



**MORGAN STATE UNIVERSITY**  
**SCHOOL OF SOCIAL WORK**

*Urban Strong*

**FIELD EDUCATION PROGRAM MANUAL**  
**FALL 2023 - SPRING 2026**

## TABLE OF CONTENTS

<b>SECTION I – BACKGROUND INFORMATION AND HISTORICAL OVERVIEW</b>	<b>4</b>
<b>1. Introduction Statement</b>	<b>4</b>
2. Historical Overview, Mission, Vision and Core Values of the University	5
3. Historical Overview, Mission, Vision and Core Values of the School of Social Work	6
4. Bachelor of Social Work (BSW) and Masters of Social Work (MSW) Program Goals	7
5. The Purpose of Field Education (Social Work Field Practicum)	9
6. The Field Education Manual	9
7. Objectives of the Field Education Program	9
A. BSW & First Year MSW Generalist Year Field Objective(s)	10
B. MSW Second Year/Advanced Year Field Objective(s)	11
C. Online Masters of Social Work Program	12
8. Council on Social Work Education and School of Social Work Competencies	13
<b>SECTION II – FIELD EDUCATION PROGRAM POLICIES AND PROCEDURES</b>	<b>14</b>
1. Admissions Criteria to the Field Education Program	14
2. Placement Procedures	14
A. BSW and First Year MSW Agency Placements	14
B. Second Year and Advanced Standing MSW Agency Placements	15
C. Student and Agency Referrals	15
D. Changes in Placements	16
E. Placement Timeframe	16
F. Repeating Placements	16
G. Extended Placement Policy	16
H. Employment Based Placements	17
I. Spring Semester Field Placements	17
3. Field Placement Hours	17
A. Hours Required by Each Degree Program	17
B. Timesheets	18
C. Student Participation in Agency Orientations and Trainings	18
D. University Student Professional Growth and Development Events	18
E. Students Missing Time from Field	18
F. Winter Recess	18

## TABLE OF CONTENTS

4. Roles, Responsibilities and Requirements for Field Practicum Placements	19
A. The Criteria for Selection of the Field Instruction Agency or Organization	19
B. Legal Agreement Between the Agency and the School of Social Work	19
5. Roles, Responsibilities and Requirements for Field Supervisors and Task Supervisors	20
A. Field Supervisor Selection Criteria	20
B. Task Supervisors	21
C. Responsibilities of Field Supervisors	21
D. Responsibilities of the University to the Agency/Field Supervisor	23
6. Role of the Field Liaison	24
7. Role of the Field Advisory Committee	24
8. Role of the Student in the Field Practicum Setting	24
A. Student Requirements	24
B. Attendance at Field Placement	26
C. Student Expectations	26
9. Evaluating the Student's Performance	29
A. Evaluations	29
B. Grading	29
C. Mid-Semester and/or End of Semester Evaluation Disagreements	29
10. Employment Offered by Field Agency	29
11. Volunteer Hours	30
12. Safety Risks	30
13. Internal Appeals Process Regarding Termination of Student from Field Placement and/or Program	30
14. Students Withdrawing from Field	31
15. Policy for Modifications/Accommodations of Students with Disabilities	32
16. MSU Policy Prohibiting Sexual Harassment and Procedures for Complaints	32
17. Non-Discrimination Policy	33
<b>SECTION III. ASSIGNMENTS</b>	<b>34</b>
1. Field Passport	34
2. Learning Agreement	34
3. Process Recordings	34

## TABLE OF CONTENTS

<b>SECTION IV. APPENDICIES</b>	36
Appendix A: NASW and NABSW Codes of Ethics	36
Appendix B: Field Education Program Forms	37
Appendix C: Learning Agreements	37
Appendix D: Evaluations	38

Revisions and updates as needed\*

## **SECTION I. BACKGROUND INFORMATION AND HISTORICAL OVERVIEW**

### **I.1. Introduction**

*I am no longer accepting the things I cannot change. I am changing the things I cannot accept.*  
— Angela Davis, U.S. political activist, academic and author

The Field Education Program Manual provides instructional information to University Faculty, Field Liaisons, Agency Partners, Field Supervisors, and Task Supervisors. Together we are committed to the preparation of our undergraduate and graduate students in becoming effective and dynamic urban social work practitioners and leaders. The Council of Social Work Education (CSWE) is the School of Social Work's accreditation body. CSWE provides the standards, guidelines, and nine core competencies used to assess a student's ability to apply social work knowledge, values and skills to practice. The School of Social Work adopted two additional competencies that are distinctive of our goal to highlight the historical and contemporary contributions to social welfare by African Americans.

Agencies, Field Supervisors, Field Liaisons, and Task Supervisors play an invaluable role in the success and achievement of the Field Education Program. They share in our mission to provide Field Placements where students learn how to apply classroom knowledge within the structure of an agency setting. Students demonstrate skills in social work practice, critical and analytical thinking, communication methods, resourcefulness, professionalism, creativity, organization, program planning, policy, research, ethical decision making, leadership abilities, and usage of technology through their respective programmatic levels.

Agency Partnerships are developed on an ongoing basis to both enhance and advance field practice experiences. Many students are offered employment opportunities due to exceptional and outstanding performance in the agency setting. This is evidence of their investment in the future of social work practitioners, leaders, and researchers.

Consider this Field Practice Manual a written resource describing and directing its readers to understand the program requirements successful students must actively engage. This experience is necessary as each placement is designed to grow and develop the student and many times discover unique abilities and skills the student possesses.

We are grateful for the consistent support of our Founding Dean, Dr. Anna McPhatter. Her dynamic leadership motivates and empowers all faculty and staff to demonstrate diligence, exhibit competence and dedication to educate our students. The Motto of the School of Social Work, "Urban Strong", reflects a commitment to maintain high standards of performance and professionalism in serving the populations residing in the urban community.

The Field Education Program Staff are a viable and vibrant team operating to meet the daily operational demands of the program. We strongly encourage you to utilize the Field Education Program Staff as a resource throughout the Field Education experience. We are here to support no matter how big or small.

Prof. Thelma Rich, Director, MSW, LCSW

## **I.2. Historical Overview, Mission, Vision and Core Values of the University**

### I.2.A. Historical Overview of Morgan State University

Morgan State University is a Historically Black Institution, founded in 1867, with the unique designation as Maryland's public urban university. As an urban university with over 140 academic programs, Morgan serves an ethnically and culturally diverse student body made up of traditional college age, as well as part-time and adult learners. The University's curricula are designed to meet the educational needs of city residents and the needs of city and state professionals trained in a variety of areas. A major focus of the curriculum is on the social, economic, and political characteristics of the city so that the capacity to understand urban life and phenomena are a central part of the education of the students. The comprehensiveness of Morgan's programs reflects the commitment of the university to have a major impact upon the problem of the under-representation of blacks and other minorities in the professional labor force within the city, state, and nation. Because of the urban emphasis, a substantial amount of research focuses on urban life and phenomena with a bent toward education, service, and public policy development. The research is oftentimes oriented toward specific urban problems and issues, such as human resources development, economic development and competitiveness, health care, environment, aging, and substance abuse. Morgan State University's vision and mission statements as well as its core institutional values are consistent with the University's Carnegie Foundation classification as a doctoral research university and are intended to direct Morgan's strategic growth over the next decade.

### I.2.B. Mission Statement of 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, masters, 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.

### I.2.C. Vision Statement of Morgan State University

Morgan State University is the premier public urban research university in Maryland, known for its excellence in teaching, intensive research, effective public service and community engagement. Morgan prepares diverse and competitive graduates for success in a global, interdependent society.

### I.2.D. Core Values (L.I.I.D.E.R.) of Morgan State University

The following institutional core values guide the promotion of student learning and success, faculty scholarship and research, and community engagement at Morgan:

- **Leadership.** Morgan seeks to provide rigorous academic curricula and challenging co-curricular opportunities to promote the development of leadership qualities in students

and to facilitate leadership development among faculty, staff, and students.

- **Innovation.** Morgan encourages and supports its faculty, staff, and students in all forms of scholarship including the discovery and application of knowledge in teaching and learning and in developing innovative products and processes.
- **Integrity.** At Morgan, honest communications, ethical behavior, and accountability for words and deeds are expected from all members of the University community.
- **Diversity.** A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society. Students will have reasonable and affordable access to a comprehensive range of high-quality educational programs and services.
- **Excellence.** Excellence in teaching, research, scholarship, creative endeavors, student services, and in all aspects of the University's operations is continuously pursued at Morgan to ensure institutional effectiveness and efficiency.
- **Respect.** Each person at Morgan is to be treated with respect and dignity and is to be treated equitably in all situations.

More information can be found on the [University](#) website.

### **I.3. Historical Overview, Mission, Vision and Core Values of the School of Social Work**

#### **I.3.A. Historical Overview of the School of Social Work**

The School of Social Work began in 1969 as the Undergraduate Social Welfare Program in the Department of Sociology, College of Liberal Arts. It was not until 1975 that the program received departmental status, and the name was changed to the Department of Social Work. The change in name and status reflects the recognition that the baccalaureate degree in social work is the first professional degree in the profession. The social work program received approval by the Council on Social Work Education in 1971 and in 1975, becoming one of the first undergraduate programs in the country to receive accreditation by this body. In 2005 the department reached new growth and expanded to add both a Masters and a Ph.D. program. In 2009, the Department of Social Work became the School of Social Work. Since the first class earning a B.A. degree graduated in 1971, students completing the undergraduate degree in social work have gone on to distinguished careers in social work and other related disciplines. Social agencies located in the Baltimore-Metropolitan area employ numerous Morgan social work graduates. These agencies include Baltimore City Public Schools, hospitals, psychiatric programs, corrections facilities, child welfare agencies, and agencies that provide services to the elderly. In addition, approximately forty-five percent of the students receiving the bachelor's degree in social work from Morgan go on to graduate studies in social work within two years of receiving their BSW.

### I.3.B. Mission Statement of the School of Social Work

To fully prepare urban social work leaders who are committed to the alleviation of human suffering, social justice, and the improvement of the quality of life for urban populations.

### I.3.C. Vision Statement of the School of Social Work

The Social Work Program at Morgan State University endeavors to become a significant educational and professional labor force resource in the City of Baltimore, Maryland and other urban areas in the state of Maryland and nationally in addressing the human needs of urban individuals, families, organizations, and communities through the preparation of competent urban social workers, social work educators, policy advocates, and social work researchers.

### I.3.D. Core Values of the School of Social Work

1. We believe in social justice and work to correct the social structures that create and perpetuate oppression.
2. We embrace advocacy, activism, and innovation through community collaboration to strengthen urban communities.
3. We value integrity, respect, and ethical behavior with all members of our internal and external community.
4. We work to create an environment of safety, support, balance, and wholeness through teamwork and consensus building.

**More information can be found on the School of Social Work [website](#).**

## **I.4. Bachelor of Social Work (BSW) and Master of Social Work (MSW) Department Goals**

BSW and MSW students are required to participate in Field Education. The programs are committed to the alleviation of human suffering and the improvement of the quality of life for the diverse populations residing in urban communities. African Americans make up a substantial percentage of this population and are overrepresented among urban residents facing unrelenting social and economic problems. Therefore, the programs have a major focus on preparing its graduates to systematically and strategically address issues such as poverty, socioeconomic inequities, educational disparities, health disparities, interpersonal violence, community violence, substance use, mental health challenges, homelessness, social injustice, discrimination, and disenfranchisement.

Consistent with the urban mission of the University, the mission of the BSW Social Work Program is to prepare beginning generalist practitioners to practice competently and effectively with urban families, groups, organizations, and communities. The mission of the MSW Department is to prepare beginning generalist (1<sup>st</sup> Year MSW) and advanced social work practitioners to practice competently and effectively with urban families, groups, organizations, and communities.



I.4.A. BSW Department Goals:

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

I.4.B. MSW Department Goals:

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

BSW and 1<sup>st</sup> Year MSW students follow the Generalist curriculum which teaches foundational social work principals. Online Master of Social Work (OMSW) students have the same objectives as in person MSW students. The [BSW](#) and [MSW](#) Manuals have more information about each individual program and admissions requirements.

### **I.5. The Purpose of Field Education (Social Work Field Practicum)**

**Signature pedagogy** is 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. The signature pedagogy of the social work profession is Field Education. 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.

**Practicum** refers to a course of study for the preparation of its students to work in the area of study with supervised practice application of the knowledge, skills and theory learned in the classroom. **Social Work Field Practicum** is the field education program for social work **student interns**, BSW or MSW students who consistently meet the requirements and standards set forth by the Field Education Program under the guidelines of the Council on Social Work Education (CSWE). Students enrolled in the Field Seminar Course, participate in the Social Work Field Practicum where they engage in the daily operations of private and public agencies as well as non-traditional community organizations. Social work student interns are oriented to the profession and learn the vital role social workers perform in the service delivery systems with identified urban populations.

### **I.6. The Field Education Manual**

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

### **I.7. Objectives of the Field Education Program**

The Field Education Program is designed for students to be able:

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
2. To integrate social work theory with social work practice and to apply theoretical knowledge to urban practice situations
3. To impact upon a variety of client systems in a way that creates a delicate balance between the values and ethics of the social work profession and the various client systems
4. To carry out basic generalist practice skills as they relate to the profession and practice of social work in urban settings

### I.7.A. BSW & First Year MSW (Generalist) Field Objective(s)

The Generalist Year teaches students the fundamentals of social work practice. Students learn to integrate their classroom knowledge with hands-on experience within a well-structured, urban-based agency environment. Students gain first-hand knowledge of social service systems in urban settings. At the conclusion of the Academic Year, students should be able to engage in social work practice in varied urban settings as the Generalist Year is designed to enable students:

1. To be knowledgeable of and learn how to apply the Social Work Codes of Ethics ([NASW](#) and [NABSW](#)) and [CSWE](#) competencies.
2. To understand the significant contributions of past and present African American Pioneers who enriched the field of urban social work practice.
3. To apply the knowledge of generalist social work practice with micro, mezzo, and macro systems within an urban setting.
4. To identify the needs of clients by understanding the various social ills and how they impact urban communities.
5. To identify problems and learn problem solving skills to determine solutions to meet the needs of clients.
6. To apply effective communication skills on all levels by demonstrating proficiency in verbal and written communication, and the use of technology in a manner that reflects professional social work skills and knowledge of the urban environment.
7. To identify organizational culture and climate by attending staff and agency meetings.
8. To develop networking skills to function within organizational structures and in the community demonstrating the ability to appropriately and effectively collaborate.
9. To understand the purpose of and how to complete biopsychosocial assessments.
10. To demonstrate and understand the importance of case management skills.
11. To develop an understanding of how to evaluate work with clients by completing process recordings and participating individual and group supervision.
12. To identify, apply, and integrate theoretical frameworks in work with clients.
13. To assume initiative to work on special projects as assigned.
14. To demonstrate an awareness of self in the professional context, acknowledging biases, beliefs, or feelings, that may not be known to ensure nondiscriminatory and nonprejudicial practices.
15. To recognize and respect the cultural differences existing in urban communities that impact individuality, self-determination, freedom of expression, and decision-making when working with client systems.

The [Learning Agreement](#) must include the specific tasks the student will complete for the Academic Year. The Learning Agreement should also be reviewed at the beginning of the second semester and make modifications as necessary.

I.7.B. MSW Second Year/Advanced Standing Year Field Objective(s)

The Second MSW Year/Advanced Standing Year Field Practicum requires students to apply an advanced level of skill by integrating the generalist practice skills within their Area of Specialized Practice. Students select one of the five Areas of Specialized Practice to exhibit mastery:

1. Urban Children, Youth and Families
2. Gerontology
3. School Social Work
4. Public Health
5. Addictions

Each Area of Specialized Practice prepares students to complete the program with a high level of expertise for intervention, advocacy, and policy making. Students are assigned to a field agency in an urban setting in their selected Area of Specialized Practice with the expectation students will be able:

1. To demonstrate a higher level of understanding and application of social work values, NASW and NABSW codes of ethics and CSWE competencies in effective decision making.
2. To demonstrate 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.
3. To demonstrate an understanding of the complexities of urban communities as they relate to social work practice by utilizing community assessments.
4. To promote and advocate for improved quality of services through the utilization of research data with reduced levels of supervision to practice and evaluate program policies and service delivery systems.
5. To demonstrate on a higher level the ability to communicate proficiently through verbal, written and technological methods in a manner that reflects advanced professional practice through process recordings, pertinent documentation, and professional presentations.
6. To demonstrate with specificity and detail the ability to integrate theoretical frameworks that guide assessments, intervention and evaluation of practice in work with clients.
7. To demonstrate the ability to work autonomously within an urban organizational setting.
8. To complete biopsychosocial assessments and identify probable diagnosis with appropriate supervision.
9. To 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.
10. To 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.

11. To identify issues of poverty, socioeconomic disadvantage, interpersonal and community violence, substance abuse, mental health, social injustice, discrimination (individual and institutional), and how this impact the client system, as demonstrated by the ability to problem
12. To demonstrate a higher level of 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.
13. To demonstrate autonomy and independence and reflect leadership in practice by using social work knowledge, skills and values.
14. To 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.
15. To research and develop interventions, techniques and additional skills to help clients reach their goals.
16. To demonstrate the ability to lead groups for specific area of interest as needed

Similar to BSW/1<sup>st</sup> Year MSW/OMSW students, 2<sup>nd</sup> Year on-campus and online MSW/Advanced Standing student's [Learning Agreements](#) must include the specific tasks the student will complete for the Academic Year. The Learning Agreement should be reviewed at the beginning of the second semester and make modifications as necessary.

#### I.7.C. Online Masters of Social Work Program (OMSW)

OMSW students follow the same procedures, field placement process, guidelines and have the same requirements as onsite MSW students. **Field Placements for OMSW students are held in person.** OMSW students are offered two of the five Areas of Specialized Practice (ASP) They are:

1. Urban Children, Youth and Families (UCYF)
2. Addictions

Online students are eligible to participate in the Title IV-E Program. Advanced Standing students are eligible to participate in the Online MSW Program. Online students are eligible for the Employment Based Placements. 2nd year OMSW and Advanced Standing students are placed according to their indicated ASP. All communications with OMSW students are via electronic communication: phone, email, and other technology systems. Additional information regarding the OMSW program can be found in the MSW [Manual](#).

### I.8. Council on Social Work Education and School of Social Work Competencies

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

Competency 1:	Demonstrate Ethical and Professional Behavior
Competency 2:	Engage Diversity and Difference in Practice
Competency 3:	Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4:	Engage in Practice-Informed Research and Research-Informed Practice
Competency 5:	Engage in Policy Practice
Competency 6:	Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7:	Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8:	Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9:	Evaluate with Individuals, Families, Groups, Organizations, and Communities
*Competency 10:	Apply knowledge of the historical and contemporary contributions of African Americans to the field of social welfare as the context for urban social work practice
*Competency 11:	Apply knowledge of the dynamics and complexities of urban communities as the basis for urban social work practice
*Competencies ten and eleven were added by the School of Social Work at Morgan State University.	

More information about the Council on Social Work Education can be found on their [website](#).

## **SECTION II. FIELD EDUCATION PROGRAM POLICIES AND PROCEDURES**

### **II.1. Admission Criteria to the Field Education Program**

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

- A. The student must be currently enrolled in the BSW, MSW, or OMSW Program.
- B. The student must have completed all pre-requisite courses listed in the respective BSW or MSW Program Handbook.
- C. BSW students must maintain a grade point average of 2.5 or higher.
- D. MSW students must maintain a grade point average of 3.0 or higher.
- E. BSW and MSW students are required to submit a Field Education Application, a current resume and statement of interest in the Field Education Program Data Management System (Tevera) by the designated deadline.
- F. Students must participate in an interview with a Field Education Placement Coordinator prior to the agency referral.

### **II.2. Placement Procedures**

To ensure a successful Field Practice Experience, it is expected that all students comply with established deadlines and Field Education Program requests via telephone and electronic communications. Missing deadlines and non-responsiveness to telephone and electronic communication result in placement delays. Student placement delays may extend to the next academic year. The Field Education Program office retains the right to determine the agency placement. **Students can potentially be placed at a field placement up to one (1) hour away in travel time.** This one (1) hour time frame does not include traffic. Students are to conduct field placements during daytime business hours. The Field Education Program does not offer evening and/or weekend **ONLY** placements. Field Placement Agencies with extended hours and/or limited weekend hours are minimal.

#### **II.2.A. BSW and First Year MSW Agency Placements**

BSW and First Year MSW agency placements are based upon the following criteria and prioritized in the listed order:

1. The agency's ability to offer a generalist practice experience with urban populations
2. Student's access to transportation
3. The student's work and/or home location
4. The student's level of experience
5. The student's academic needs and accommodations
6. The student's career goals
7. The student's special interests



## II.2.B. Second Year and Advanced Standing MSW Agency Placements

Second Year and Advanced Standing MSW agency placements are based upon the following criteria and prioritized in the listed order:

1. The agency's ability to offer a practice experience based on the student's Area of Specialized Practice with varied urban populations
2. Student's previous field practice experience
3. Student's access to transportation
4. The student's work and/or home location
5. The student's level of experience
6. The student's academic needs/accommodations
7. The student's career goals
8. The student's special interests

## II.2.C. Student and Agency Referrals

**The Field Education Program Staff** will electronically forward the student an Agency Referral. Students are expected to contact the Agency within 3 Business Days of the receipt of the referral to schedule their interview with the Agency. The Field Education Program Staff will also electronically forward a similar referral to the Agency along with the student's Field Application and resume. After the student interviews with the agency, the agency has 3 Business Days to provide written notification to the Field Education Program Staff of their decision to accept/not accept the student.

The Field Education Program Staff will send the Confirmation of Placement form through DocuSign to the student and the agency for signature. The signed form will be a part of the student's record in Tevera. Once the form is signed, it is required for the student to remain in the placement for the Academic Year.

In the event a student is not accepted by the Agency, the Field Education Program Staff will continue to secure another placement opportunity following the same procedure above with sending an Agency and Student Referral once another Agency is selected.

Students who offer suggestions of placements to the Field Education Program Staff, should have the Agency formally contact the Director of Field Education in writing indicating their interest and commitment to provide a placement for that student. The Agency must meet the University's criteria to become an approved Field Placement site before a student can be considered for placement. The Field Education Program Staff will notify the Agency of its status.

When an Agency is approved, the Student Referral consisting of the Field Application and Resume will be forwarded electronically to the Agency. The student will receive the Agency Referral electronically. The Confirmation of Placement form will be sent through DocuSign to solidify the placement.



#### II.2.D. Changes in Placements

When the placement is confirmed, it is expected that the student remains with that Agency for the Academic Year. Changes in placements will be reviewed by the Director of Field Education on a case-by-case basis. In the event, concerns about the student or the placement are brought to the attention of Field Education Program Staff, the matter will be reviewed by the Director of Field Education. **Once a placement has been confirmed, no changes in placements will be permitted after July 15th.**

#### II.2.E. Placement Timeframe

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

#### II.2.F. Repeating Placements

**Repeating a field placement within the Field Education Program is not recommended.** A student of the School of Social Work, irrespective of degree level (BSW, MSW, and/or Advanced Standing), cannot duplicate a placement that has already been conducted and is documented in the Tevera database system. The Field Education Program is designed for students to develop diverse skill sets that can be cultivated by working with different populations, in different settings, and within varied administrative structures. In some circumstances, Agencies can contact the Field Education Program to submit a request to extend a student's placement beyond the designated timeframe. See the Extended Placement Policy.

#### II.2.G. Extended Placement Policy

It is the policy that students are to remain in an assigned field placement for one academic year. However, in rare instances agencies may request the student to extend their placement to complete special projects and assignments where they have demonstrated exceptional social work practice and leadership skills. The agency must substantiate that the student's discontinuance would interfere with the ongoing progress of the special project or assignment.

During this second year (extended) placement, the agency is to ensure that the student meets the course requirements and CSWE competencies. The Chief Administrative Officer of the agency must forward a letter to the attention of the Field Education Program Director requesting an extended placement. The letter must be on agency letterhead and no less than one page to include the following:

1. A detailed description of the specific special projects/assignments in which the student will participate
2. How the student will benefit from the extended experience
3. The importance of the extended placement to the Agency
4. All requirements for a second-year placement must be met

5. Submitted as a PDF and signed by the Agency Director

The approval/or disapproval of the letter request for an extended placement must be signed by the Director or designee. The letter will become a part of the student's Field Education Program record.

## II.2.H. Employment Based Field Placements

Requests for an Employment Based Field Placement will be evaluated on an individual basis by the Field Director and Assistant Director. When granted, it will be closely monitored to assure that students are engaged in different practicum activities than those of his/her employment, and receiving supervision from a field supervisor different than the supervisor who provides employment supervision. The Employment Based Field Work Form can be found in Appendix E. The top portion of the form should be completed and by the student. The bottom portion of the form should be completed and signed by the Agency Director/Chief Executive Officer, Field Supervisor and the student. The form should be submitted electronically to the Director of Field Education for review. The agency and student will be notified of the decision.

Agencies already approved by the University will only need to submit the Employment Based Placement form for approval. Agencies not already approved by the University will undergo the New Agency Approval process and must meet the requirements and deadlines listed under "Legal Agreement Between the Agency and the School of Social Work" on a page 19.

## II.2.I. Spring Semester Field Placements

Students re-entering the Field Education Program due to program withdrawal are required to contact the Director of Field Education by email or phone for a field placement **prior** to enrolling in a Field Seminar Course. Students needing this request need to contact the Director of Field Education no later than November 1. Re-entering students who enroll in a Field Seminar course without approval will be directed by their Field Liaison back to the Director of Field Education.

## **II.3. Field Placement Hours**

### II.3.A. Hours Required by Each Degree Program

- BSW Generalist: **16** hours/week - **400** hours/academic year
- MSW/OMSW Generalist: **16** hours/week **400** hours/academic year
- On-Campus/Online MSW 2nd Year/Advanced Standing: **24** hours/week **500** hours/academic year.

### II.3.B. Timesheets

It is the responsibility of the **student to input his/her time on a weekly basis** (at minimum) into the Tevera database. Students are advised to maintain documentation of reported field hours to avoid any discrepancies. **Field Supervisors are required to approve field hours** in Tevera at least monthly. **Field Liaisons will monitor student timesheets** and address any concerns with the student and/or Field Supervisor. Students will receive field hours for attending the Field Seminar course. Documentation of attendance in the Field Seminar Course is the responsibility of the student and should be entered on the student's timesheet in Tevera at the end of each semester **and approved by the Field Liaison.**

### II.3.C. Student Participation in Agency Orientations and Trainings

When Field Placement Agencies schedule trainings and orientations prior to the authorized start date of Field students may to attend. Any time spent at agency trainings and orientations prior to the authorized Field start date will count toward the student's field hours. The Field Placement Agency is responsible for entering any time a student spends at agency sponsored orientations and trainings prior to the authorized Field start date on the student's timesheet in Tevera.

### II.3.D. University Student Professional Growth and Development Events

Each semester the Field Education Program distributes a Field Calendar. The Field Calendar can be accessed via Tevera and discussed with assigned Field Liaison. It is the responsibility of the student to adhere to all designated dates. When student professional growth and development events are held on the same day the student is assigned to field (such as Advocacy Day in Annapolis, Urban Social Work Day and Professional Opportunities Day at the University) students must receive prior approval from the Field Supervisor to participate in the event. The student will document the time for the event on their timesheet and the Field Supervisor approves of the time.

### II.3.E. Students Missing Time from Field

When a student misses time from Field, an agreement to make up the time is to be agreed upon by the student, Field Supervisor and Field Liaison. This measure assures all parties are aware of the plan for the student to make any appropriate adjustment.

### II.3.F. Winter Recess

**Students are not required but permitted to attend field during the 6-week winter recess** for client continuity or completion of special projects. When Morgan State University is closed, students are not required to report to their field placement. However, if an Agency has such a request of the student(s), Agencies are to discuss this matter with the students at the beginning of the semester when completing Learning Agreements and planning schedules.

## **II.4. Roles, Responsibilities, and Requirements for Field Practicum Placements**

### **II.4.A. The Criteria for Selection of the Field Instruction Agency or Organization**

In selecting an agency or setting for the Social Work Field Practicum Experience, 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.
4. Agencies, organizations, and programs must be in good standing within their respective governing body and actively in business between 3 – 5 years.
5. It is necessary that the student have appropriate workspace and access to appropriate technology and functioning devices needed to perform duties.
6. The agency should have the student participate in conferences, consultations, and staff meetings within the agency whenever it is appropriate.
7. Additionally, it is appreciated if 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. Field agencies are reviewed each year to assess their continuance in the Field Education Program.

### **II.4.B. Legal Agreement Between the Agency and the School of Social Work**

The Field Agency Affiliation Agreement between the University and the agency must be signed prior to the placement of the student(s). All field placements must have a current Field Agency Application and Agreement on file in the electronic data management system, Tevera.

During the new agency vetting process, a site visit may be conducted by Field Education Program Staff.

Agency Agreements range between 3 - 5 years. The Field Education Program Staff will contact the agency prior to the expiration of the Agency Agreement to discuss whether or not the agency wants to continue as a placement site.

If the Affiliation Agreement expires, the agency becomes inactive. Inactive agency sites must reapply and be approved before being able to provide appropriate field placements for students.

Between August 1<sup>st</sup> – September 15<sup>th</sup>, **new agencies will not be approved for the Fall Semester.**

## **II.5. Roles, Responsibilities and Requirements for Field Supervisors and Task Supervisors**

### II.5.A. Field Supervisor Selection Criteria

Field Supervisors are primarily responsible for what students learn while in the field placement. Therefore, Field Supervisors must be practitioners who can teach, interpret, and represent the principles and ethics of the profession of social work. They must be resourceful and creative, competent and comfortable in their role and position in the organization. It is of prime importance that the Field Supervisor has an interest in and belief in the student's capacity to make a meaningful contribution to the field of practice. There must also be a commitment to the student and the School of Social Work to remain in the role of Field Supervisor during the time required by the school. \*Exceptions can only be made by the Director of Field Education\*

In order to provide supervision to BSW students, Field Supervisors are required to have the following:

1. Possession of a BSW degree from an accredited program
2. 5 years supervisory/administrative experience

-or-

1. Possession of an MSW degree from an accredited program
2. 3-5 years supervisory/administrative experience
3. Licensed in the State of Maryland (LMSW, LGSW, LCSW, LCSW-C, LICSW), the jurisdiction s/he practices and the location where the Agency Affiliation Agreement is executed.

In order to provide supervision to 1<sup>st</sup> Year MSW (Generalist) Student, Field Supervisors are required to have the following:

1. Possession of an MSW degree from an accredited program
2. 3-5 years supervisory/administrative experience
3. Licensed in the State of Maryland (LMSW, LGSW, LCSW, LCSW-C, LICSW), the jurisdiction they practice and the location where the Agency Affiliation Agreement is executed.

In order to provide supervision to 2<sup>nd</sup> Year MSW/Advanced Standing Students, Field Supervisors are required to have the following:

1. Possession of an MSW degree from an accredited program
2. 3-5 years supervisory/administrative experience
3. Licensed in the State of Maryland (LCSW, LCSW-C, LICSW), the jurisdiction she/he practices and the location where the Agency Affiliation Agreement is executed.

## II.5.B. Task Supervisors

**Task Supervisors** are personnel of the agency who assign duties to the student under the supervision of the Field Supervisor. They are not required to possess a degree in social work, but are required to possess a level of expertise in an area that expands the student's opportunity to learn as they also guide and shape a student's educational experience. Task Supervisors should also be competent and comfortable in their role and position in the organization. Task Supervisors work in collaboration with the Field Supervisor to ensure the learning goals are being met. Task Supervisors are expected to provide regular feedback to the Field Supervisor about the student's progress and can provide input for the Learning Agreement and student's evaluations. Task Supervisors may attend the Field Supervisor Orientation.

## II.5.C. Responsibilities of Field Supervisors

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

1. To attend all field supervisor orientations sponsored by the Field Education Program.
2. To read and be familiar with the school's objectives for Field Education, the curriculum, and the syllabi for the practice courses.
3. To read and be familiar with the information provided by the School of Social Work on the student in advance of the students' arrival at the organization.
4. To have contact with the School of Social Work's Field 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.
5. To introduce the student to the appropriate staff persons including the executive director, if possible, shortly after arrival in the setting.
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 students their 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 orientation should include:
  - a) the purpose, function, policies, and goals of the organization
  - b) the funding source of the agency

- c) the clientele served
  - d) the geographic area covered
  - e) the specific charges of the agency
  - f) the relation to the community and other agencies
  - g) the expectations as a student, agency representative, and social worker
  - h) the expectation of supervision in the way of guidance and support
  - i) the personnel regulations
10. To select the workload for the student that aligns 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 students must believe and understand that the job they are 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 students plan and organize their 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 Supervisor should be available to the students the days they are in the agency.
  17. To give the students the opportunity to practice in a variety of situations that will expose the students 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 students 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 students recognize the steps taken in performing each task, the attitude and feelings possessed at the time the task was performed and their role as well as those feelings arising after completion of the task.
  21. To help the students translate knowledge, theory and understanding of social work as it relates to practice skills.
  22. To reinforce social work concepts and values in the field activities.



23. To make material available about the agency for the student to read. If procedures are written, provide the student with a copy and assist them in understanding how and why the procedures are executed.
24. To help the student become aware of agency problems including gaps in service, unmet needs and policy issues.
25. To teach the students the purpose of recording and the manner in which documentation is to be done in the respective agency.
26. 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 Supervisors are required to recommend a Pass or Fail grade.
27. At any time, the student is found to be performing at a sub-standard level, the Field Supervisor 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.
28. Evaluate the field program at the end of each year on the designated forms.

#### II.5.D. Responsibilities of the University to the Agency/Field Supervisor

The Field Education Office will supply the Field Supervisor 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 Supervisor, 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 Supervisor to evaluate the student's performance and assign the appropriate grade.
4. Provide opportunities for Field Supervisors that enhance their knowledge and skills as urban social work practitioners and leaders.



5. Coordinate and conduct seminars for Field Supervisors.
6. Coordinate efforts to ensure a successful internship.

## **II.6. Role of the Field Liaison**

Field Liaisons have two primary roles:

- A. 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.
- B. To conduct the practicum laboratory seminar. The purpose of the seminar is to afford the students opportunities to integrate their theoretical knowledge with their field experiences. This is accomplished through various 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 Supervisors and conveys recommendations received from the agency and students for overall program improvement.

## **II.7. Role of the Field Advisory Committee**

The role of the Field Advisory Committee is to address field education issues and concerns. This may involve identifying issues that affect the profession, providing feedback on field placement issues affecting the student intern and student evaluation issues, the field curriculum, and recommendations for program enhancements. This committee meets three (3) times during the academic year. Membership of the Field Advisory Committee is comprised of diverse field supervisors, agency administrators, two students, and the Director and Assistant Director of Field Education. The Committee meets once each semester during the academic year.

## **II.8. Role of the Student in the Field Practicum Setting**

### **II.8.A. Student Requirements**

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

the agency. Generally, the student is expected to:

1. Possess an open mind regarding the internship experience.
2. Student will comply with service delivery policies.
3. Comply with Learning Agreement.
4. Dress appropriately (professional work attire).
5. Consistently maintain mature and professional behavior.
6. Arrive and leave the agency at the agreed upon time.
7. Participate with Field Supervisor to develop a Learning Agreement that guides work activities, tasks, and responsibilities demonstrated in the work modalities.
8. Develop and acquire knowledge and capacity to implement the agency's policies and procedures.
9. Participate fully in planned activities including conferences, seminars, Professional Opportunities Day and Licensure Prep-Workshop and other requested activities.
10. Demonstrate initiative, creativity and integrity in the completion of assignments.
11. Utilize the Code of Ethics in all stated areas, respect clients and agency personnel.
12. Participate with the Field Supervisor in evaluating field work performance.
13. Consult with appropriate persons when there are concerns relative to learning or other matters.
14. Complete all assignments in an acceptable manner and within the designated timelines.
15. Appreciate differences in teaching methods and learning styles.
16. 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 required to evaluate the field experience. The evaluation form can be found [here](#) and in the appendices. The student receives an opportunity to make recommendations for any changes. The form is to be completed in Tevera and will be reviewed by the Field Education Program staff along with an evaluation of the Field Supervisor and Faculty Liaison. These evaluations are used to assess whether the agency is providing a valuable learning experience for the student and should be continued as a placement site or discontinued.

Students complete two semesters of practicum in the generalist year and two semesters in the advanced year. Only students admitted in the social work program and approved by the Field Director will be allowed to enter Field Education.

### II.8.B. Attendance at Field Placement

Students are required to report to the field placement site on the scheduled days. The agency is to be promptly notified of any absence(s) due to illness or any other emergency. In case of an extensive absence, it is expected that this time will be made up during the current semester. The Field Liaison should be notified by the Field Supervisor and the student to develop a plan 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 daily is the minimum timeframe **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.**

### II.8.C. Student Expectations

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

The standards are as follows:

#### 1. Communication Skills

Social work students must be able to 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.

- Verbal skills require that students be able to clearly articulate in class, practice settings and make formal individual and group presentations with clear and concise analytical and critical thinking skills.
- 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.
- Technological skills require that students be able to use programs such as Microsoft Office 365, Google and the associated applications with these programs. Students will use these programs to complete assignments, communicate with peers, instructors, supervisors, and clients, as well as make formal presentations that demonstrate analytical and critical thinking skills.

#### 2. Confidentiality

Students must abide by agency policies regarding confidentiality of client records. Social work students are expected to use discretion when working with their assigned agencies. **The use of social media while in field is prohibited without the permission of the agency/field supervisor.** Any concerns a student has about the agency or its policies, should be directed to their Field Supervisors, Field Liaison, and/or Field Director.

### 3. Self- Awareness

The social work student must understand 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 their behavior when it interferes with working with clients, other students and professionals.

### 4. 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 policies and procedures, institutional policies and procedures, professional ethical practice standards and societal laws in the classroom, field and community. Such policies include:

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

### 5. 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 textbooks 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).

### 6. Acceptance of Diversity

The social work student must appreciate the value of human diversity. They 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.

### 7. Interpersonal Skills

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

### 8. Disclose Criminal Records

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

### 9. Background Checks

Background checks, including drug screens and Criminal Offense Record Investigation

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

#### 10. Mandated Reporting

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

#### 11. Good Academic Standing

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

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

#### 12. Adhere to the Inclement Weather Policy

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

#### 13. 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. Students are to follow the criteria and timeframe for reporting disabilities. The Office of Student Disability Support Services is located in the Earl S. Richardson Library, Room 133A.

## **II.9. Evaluating the Student's Performance**

### II.9.A. Evaluations

Students are evaluated four times during the Academic Year: mid-semester and end of semester of both the fall and spring. Students, Field Supervisors and Field Liaisons have a section to complete on each of the four evaluations.

### II.9.B. Grading

BSW students receive letter grades (A, B, C, D or F).

MSW students receive a grade of "Pass" or "Fail."

**Prior to grades being entered into WEBSIS, all sections of the evaluations must be completed and submitted into Tevera. The evaluation contributes to 50% of the student's final grade.**

### II.9.C. 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. Evaluations must be discussed with the student. Signing the evaluation indicates that the student has read it and not that the student agrees with its content. If there is a disagreement, the student should attempt to resolve the problem with the Field Supervisor. If this is not successful, the student may submit a rebuttal and attach it to the evaluation. This is submitted to the Field Liaison/Field Seminar Supervisor who, with the Field Supervisor will attempt to resolve the disagreement. If this is unsuccessful, it will be forwarded to the attention of the Director of Field Education, who will provide input and render a decision based on information received. Students also have the right to utilize the Appeals and Grievance process identified in the Student Handbook and in a later section of the Field Education Manual.

## **II.10. 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 ensure that the caseload size or service project and supervision are appropriate for the field work learning paradigm.

Should the need arise for such a plan, it should be developed by mutual agreement and consultation of the Field Liaison and the Field Supervisor, subject to approval by the Director of Field Education. This agreement must be submitted in writing and signed by all parties, including

the student. Finally, such an agreement calls for more frequent oversight by the Field Liaison, including at least two agency visits per semester and a monthly telephone inquiry to both Field Supervisor and the student.

## **II.11. 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.

## **II.12. Safety and Risks**

While Morgan State University has its own Campus Security Force and policies, the School of Social Work recognizes the possible safety risks 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. Students should familiarize themselves with the Agency's safety standards. Field Supervisors should review the safety policies and standards with the student during the Agency's orientation and updates when changes occur.

When students have concerns for their safety or the safety of others related to their clients or circumstances, they should discuss such concerns with their Field Supervisor and Field Liaison 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 risks.

## **II.13. Internal Appeals Process Regarding Termination of Student from Field Placement and/or Program**

As indicated in previous sections of the Field Education Program Manual, the Agency Field Supervisor and the Field Liaison are primarily responsible for guiding and monitoring the work of the student in the field practicum. If the Agency Field Supervisor has determined that a student is unable to perform in an acceptable manner in the field practicum, has seriously violated standards of conduct governing the agency, and/or the University, and is at risk for termination of field instruction, the following must occur:

1. The Field Supervisor must inform the student of the infraction jeopardizing the placement. This is to be done first in a face to face meeting with the student where the infraction is clearly explained to the student and the student is given an opportunity to defend his/her actions. If the student's response is not acceptable, the Field Supervisor informs the student that further actions will be necessary.
2. The Field Supervisor will contact the Field Liaison and schedule a meeting with the student to discuss the student's performance. The meeting will address any issue(s) pertinent to the situation at hand with the intent to resolve the aforementioned issue(s). The following steps will be taken:
  - a. A written corrective action plan must be developed by the Field Supervisor and



submitted to the student and Field Liaison (with a copy to the Field Education Director) within five (5) business days.

- b. The student will have thirty (30) days to meet expectations
  - c. 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.
3. If this issue occurs after mid-semester, the student is subject to not completing the course.
  4. Before the student is terminated, a meeting must be held with the Director and/or Assistant Director of Field Education.
  5. If the matter cannot be resolved using the method described above, a meeting including the Field Liaison, the Field Supervisor, the student's Faculty Advisor and the student must be held. All written documentation (evaluations, plan of correction and any other relevant written information, along with a recommendation) must be shared with all parties within five (5) business days before the meeting.
  6. In the event the matter cannot be resolved at the above level, the matter will be referred to the Director and/or the Assistant Director of Field Education. The student should present documentation that supports her/his position to the Field Supervisor with a copy given to the Field Liaison.
  7. Upon the Director's review, he/she may choose to accept or reverse the recommendation of the Field Supervisor and the Field Liaison. If there is no resolution after the Director's review, then the matter is referred to the MSW Program Chair of the School of Social Work. The student has the right to request the matter be referred to the program's Grievance Committee if he/she does not agree with the decision made at this level.
  8. The Grievance Committee will review all relevant documentation concerning the student's field instruction status and may recommend:
    - a. Removal of the student from the current placement
    - b. An alternate field practicum
    - c. Termination of the student from Field Instruction
    - d. 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.

#### **II.14. Students Withdrawing from Field**

Students who have been assigned to a field placement and are unable to complete their Field Practicum due to withdrawing from the Field Seminar Course, the student is required to notify the Field Supervisor, Field Liaison and Faculty Advisor through written communication of the decision.



Failure to comply may result in complications in future interactions with the agency.

## **II.15. Policy for Modifications/ Accommodations of Students with Disabilities**

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

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

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

## **II.16. Morgan State University Policy Prohibiting Sexual Harassment and Procedures for Complaints of Sexual Harassment**

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.

### **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;
2. Unwelcome requests for sexual favors;

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:

1. Direct or implied threats that submission to sexual advances as a condition of employment, work status, promotion, grades, or letters or recommendation;
2. Unwelcome physical contact, including unnecessary touching, patting, hugging or brushing against a person's body;
3. 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 filling formal complaints of sexual harassment contact the office of the Equal Opportunity Office.

## **II.18. 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 bona fide 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.

### **SECTION III. ASSIGNMENTS (MORE INFORMATION IS IN THE FIELD SEMINAR SYLLABUS)**

#### **III.1. Field Passport**

The Field Passport is a form that confirms the Field Placement demographics and data. The form should be completed by the student prior to the Field start date.

#### **III.2. Learning Agreement**

The Learning Agreement is a working document which allows the student to participate with the field supervisor in setting objectives and goals for the learning experiences in the placement. This Agreement establishes the structure in applying the core competencies to the learning assignments, tasks and activities that are included in discussions during the required weekly supervisory session.

#### **III.3. Process Recordings**

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

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

Process recordings serve the following function:

1. They are primarily useful as a teaching and learning tool. The process recordings enable 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 recordings allow the field Supervisor to follow the interview, see the steps taken by the student, and then either affirm the process or suggest alternative approaches for future reference. A field Supervisor may see problems or issues that a student may not detect. This provides a teachable moment for the supervisor.
2. Process recordings provide pertinent information that assures appropriate follow-up in case a student is not available in a time of crisis.
3. An important learning experience for students is learning about themselves, particularly in their relationships with other people. Through process recordings, the students learn how they relate to other people. Space is reserved in the process recording format for the students to identify their feelings relating to the interaction with the clients. It facilitates the supervisor in assisting the students in understanding their emotional responses.

What should be included in the Process Recording?

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

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

How should a Process Recording look?

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

1. 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."
2. Your content and dialogue can also be reported in a drama format (the way a play would be written):

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

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

Worker: How have you been working through this problem?

Client: I've been...

### Some Practical Considerations

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

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

## **SECTION IV. APPENDICES**

### **Appendix A:**

National Association of Social Workers (NASW) Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

National Association of Black Social Workers (NABSW) Code of Ethics

<https://www.nabsw.org/page/CodeofEthics>

### **Appendix B: Field Education Program Forms**

Form: Employment-Based Field Internship Form

<https://drive.google.com/open?id=1krwNtC0yGTEhTqC96HrdDPOKxiI4OOu9>

Form: Field Liaison Site Visit Report

<https://drive.google.com/open?id=1JIXVwxUxPk1vqAnITCoNVwYyCrWCXwXI>

Form: Corrective Action Plan

<https://drive.google.com/open?id=1Yfy1vGxnzQHOX2Mtpcq9UWhEFysVFh1h>

Form: MSW Student Course Verification Form

<https://drive.google.com/open?id=1La8PzmholYjy4ODLlxI5yYA3JTaSTquM>

Form: Field Attendance Log

<https://drive.google.com/open?id=11IO4PTZj3iP1XuTmyvelupELldgYA-u1>

Form: Field Education Program Agency Application

<https://www.morgan.edu/school-of-social-work/field-education/community-partner>

Form: Field Education Program Agency Agreement

<https://drive.google.com/open?id=1unXBxEtgVDSXA4ZVg7bgMHZqikh3-Lir>

### **Appendix C: Learning Agreements**

Form: BSW, MSW, and OMSW Generalist Learning Agreement

[https://drive.google.com/open?id=1DlrTY4IOjObNCGz-UrnD\\_-bpFwUkM3QA](https://drive.google.com/open?id=1DlrTY4IOjObNCGz-UrnD_-bpFwUkM3QA)

Form: ASP - Addictions Learning Agreement

[https://drive.google.com/open?id=1HBxq8xWwSaeljAiOvc3P\\_plhY30y76Q2](https://drive.google.com/open?id=1HBxq8xWwSaeljAiOvc3P_plhY30y76Q2)

Form: ASP - Gerontology Learning Agreement

<https://drive.google.com/open?id=10il3MVTIWCiX9L1V0F-Me2MUKU8apdwQ>

Form: ASP - Public Health Learning Agreement

[https://drive.google.com/open?id=1CV2LSKCD4\\_Qq1bRr-VUmB4INgNgPMuj-](https://drive.google.com/open?id=1CV2LSKCD4_Qq1bRr-VUmB4INgNgPMuj-)

Form: ASP - School Social Work Learning Agreement

[https://drive.google.com/open?id=1qDRUpxOSqVYFVEsW\\_iCFVdfbhG3Yt\\_f6](https://drive.google.com/open?id=1qDRUpxOSqVYFVEsW_iCFVdfbhG3Yt_f6)

Form: ASP - MSW and OMSW UCYF Learning Agreement

<https://drive.google.com/open?id=1N3zrqkDhwE0fI5dy35j7VkueWb7u3p46>

Appendix D: Process Recordings

Form: Process Recording Template

<https://drive.google.com/open?id=1IEZw62GP4BRO38KVILEemczcPqkqDVao>

Form: Process Recording Template for Groups

[https://drive.google.com/open?id=1bNefzZAAmurjxlzrANX8nb9\\_nPOsJq2O](https://drive.google.com/open?id=1bNefzZAAmurjxlzrANX8nb9_nPOsJq2O)

Form: Process Recording Template for Projects

[https://drive.google.com/open?id=1bECes-ux8MBteh9peyZmOI\\_RtRmQ9NtU](https://drive.google.com/open?id=1bECes-ux8MBteh9peyZmOI_RtRmQ9NtU)

## **Appendix D: Evaluations**

Form: Field Supervisor Evaluation of Liaison Effectiveness

<https://drive.google.com/open?id=1HSNYEWJsK0YZDFQpRIEO3UdOXGTW2XUX>

Form: Agency's Evaluation of Field Program

<https://drive.google.com/open?id=1V3fZab15GOnhjLVcs4FK2f1IHnzm9kPC>

Form: Student Evaluation of Liaison Effectiveness

<https://drive.google.com/open?id=1WQeVs36dhvwGuJYXGWoeOv3sRrfzCjgH>

Form: Student Evaluation of Agency

<https://drive.google.com/open?id=1IJASKUZdQ7MWfxDvpsgpjQGh428XOL7r>

Form: Self-Assessment Rubric for Professional Development

<https://drive.google.com/open?id=1Bb0qHfxeeLVhPPM8zWQIUvAJx4mu7oft>

Form: BSW Generalist Mid-Semester Performance Evaluation

<https://drive.google.com/open?id=11tV4DAiEhkZEJ8EsTPymkOMLPYG8Db67>

Form: BSW Generalist End of Semester Performance Evaluation

<https://drive.google.com/open?id=12gfDsyOTKM5P4yPueSv8HRGu4OwZLI-S>

Form: MSW Generalist Mid-Semester Performance Evaluation

<https://drive.google.com/open?id=11v8iWe7U1tVKI5oy71GmMbY6I0bSU0bD>

Form: MSW Generalist End of Semester Performance Evaluation

<https://drive.google.com/open?id=12na7BEyLLwr1MnPFDV-7H7DS4TKMyR>

Form: MSW Specialized Mid-Semester Performance Evaluation

<https://drive.google.com/open?id=12KLMU6r0w5CQMWXxy2hxWjUyVavEqr0C>

Form: MSW ASP - Addictions - End of Semester Performance Evaluation

<https://drive.google.com/open?id=12aydCw53TJjhfgxEDTIY7DtVj1B5uAWi>

Form: MSW ASP - Gerontology - End of Semester Performance Evaluation

<https://drive.google.com/open?id=12kvcme5un1EldhDqF70BO1cAkPPoay1>

Form: MSW ASP - Public Health - End of Semester Performance Evaluation

<https://drive.google.com/open?id=12wKpOSsroYkYjTCWGWKyySgz80eq4oa3>

Form: MSW ASP - School Social Work - End of Semester Performance Evaluation

<https://drive.google.com/open?id=12yzgyZQZgj-d1I1iDUgoly6Zsjp7KIKW>

Form: MSW ASP - Urban Children, Youth and Families – End of Semester Performance Evaluation

<https://drive.google.com/open?id=130wgWbxaf0uhIB4O1RQXE27pcwORWYdU>

Form: OMSW Generalist Mid-Semester Performance Evaluation

[https://drive.google.com/open?id=12NQUL028NkKxawX\\_UrXO93nqDBDVKg4R](https://drive.google.com/open?id=12NQUL028NkKxawX_UrXO93nqDBDVKg4R)

Form: OMSW Generalist End of Semester Performance Evaluation

<https://drive.google.com/open?id=12sV-MZat5A5qSv92Yv4Os34JZQGStkF2>

Form: OMSW Specialized Mid-Semester Performance Evaluation

<https://drive.google.com/open?id=12WcXxgJ2Jgpwd9ORxPc7gMHcNslneT1v>

Form: OMSW ASP - Urban Children, Youth and Families – End of Semester Performance Evaluation

[https://drive.google.com/open?id=12vFVUXTsPs\\_4RoAUfEqbNS89MBNjR09Z](https://drive.google.com/open?id=12vFVUXTsPs_4RoAUfEqbNS89MBNjR09Z)