 5 6

Question 16
Employ self-awareness to eliminate the influence of personal biases and values in working with diverse groups
1 2 3 4 5 6

Question 17
Recognize the influence to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power
1 2 3 4 5 6
Question 18
Recognize and communicate in-depth understanding of the importance those differences shaping life experiences and of urban populations

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Question 19
View themselves as advanced learners, innovators, change agents, facilitators, and engage those with whom they work as consumers

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**Competency* Five:**
**Advance human rights and social and economic justice**

To what extent does the student…

Question 20
Advocate for human rights and social and economic justice for all through participation in activities promoting change

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Question 21
Engage in social work practices that promote social and economic justice for all

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Question 22
Understand the forms and mechanisms of oppression and discrimination upon vulnerable urban populations and the impact of service delivery and policy change

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Question 23
Serve diverse urban populations with dignity and respect

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Question 24
Demonstrate extensive social work practice skills to collaborate and negotiate with communities, agencies, and organizations on behalf of urban populations

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**Competency Six:**
**Engage in research-informed practice and practice-informed research**

To what extent does the student…
Question 25
Utilizes research findings to determine effectiveness of service delivery systems
1 2 3 4 5 6

Question 26
Use research findings to improve practice, policy, procedures, and programs for urban communities
1 2 3 4 5 6

Question 27
Apply research findings to develop new program initiatives
1 2 3 4 5 6

Question 28
Apply research data to enhance agency operations and program policies
1 2 3 4 5 6

Competency* Seven:
Apply knowledge of human behavior and the social environment
To what extent does the student…

Question 29
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation at the advanced level
1 2 3 4 5 6

Question 30
Apply and implement acquired knowledge to understand person and environment within the urban community
1 2 3 4 5 6

Question 31
Comprehends the value of in-depth knowledge of human behavior and the social environment
1 2 3 4 5 6

Question 32
Understand human behavior theories and their impact upon diverse urban populations as they relate to social programs
1 2 3 4 5 6
**Competency* Eight:**
*Engage in policy practice to advance social economic well-being and to deliver effective social work services*

To what extent does the student...

**Question 33**
Demonstrate and apply knowledge and skills of current social policies and services
1 2 3 4 5 6

**Question 34**
Analyze, formulate, and advocate for policies that advance social well-being
1 2 3 4 5 6

**Question 35**
Collaborate with colleagues and clients for effective policy action resulting in program improvement
1 2 3 4 5 6

**Competency* Nine:**
*Respond to contexts that shape practice*

To what extent does the student...

**Question 36**
Use advanced social work knowledge and skills that respond to contexts that shape practice
1 2 3 4 5 6

**Question 37**
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
1 2 3 4 5 6

**Question 38**
Demonstrate leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
1 2 3 4 5 6

**Question 39**
Demonstrate the ability to develop and coordinate supportive resources that can be accessed within the urban community
1 2 3 4 5 6
**Competency Ten:**

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

To what extent does the student…

Question 40
Utilize research studies to evaluate service programs for urban communities
1 2 3 4 5 6

Question 41
Utilize advanced social work practice skills and program knowledge in engaging, assessing, intervening, and evaluating outcomes with urban populations
1 2 3 4 5 6

Question 42
Implement advanced social work practice skills to intervene at multiple levels for urban populations
1 2 3 4 5 6

**Competency Eleven:**

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

To what extent does the student…

Question 43
Demonstrate knowledge of the historical and contemporary contributions of African Americans to social work practice
1 2 3 4 5 6

Question 44
Utilize social work policies that shape methods of service delivery in the urban community
1 2 3 4 5 6

**Competency Twelve:**

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

To what extent does the student…

Question 45
Understand human behaviors that vary within diverse urban populations as related to social work practice
1 2 3 4 5 6
Question 46
Identify and develop resources to meet the needs of the diverse urban communities

For the Spring semester, specify the total number of hours that student was:

IN FIELD:____________________________________________

ABSENT DUE TO ILLNESS:_____________________________

ABSENT DUE TO OTHER:______________________________

Suggested Letter Grade:          Recommended Grade:
A Pass
B Fail
C
D
F

I have reviewed this evaluation with the student
Yes
No

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please type in your name and sign after printing:
Field Instructor Name and Signature:

Please type in the student’s name:
The student may sign after printing:

NOTE: The student’s signature does not indicate acceptance of report. The student has the right to redress.

Thank you for completing the SPRING End of Semester Evaluation.

Morgan State University School of Social Work
Field Education Program
APPENDIX AB

NABSW CODE OF ETHICS

In America today, no Black Person, except the selfish or irrational, can claim neutrality in the quest for Black liberation or fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black Social Workers must use our knowledge of the Black Community, our commitments to its self-determination and our helping skills for the benefit of Black people, as we marshal our expertise to improve the quality of life of Black People. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black Community, and serve as advocates to relieve suffering of Black People by any means necessary.

THEREFORE, as Black Social Workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

I REGARD as my primary obligation the welfare of the Black individual, Black Family and Black Community, and will engage in action for improving social conditions.

I GIVE precedence to this mission over my personal interests.

I ADOPT the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.

I HOLD MYSELF RESPONSIBLE for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black Community.

I ACCEPT the responsibility to protect the Black Community against unethical and hypocritical practices by any individuals or organizations engaged in social welfare activities.

I STAND READY to supplement my paid or professional advocacy with voluntary service in the Black public interest.

I WILL consciously use my skills, and whole being, as an instrument for social change, with particular attention directed to the establishment of Black social institutions.
OBJECTIVES

1. To explore major theoretical perspectives of urban families and to gain insight into strategies and tactics to strengthen and enhance contemporary African American life.

2. To gain a greater sensitivity to the needs and problems in the urban community and to develop a commitment to practice with culturally diverse communities as social change agents.

3. To become knowledgeable and familiar with social welfare and the relationship between societal values, political and economic influences, as well as frameworks that guide formulation and implementation of social welfare policies and programs.

4. To understand the contributions of African Americans and other people of color as systems change agents.

5. To become knowledgeable about and to understand factors which are obstacles to healthy bio-psychosocial development and functioning in the urban community.

6. To develop the capacity for critical analysis of developmental theories and the appropriateness of their use as framework for understanding and assessing human behavior and functioning of people of color and other diverse populations.

7. To become knowledgeable and familiar with the role of the generalist social work professional in the prevention, early intervention, treatment, and rehabilitation associated with alcohol, and other drug use and/or abuse as well as interpersonal and community violence.

8. To demonstrate the ability to integrate theoretical frameworks that guide assessment, intervention and problem solving as fundamental skills in social work practice.

9. To demonstrate the development of a professional self-concept through clarification of personal and professional values for the resolution of ethical dilemmas.
APPENDIX AC

Code of Ethics
The National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.
Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.
Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, and agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.
**Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value: Service**

**Ethical Principle:** *Social workers’ primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value: Social Justice**

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value: Dignity and Worth of the Person**

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value: Importance of Human Relationships**

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to
promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value: Integrity**

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value: Competence**

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

**1. Social Workers' Ethical Responsibilities to Clients**

**1.01 Commitment to Clients**

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)
1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study,
training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or
who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients', circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the
records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.
1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.
1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers’ Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such
colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.
(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers’ Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.
3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.
4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.
5. Social Workers’ Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession.

These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.
6. Social Workers’ Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
APPENDIX AD

Morgan State University
School of Social Work
Rubric for Self – Assessing Professional Development

To be completed in the Seminar setting at the End of the 1st Semester and at the end of the 2nd Semester:

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<th>Professional Characteristics</th>
<th>4 Great</th>
<th>3 Very Good</th>
<th>2 Good</th>
<th>1 Poor</th>
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<tbody>
<tr>
<td>1. Attendance: Attend Seminars</td>
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<td>2. Punctuality: Consistency reporting to Field Site on time</td>
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<td>3. Communication with Field Liaison and Faculty Advisor</td>
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<td>4. Demonstrate respect and support in relationships</td>
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<td>5. Demonstrate self-awareness</td>
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<td>6. Demonstrate awareness and responsiveness to diversity</td>
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<td>7. Oral expression</td>
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<td>8. Establishment of viable community &amp; agency networks</td>
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<td>9. Application of EPAS Core Competencies</td>
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<td>10. Written expression</td>
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<td>11. Demonstrate Self-Initiative, Reliability, and Dependability</td>
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<td>12. Appreciation of importance of feedback and constructive criticism</td>
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<td>13. Knowledge about the MSW Program and Field Education Manual</td>
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<td>14. Show respect and use the NASW &amp; NABSW Codes of Ethics (especially confidentiality)</td>
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<td>15. Utilize school communication system</td>
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<td>16. Participation in student organization and volunteer efforts</td>
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Notes/Comments:___________________________________________________________________________
________________________________________________________________________________________
APPENDIX AE

MORGAN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
FIELD ATTENDANCE LOG

Student Name: _____________________ Agency Name: _____________________

Field Liaison Name: _______________ Semester/Year: _______________ Month: ________

Signature of Supervisor is required BEFORE submitting to Field Liaison
At each monthly seminar.

Week 1 – Time Period: From ___________ To ___________

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>START TIME</th>
<th>STOP TIME</th>
<th>TOTAL DAILY Hours</th>
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Week 1 Subtotal

Week 2 – Time Period: From ___________ To ___________

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Week 2 Subtotal
### Week 3 – Time Period: From ____________ To ____________

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Week 3 Subtotal

### Week 4 – Time Period: From ____________ To ____________

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<th>STOP TIME</th>
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Week 4 Subtotal

Month Total

**STUDENT SIGNATURE and DATE:** ____________________________  ____________

**SUPERVISOR SIGNATURE and DATE:** ____________________________  ____________