



TEXAS A&M UNIVERSITY

COMMERCE

Master of Social Work (MSW) Field Education Manual

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ABOUT THIS MANUAL

The Field Education Manual serves as the policy and procedure document for Texas A&M University-Commerce School of Social Work Field Practicum Program. The information contained is appropriate for all MSW students across all TAMUC program options.

According to the Council on Social Work Education (CSWE), **Field Education** is considered the signature pedagogy for social work with the overall aim of instruction and socialization of future practitioners to think, perform and act ethically and with integrity (CSWE, 2015). Texas A&M-Commerce School of Social Work embraces the definition and vision of the Council on Social Work Education for the Field Practicum experience. All students seeking to earn a Master of Social Work must successfully complete the required clock hours and demonstrate advanced-level mastery of the Social Work Competencies.

Students are encouraged to contact the MSW Field Education Director should they have any questions/ concerns.

You are viewing the current 2023-24 edition of this manual. You can download a PDF copy of the [MSW Field Manual 2023-2024](#).

MASTER OF SOCIAL WORK (MSW) PROGRAM

Mission

A&M School of Social Work educates professional advanced practitioners to lead, innovate, and transform.

Goals

- Apply ethical reasoning to advance equality, justice or social change
- Promote leadership in service that enhances well-being and equality of life for all persons
- Create a learning environment that honors unfretted thoughts

Competencies and Behaviors

MSW Foundation Generalist Practice

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| Competency 1: Demonstrate Ethical and Professional Behavior |
| <p>Behavior:</p> <ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • Use technology ethically and appropriately to facilitate practice outcomes; and • Use supervision and consultation to guide professional judgment and behavior. |
| Competency 2: Engage Diversity and Difference in Practice |
| <p>Behavior:</p> <ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • Present themselves as learners and engage clients and constituencies as experts of their own experiences; and • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice |
| <p>Behavior:</p> |

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Behavior:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Behavior:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Behavior:

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

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

Behavior:

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

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

Behavior:

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

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

Behavior:

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

MSW Advanced Generalist Practice (Specialization)

Competency 1: Demonstrate Ethical and Professional Behavior

Behavior:

- Make ethical decisions by applying the standard of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to both rural and urban contexts and at the intersection of the two.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations within both rural and urban settings.
- Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication within the context of both urban and rural community settings individually and interactively.
- Use technology ethically and appropriately to facilitate advanced practice outcomes in urban and rural settings.

- Use supervision and consultation to guide professional judgment and behavior within the context of both/either urban or rural settings and at the intersection of the two environments.
- Actively participate in professional social work organizations/associations aimed at practice within urban and rural communities.
- Design and engage in effective self-care strategies to reduce the likelihood of compassion fatigue and burnout.

Competency 2: Engage Diversity and Difference in Practice

Behavior:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels within both urban and rural settings.
- Present themselves as lifelong learners and engage all clients (those in both rural and urban settings) and constituencies as experts of their own experiences.
- Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies recognizing the complex and chaotic environment cross-over of rural and urban settings; and
- Analyze the holistic and systemic nature of problems in rural/urban settings taking care to attend to the special factors found within each unique environment such as dual relationships, inadequate transportation, extreme poverty, difficult access to health care, and disenfranchisement from political processes.

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

Behavior:

- Engage in practices which demonstrate critical analysis of the intersections of social, economic, and environmental justice within rural contexts and urban contexts and the crossover of these two settings: and
- Advocate for appropriate resources and equal access to political, economic, and social power for all clients within rural and urban settings.

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

Behavior:

- Use practice experience and theoretical underpinning of evidence-based practice models to inform scientific inquiry and research;
- Apply advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Integrate and adapt research evidence to inform and improve practice, policy and service delivery across the rural/urban landscape.

Competency 5: Engage in Policy Practice

Behavior:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services within rural/urban settings
- Assess how social welfare and economic policies impact the delivery of and access to social services in both rural and urban areas, and how these impact across the environments
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice across the rural/urban landscape.

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

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across urban and rural settings and at the complex intersection of these two
- Use empathy, reflection, and interpersonal skills at an advanced level to effectively engage diverse clients and constituencies across the rural/urban environment and at the intersection of the two ensuring informed consent.
- Discern the most appropriate engagement strategy according to each practice context.

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

- Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from both rural and urban clients and constituencies; and those who are at the intersection of the two environments.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from both rural and urban clients and constituencies; and those who are at the intersection of the two environments.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies reflective of their environment whether rural, urban or at the intersection of both.
- Modify appropriate intervention strategies based on the assessment, research knowledge, and values and preferences for clients and constituencies reflective of their environment whether rural, urban or at the intersection of both
- Consider aspects intrinsic in rural and urban settings considering how the intersection of the two environments impact assessment such as connections with church communities, neighbors, extended family, fictive kin, and other formal and/or informal resources.

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities for clients and constituencies in both urban and rural environments and at the intersection of the two.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies in both urban and rural environments and at the intersection of the two
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in both urban and rural environments and at the intersection of the two
- Provide leadership in program development, administration and evaluation; clinical and organizational supervision; research development and utilization; and policy creation, reform and implementation to impact outcomes for those in both urban and rural environments and the intersection of both.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies in both urban and rural environments and the intersection of both.
- Facilitate effective transitions and endings that advance mutually developed goals for clients in both urban and rural environments and the intersection of both.

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

- Select and use appropriate methods for evaluation of outcomes whether primarily in a rural or urban environment or at the intersection of the two.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes for clients in both urban and rural environments and the intersection of both.
- Critically analyze, appraise, and evaluate intervention and program processes and outcomes in both urban and rural environments and the intersection of both.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels across the landscape of rural/urban and at the intersection of the two environments.

SOCIAL WORK STUDENT CODE OF CONDUCT

Ethical Behavior

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

University Code of Conduct

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct (“Code”) focuses on personal responsibility and accountability for students’ actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

Academic Integrity

Undergraduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. In addition, F-1 and J-1 international students must comply with the Student Exchange Visitor Program regulation related to their visa status.

Matters of academic integrity are the exclusive province of the provost and vice president for Academic Affairs and the Graduate School.

[See Texas A&M University-Commerce Graduate Student Academic Dishonesty policy 13.99.99.R0.10](#)

Students engaged in acts that may constitute both academic dishonesty and violations under the Code may be subject to sanctions under any of these authorities.

FIELD EDUCATION

CSWE describes Field Education as the signature pedagogy stating, “*Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline - to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum - classroom and field - are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate Social Work Competencies. Field education may integrate forms of technology as a component of the program.*”

The Field Practicum is an essential element of Texas A&M University-Commerce’s Master of Social Work program. The design of the Field Practicum Program facilitates the integration of classroom theory with agency-based practice and provides support to students as they engage in this dynamic process.

The Field Practicum prepares students to apply the advanced generalist practice model. This model reinforces application of knowledge, values and cognitive/affective processes developed in the classroom.

The goal of field education is to integrate the theoretical and conceptual content obtained in the classroom with practical world experience. Using an advanced generalist practice model, students perform tasks that synthesize the domains of the competencies integrating knowledge, values, skills, and ethical and professional behavior. The Field Practicum provides students with opportunities to develop the [nine social work competencies and practice behaviors](#) by engaging in Field Practice.

Field Practicum

Field Practicum, also referred to as ‘*Internship*’, is an integral part of social work education. Field Practicum allows students to engage in opportunities to gain and demonstrate social work practice competencies in real-world settings.

Through the Field Practicum, students are prepared and equipped with the knowledge of professional practices, strategies, and programs required to address an extensive range of contemporary societal issues. Thus, Field Practicum ensures that the students are well-prepared for professional practice as master’s-level social workers within their chosen specialization area(s) upon completion. Field Education connects the theoretical and conceptual contributions of all prior courses with practice experience in the field.

The MSW program ensures that the Field Practicum captures the full scope of both generalist and specialized practice. The program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and

communities. The MSW program also provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice.

Advanced Generalist Practice Specialization builds on generalist practice, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice with a rural and/or urban focus. Advanced Generalist Practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within this area of specialization. Students completing the Advanced Generalist Practice program advocate with and on behalf of clients and constituencies within this area of specialized practice. They will synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices consistent with social work values and ethics. Advanced Generalist Practice students will also engage in and conduct research to inform and improve practice, policy, and service delivery.

Field Seminar

Students participate in a weekly field seminar under the instruction of the MSW Field Liaison designed to help students process and understand Field Practicum.

Foundation Generalist Practice Field Seminar Objectives

- To help demonstrate familiarity with human behavior concepts and the bio-psycho-social perspectives as they apply at all levels of systems.
- To help students learn and demonstrate practice skills necessary for effective intervention at all levels of systems in order to enhance the well-being of people and work towards the amelioration of adverse environmental conditions in rural and urban settings.
- To help students demonstrate productive use of supervision to enhance learning.
- To help students develop an awareness of self in the process of intervention from
- A generalist perspective of social work practice, which will prepare the student to move into the advanced generalist Field Practicum.
- To develop students' ability to understand and utilize research and critical thinking to acquire knowledge relevant to practice and for evaluation of their practice in the field with individuals, families, groups, organizations and communities, as it may relate to rural social work practices and services.
- To develop students' ability to work effectively with clients who are diverse in ethnicity, culture, gender, social class, sexual orientation, physical and psychological disabilities and environmental living deficiencies in rural settings.

- To enable students to examine practice dilemmas from the perspective of different value systems, including personal, client, societal, and professional orientations.
- To help students demonstrate the application of social work values and ethics through their professional behavior in accordance with the NASW Code of Ethics.
- To help students achieve an understanding of the community resources which impact their client populations in rural and urban settings.
- To help students demonstrate familiarity with professional roles and functions within the agency setting and understand the agency, the assessment, implementation, and evaluation of agency policy within ethical guidelines.

Advanced Generalist Practice (Specialization) Field Seminar Objectives

- Apply theoretical concepts, models and approaches from an advanced generalist perspective, (broad and expanded knowledge base) with special emphasis on rural application of social work services in organizations and communities.
- Demonstrate effective cultural competencies in intervention skills appropriate to advanced generalist practice, with special emphasis on professional and therapeutic approaches to individuals, families, groups, organizations and communities.
- Demonstrate productive use of supervision to enhance professional learning.
- Demonstrate awareness of self in the process of intervention, particularly in work with organizations and communities and how it relates to both rural and urban social work practice.
- Demonstrate the ability to utilize research and critical thinking for the evaluation of practice across levels of systems, with special emphasis on the evaluation of organizational and community systems in both urban and rural settings.
- Demonstrate individualization of people with respect to ethnicity, culture, gender, social class, sexual orientation, physical and mental ability.
- Demonstrate individual ability to examine and resolve practice dilemmas from different perspectives, including personal, client, societal and professional orientations.
- Demonstrate the ability to apply social work values and ethics in accordance with the NASW Code of Ethics and the professionalism of social work practice.
- Demonstrate the ability to identify and utilize community resources to affect change, particularly with macro systems in urban and rural settings.

- Demonstrate the ability to work effectively within the administration of the agency setting.
- Demonstrate conscious development as a social work professional through supervision.

ROLES AND RESPONSIBILITIES OF FIELD PRACTICUM PARTICIPANTS

School of Social Work

Texas A&M University-Commerce, through its degree-conferring authority, is responsible for the total learning experience of its students. The School of Social Work establishes the MSW program's mission and ensures it is consistent with the mission of Texas A&M University-Commerce and with the purpose and values of the social work profession.

The School of Social Work has primary responsibility for the identification of curriculum content for field instruction as a part of the total curriculum. The School measures the student outcome of each competency and behavior. The School also determines the criteria for assessment and benchmarks for each competency. The School of Social Work selects from among potential field practice settings those which offer students a variety of experiences consistent with the behaviors and competencies according to the mission statement of the School of Social Work, professional education standards, [CSWE EPAS](#), and the [NASW Code of Ethics](#). The School provides continuing education opportunities to further the professional development of Field Instructors in Field Agencies.

Field Agency

Field Agency is recognized as an organization that can provide an educational experience that will allow the student to gain competence in the 9 areas of the social work profession as outlined by CSWE. The School of Social Work intentionally recruits agencies that provide a supportive, steady, and inclusive learning environment where differences and diversity are both respected and affirmed.

As an approved Field Agency, affiliates are committed to the educational process of social work students. Through agency experiences and supervision, students have the opportunity to learn and become socialized into the profession. Agencies are expected to provide designated Field Instructors and comply with the criteria described below. Field agencies are asked to work cooperatively with the social work Field Education Program in creative problem-solving and efforts to enhance the learning experience for field students.

As an affiliate with the Texas A&M- Commerce School of Social Work agencies agree to:

- Embrace the values and principles of the social work profession.
- Provide opportunities for learning experiences across all levels of systems, including work with individuals, families, groups, organizations, and communities.
- Provide services that have a primary purpose to address human needs and are appropriate for generalist practice where the students can engage in the behaviors according to the competencies delineated by CSWE.

- Designate a social worker with at least a MSW (licensure preferred) as the Field Instructor to provide appropriate supervision to the practicum student.
- Provide the time for Field Instructors to carry out field instruction responsibilities such as: interviews with prospective field students, field instruction training, field orientation, and supervision meetings with students and with Field Liaison.
- Provide opportunities for prospective students to interview during the pre-placement process.
- Provide students with supplies and tools as needed to engage in the tasks established in the Learning Contract not limited to adequate workspace, office supplies, and means of communication.
- Inform the MSW Field Education Director regarding organizational changes which affect the students' performance.

MSW Field Education Director

The MSW Field Education Director has the overall responsibility for all components of the Field Practicum Program for MSW students.

The MSW Field Education Director is responsible for the following:

- Evaluate potential field agencies to approve the [affiliation](#).
- Certify the student's employment as a Field Agency if criteria are met.
- Review and certify Field Instructors meet the MSW degree and 2 years post-degree experience to assume this role and forward the Field Instructor Credential and Experience Certification to the Field Coordinator for records.
- Manages the use of TK20 software to sustain the use of this tool by the Field Instructors, Field Liaison, Task Supervisor (if applicable) and the Student.
- Offer Field Instructors' training.
- Coordinate, facilitate and document MSW student field orientation.
- Update and inform Field Coordinator, Field Instructors, Field Liaison and Students regarding new or amendments to existing field policies.
- Provides educational and administrative leadership to the MSW field education program.
- Identify an alternate Field Instructor and Task Supervisor when the affiliated Field Agency lacks a qualified Field Instructor.

Field Coordinator

The Field Coordinator works in collaboration with the Field Education Directors to keep documentation of Field Education.

The Field Coordinator is responsible for the following:

- Provide potential Field Agencies with requirements and forms to formalize affiliation agreement.
- Regularly reassess that the Field Agencies comply with the requirements for affiliation.
- Maintain and update the list of Field Agencies available for BSW and MSW Field Practicum.
- Monitor the submission of Field Instructor's documents evidencing the minimum education and post-graduation experience required of this role within TK20 and keep records updated. Keep a register of this evidence in a spreadsheet.
- Keep records of Field Instructors training and notify dates of renewal to the Field Education Director.
- Access Field Instructors' CEU requests within TK20 and email certificate to them regarding service and training at the end of every semester.
- Assist with TK20 Student, Field Instructor and Agency registration.

MSW Field Liaison

The MSW Field Liaisons function as a part of the social work education team- as faculty of record for SWK 553 and SWK 554 - to provide linkage between the University, Student, and Field Agency. Field Liaisons utilize their professional experience in the social work field to assist students in integrating theory and practice, thus enhancing agency-based instruction.

The MSW Field Liaison is responsible for the following:

- Facilitate weekly field instruction sessions and ensure the integration of academic theory and curriculum content with field knowledge, practice, and skills.
- Assist students in processing their Field Practicum experience.
- Coordinate the assignments and activities of the social work student throughout the practicum experience.
- Evaluate students' performance through weekly assessments of journal entries, written assignments, completed timesheets and other required documentation both in TK20 and LMS.

- Assess the [MSW Field Practicum Learning Contract](#) to examine if the task facilitates the development of practice behaviors and recommend any additions or amendments to the Student and Field Instructor during the first few weeks of practicum.
- Review the [Field Placement Safety Review](#) submitted by the student in TK20 during the first few weeks of beginning the field practicum.
- Regularly assess if students are meeting the practice behaviors established in the Learning Contracts through virtual Field Agency visits (twice the first semester and at least once in the second semester) with the Student, Field Instructor and Task Supervisor (if applicable).
- Monitor and evaluate students' performance in the field setting and field seminar, and assume primary responsibility for assigning final semester grade.
- Communicate with the MSW Field Education Director regarding students' performance and progress, including any problems, issues, or concerns which need to be addressed.
- Complete [Field Liaison Evaluation of the Field Instructor and Agency](#) at the end of every semester.
- Review and submit the TK20 file at the end of the practicum.

Field Instructor

The Field Instructor is the individual who supervises students in their field placement. MSW Field Instructors must have at least an MSW degree from a CSWE-accredited institution and two years of post-social work degree practice experience. Thus, they are expected to model professional social work values, skills, and behavior. Field Instructors engage in the dual role of agency practitioner and social work educator. Since the primary goal of field instruction is social work education rather than agency service, the teaching role of the Field Instructor is critical. Conversely, the primary task of the field student is learning rather than serving.

The Field Instructor is responsible for the following:

- Conduct pre-placement interviews and assess prospective students.
- Attend Field Instructor training at least every two years.
- Provide orientation to the Student regarding the agency's philosophy, vision, mission, intern expectations, including work schedule, supervision type and schedule, and others as applicable.
- Provide and discuss institutional policies, including client records, dress code, safety, transportation, liabilities, use of technology, and others as applicable to the agency.
- Assign a Task Supervisor to guide the Student on a day to day basis on-site if needed.
- Complete 3-hours CEU request at the end of each semester through TK20.

- Acknowledge having the credentials and experience to assume the role of Field Instructor and upload Resume to TK20 the first time assuming this role.
- Assist the Student to complete the [Field Placement Safety Review](#) at the beginning of the semester.
- Assist the Student in the development of the [MSW Field Practicum Learning Contract](#) and complete the [Field Instructor Acknowledgment of Learning Contract](#) within TK20.
- Assist the Student in the development of the job Description for their field practicum as required by the agency.
- Structure the Student's learning experience to expose them to a wide range of opportunities including but not limited to case assessment, client contracts, agency staffing, and staff meetings, board meetings, community and task force meetings, interagency efforts, court hearings within others.
- Provide at least two hours per week of direct supervision to discuss and process the student's learning needs, identify strengths and areas for improvement, **discuss potential ethical dilemmas**, update learning goals, and give feedback on the student's performance.
- Discuss and address questions that students may have about different communication styles and contexts, agency politics, compare "real life" dynamics vs. text-book ideals, develop the skill to work-life balance, self-care practices and other professional behaviors.
- Challenge students gradually by providing the opportunity to shadow service providers, then exposing them to intakes, interventions, or group facilitations with assistance and finally engaging in the tasks independently.
- Provide ongoing feedback on students' progress.
- Complete the [MSW Student Learning Evaluation](#) in TK20 with the Task Supervisor's input if applicable.
- Contact the assigned Field Liaison promptly in case of problems or concerns with the student.
- Communicate with the Field Education Director about any recommendations to the program and agency changes that may impact students' field practicum.
- Identify external scenarios or experiences, when the services offered by the agency do not provide the opportunities for students to engage in expected behaviors to meet the competencies.
- Acknowledge having read and approve the Learning Contract in TK20.

- Complete the [Field Instructor Evaluation of Field Education Program and Liaison](#) at the end of the semester.

Task Supervisor

In the absence of an on-site Field Instructor, a Task Supervisor within the agency will be assigned to guide the Student activities, teach and guide their tasks.

The Task Supervisor is responsible for the following:

- Participate in the Student's [MSW Field Practicum Learning Contract](#) and suggest revisions as needed.
- Provide direct supervision of the student's daily activities and review the digital [Weekly Timesheets](#) submitted by the [Student for the Field Instructor's signature](#).
- Assign cases and projects congruent with the student's educational goals.
- Offer constructive feedback to students regarding their performance.
- Participate in the virtual Field Agency visits with the Field Instructor, Student and Field Liaison.
- Keep notes of supervisory contact with the Student to share with the Field Instructor.
- Consult with the Field Instructor to identify strategies to address specific skills students need to develop.
- Collaborate with the Field Instructor to complete the [MSW Student Learning Evaluation](#).
- Meet with the Field Instructor and Field Liaison to discuss the Learning Contract and student performance.
- Communicate with the Field Instructor and Field Liaison when challenging situations arise.

Student

Every student enrolled in the MSW program is required to understand their responsibilities for successful completion of the Field Practicum. The Student is responsible for the following:

- Assume an active role in the Field Practicum experience by:
 - Completing the field education application in TK20.
 - Seeking clarification with Field Instructor or Field Liaison when necessary.
 - Complete and submit all required [student documentation](#) in a timely manner.
 - Identifying expectations of Field Agency, Field Instructor, and university.
 - Making sure of receiving supervision hours from the Field Instructor.
 - Taking initiative in identifying areas to contribute beyond the tasks assigned when required.
 - Reference content learned in prior courses and apply them within the practicum.

- Attend, behave and dress professionally to all the following events:
 - Interview with MSW Field Education Director to discuss potential practice setting interest and prepare for agency interviews.
 - Potential field placement interviews.
 - Field Orientation.
 - Training and academic events (on and off campus).
- Behave according to the Field Agency's standards and dress according to the Field Agency's dress code during the extent of your Practicum.
- Maintain the confidentiality of client information, and use knowledge of the agency in a professionally responsible manner.
- Comply in all professional responsibilities ethically in compliance with the [NASW Code of Ethics](#) (2021).
- Develop [MSW Field Practicum Learning Contract](#) and [Field Placement Safety Review](#) in TK20 with the assistance of the Field Instructor within the first two weeks of the Field Practicum.
- Attend a 2-hour weekly field instruction session facilitated by the Field Liaison.
- Maintain confidentiality of cases particularly during the weekly field instruction session.
- Participate in the [MSW Student Learning Evaluation](#) at the end of each semester.
- Engage in [self-care practices](#) to ameliorate the impact of professional and academic demands, workplace environment, vicarious trauma, and avoid countertransference.

FIELD EDUCATION POLICIES AND PROCEDURES

Admission to Field Practicum

Students seeking admission to Field Education must be fully admitted to the social work program and have completed required prerequisites with a grade of “B” (overall GPA of 3.0) or higher. In addition, students must maintain an overall GPA of 3.0 throughout their Field Practicum Courses.

Students must complete the application for field practicum in TK20, identify potential Field Agency, Field Instructor, Task Supervisor (if applicable), and inform the MSW Field Education Director through the [Student, Field Instructor and Field Agency Contact](#) form the semester prior to planning to start their practicum.

Prerequisites for Field

Foundation students must complete all foundation courses (SWK 501, SWK 503, SWK 511, SWK 513, SWK 521, SWK 531 and SWK 541) or be concurrently enrolled in remaining foundation courses to enroll in Field Foundations Practicum (SWK 553). Students who entered the MSW program through the foundation track must complete all foundation courses and Field Foundations Practicum (SWK 553) and be in good academic standing to enroll in Advanced Generalist Practice Field Practicum (SWK 554).

Advanced students are required to complete at least 9 credit hours and be in good academic standing to enroll in Advanced Generalist Practice Field Practicum (SWK 554).

TK20 Application for Field Practicum

Students will need to purchase (\$150 - \$180) the TK20 program at <https://tamucsw.tk20.com/> during the spring semester before starting their summer Field Practicum. We highly encourage students to purchase the program online since it is more affordable. Students who would need to purchase the program in the university’s bookstore for financial aid purposes will need to contact the Field Education Director to coordinate this process.

Students are required to initiate and complete the application process for the Field Education Program through [TK20](#). After successful login to their TK20 accounts, students are required to create an application for admission to field-based programs under the applications tab. Complete the application as directed and upload the proof of payment as instructed. You may visit [the video instructions](#) to review the detailed procedure for submission of the Field Education application through TK20.

Title IV-E

MSW Students can enter the MSW as DFPS Title IV-E Stipend Program Applicants. These students need to submit a certification from the DFPS to receive the stipend. For more information, contact the [Title IV-E Coordinator](#).

Preference and Assignment of Field Placement

It is the expectation that the MSW student seeks out their own placement. The Field Education Director is responsible for certifying a potential site or the student's employment as a Field Agency.

Field Placement

The Field Placements are certified by the Field Education Director after the student submits the [Student, Field Instructor and Field Agency Contact](#) form considering their geographical area, transportation, and population or service of interest. The Field Education Director coordinates student interviews with the Field Agency and confirms their selection. Students are not allowed to commit agencies as their Field Practicum without the knowledge of the Field Education Director and approval of the Application for Field Affiliation. If a student needs assistance in finding a placement, the student must reach out to the Field Education Director for a collaborative effort to find a suitable placement site.

Field Placement Transfer

Students must complete both Field Practicum semesters in the same agency. Change of Field Practicum placement will only be approved under extreme circumstances. Students must request and justify their need to change placement completing the Application for Field Placement Transfer. The request will be considered for approval by the Field Education Director with the recommendation of the Field Liaison.

Field at Place of Employment

In compliance with the 2015 Educational Policy and Accreditation Standards (EPAS), students are allowed to complete their Field Practicum at their place of employment. In such cases, student field assignments and employment tasks may be the same and counted toward required field hours if the tasks have clear links to the social work competencies, including any competencies added by the program and their related behaviors. The [Field Instructor](#) and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be **separate** from supervision time for employment.

Background and Health Requirements of Field Agencies

Texas A&M University-Commerce does not require background checks or drug screening for students prior to their placement in a field setting. However, some agencies have specific requirements for this process. In the event that agencies require a background check, fingerprinting, drug test, vaccination record, TB test, or any other health related requirement/ training, the agency assumes the responsibility of coordinating these with the students. In the case that the agencies do not cover the cost, the Field Education Director will refer the students to the TAMUC Student Health Center or other third party institution. Students are encouraged to learn about requirements and fees before interviewing for their potential field placements.

Field Practicum Required Contact Hours

Foundation Generalist Practice Field Practicum

Students entering the MSW program as Foundation students are required to complete 300 Contact Hours during a single semester to enroll in AGP Field Practicum.

Advanced Generalist Practice Field Practicum

Students entering the MSW program as **Foundation students** are required to complete a total of 600 Contact Hours within two semesters in AGP Field Practicum for a total of 900 contact hours of internship.

Example:

| | |
|---------------------|-------------------|
| Foundation semester | 300 contact hours |
| AGP 1 semester | 300 contact hours |
| AGP 2 semester | 300 contact hours |

Students entering the MSW program as **AGP students** are required to complete a total of 500 Contact Hours within two semesters in AGP Field Practicum.

Example:

| | |
|----------------|-------------------|
| AGP 1 semester | 250 contact hours |
| AGP 2 semester | 250 contact hours |

Management of Contact Hours

- The contact hours of the Field Practicum in the Agency must be spread throughout the two semesters, highlighting master level/advanced duties in the weekly timesheet that are supervised by the Field Instructor.
- The contact hours of the Field Practicum in the Agency must be allocated over a period of the semester; ending no earlier than two weeks before the semester ends.
- A maximum of 300 hours (Students entering the MSW program as Foundation students) and 250 hours (Students entering the MSW program as AGP students) is allowed per semester, unless authorized by the Field Liaison and the Field Education Director.

Student Safety

Safety of students in Field Practicum settings is of utmost importance. Students will complete the Field Placement Safety Review on their agency **in TK20** within the first two weeks of completing contact hours to ensure they have received agency orientation and training in safety

protocols. Review following resources to learn more about various campus resources available to ensure Student Safety:

The Official Safety App: [Lion Safe App](#)

<https://www.tamuc.edu/university-police-department/lion-safe/>

Emergency Operation Plan

<https://www.tamuc.edu/wp-content/uploads/2023/10/FY24-EOP.pdf>

Crime Prevention: Promoting a Safe Learning Environment

<https://www.tamuc.edu/university-police-department/crime-prevention/>

Campus Safety: Keeping Your Campus Safe

<https://www.tamuc.edu/university-police-department/campus-safety/>

Discrimination, harassment, and violence in Educational Settings

According to the [University Policy 08.01.01.R2](#), Texas A&M University-Commerce supports academic, housing, and work environments that are free of harassment. No individual will, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity, be excluded from participation in or be denied the benefit of or be subjected to discrimination under any university program or activity (including field practicum/ internship settings).

- For reporting discrimination, harassment, sexual harassment, sexual assault, domestic violence, dating violence, or stalking based on sex and retaliation, refer to [University Policy 08.01.01.R2.01](#).
 - Students are highly encouraged to communicate any of these violations to their Field Liaison, Field Education Director or Department Head.
- Any Student who believes they may have experienced any of the above is encouraged to report to the University through one or more of the following resources:
Emergency Response: 911
Title IX Coordinator: (903) 468-3104
University Police Department: (903) 886-5868

Title IX

Title IX of the Education Amendment of 1972 prohibits discrimination on the basis of sex in educational programs and activities at federally funded institutions. [Title IX](#) protects students, faculty, staff and visitors to our campus from all forms of sex discrimination. The Office of University Ethics and Compliance is responsible for the investigation and resolution of alleged violations of A&M-Commerce's civil rights policies, including Title IX. Reach out to Title IX Coordinator at any time with questions about civil rights/Title IX at TitleIX@tamuc.edu or 903.886.5991.

Accommodation due to Pregnancy

According to the University Procedure [08.01.01.R2.03 Student Pregnancy and Parenting Support](#), students can request for academic accommodations due to pregnancy, childbirth, and/or related health care. Furthermore, this procedure addresses a student's or instructor's request for risk-reduction modification of programs/classes that may involve exposure to chemicals, radiation, or other circumstances that could harm an unborn child.

- *To obtain accommodations regarding pregnancy, students must inform the instructor and request accommodations from the Title IX Coordinator via email to TitleIX@tamuc.edu.*

MSW Field Orientation

MSW students are required to attend a mandatory orientation session prior to beginning the Field. The School of Social Work conducts the MSW Field Orientation at the end of each semester. This orientation includes an overview of the Field Manual including practicum timeframes, contact hour management, safety policy and procedures, Title IX, professional expectations, documentation in TK20, schedule and objectives of Field Practicum Courses within others. Students are required to attend the orientation or watch the orientation video provided to them and certify to attending or watching the same.

Affiliation of Field Agencies

Potential field placement sites may be identified by either the School of Social Work, Student or agency. The process begins with either verbal or email communication between the appropriate representative of the agency and the Field Education Director to determine if the agency meets the stated criteria (listed below). If determined to be an appropriate field site, the agency representative will complete the [Field Education Agency Application](#) including Field Instructor(s) information. The MSW Field Education Director reviews the completed forms and determines the appropriateness of the agency as a field placement site. If deemed appropriate, authorized representatives of both the agency and the University sign the Field Agency Affiliation Agreement. To reach an affiliation agreement, field agencies must comply with the roles and responsibilities [mentioned](#).

Field agencies may provide stipends, related transportation, travel reimbursement, with other types of economic support including salary.

Field Instructor's Credentials and Practice Experience

Field Instructors play one of the most critical roles in the educational process of the Field Practicum experience. Individuals recognized as Field Instructors for the School of Social Work Master of Social Work Program must meet the following criteria:

- Hold a master's or doctoral degree in social work from a CSWE-accredited program.

- At least two years of post-masters social work degree, professional practice experience in social work.
- Willingness to supervise and instruct graduate students.
- Familiarity with the generalist educational model and philosophy of A&M-Commerce School of Social Work.
- Commitment to work cooperatively with the Field Education Director, Field Liaisons, and other department staff and faculty.
- Demonstrated professional social work values, knowledge, skills, and behaviors in relation to clients, agency co-workers, and social work interns.

External Field Instructor

In the absence of an on-site Field Instructor with the required credentials and practice experience, the Student can identify a potential Field Instructor external to the agency to reinforce the social work perspective and an on-site Task Supervisor with the approval of the Field Education Director. The External Field Instructor will engage in the same roles and responsibilities indicated [above](#). In this case, [the Student in collaboration with the Field Education Director must identify a Task Supervisor within the Field Agency](#). The Field Education Director must approve both the Task Supervisor and the External Field Instructor. The External Field Instructor must be willing to provide clear instruction on knowledge, skills, abilities and ethical responsibilities in the placement and maintain regular communication with the Task Supervisor to assess the student's performance. If an External Field Instructor [and Task Supervisor](#) are not identified the Field Education Director will provide an alternate Field Agency to the Student.

Field Instructor Orientation and Training

[The School of Social Work offers an annual field instruction orientation/ training to Field Instructors via pre-recorded video. The Field Education Director will send over the link to the Field Instructor Orientation and Training Acknowledgement](#) which includes both the orientation and training. The orientation includes an overview of expectations, roles and responsibilities, and documentation of a student's field practicum in TK20. The video will include training worth one CEU on current EPAS behaviors and competencies students need to meet including a guideline to develop student learning plans and complete their performance evaluations. Field Instructors will certify participating in the orientation by submitting the [Field Instructor Orientation and Training Acknowledgement](#) to the Field Education Director. Returning Field Instructors [will need to attend the orientation and recertify at least every 2 years](#).

The School will offer at least one training regarding emerging social issues, and professional and [ethical practices worth three CEUs, to further](#) the professional development of Field Instructors in affiliated field agencies. Field Instructors and Field Liaisons engage in exchanging emerging and innovative research-based practices and programmatic nuances in field settings.

Supervision of Field Practicum

The Field Liaison will maintain contact with the Field Instructors and Task Supervisors (if required) throughout all semesters to monitor students' progress.

First semester

- The Field Liaison will contact the agency Field Instructor within the first couple weeks of the semester either through email or telephone contact to establish connection and review the learning contract.
- The Field Liaison will contact the Field Instructor by telephone or virtually around mid-term to learn about Students' progress.
- The Field Liaison will schedule and conduct a final field evaluation at the end of the semester with the Field Instructor and Student to complete the MSW Foundation Student Learning Evaluation or the MSW AGP Student Learning Evaluation (if the student started the MSW program as an AGP student).

Second semester/ Third semester (if started in Foundation)

- The Field Liaison will contact the Field Instructor as needed throughout the semester.
- The Field Liaison will schedule and conduct a final field evaluation at the end of the semester with the Field Instructor and Student to complete the MSW AGP Student Learning Evaluation.

Removal from Field Practicum

A Field Instructor or a Field Liaison may request the removal of a Student from their field placement for failure to meet the competencies, unprofessional or unethical behavior. To remove a Student from their field placement practicum, the API committee will hold a hearing called by the Department Head. See the School of Social Work [Academic and Professional Issues Committee \(API\)](#) procedure for details.

If the API committee has determined that the 2nd dismissal from the field placement is justifiable, then the committee will recommend dismissal from the MSW program. If removed from the field placement due to not meeting competencies through the behaviors established in the Learning Contract, or unprofessional or unethical behavior, the Student will receive a grade of 'F' during that semester. In cases where students have been found responsible for violating agency policies regarding carrying or using weapons, taking or being under the influence of illicit drugs during the internship, arrest, a ruling of 'Reason to Believe' of abuse and neglect by DFPS, taking or destroying agency property or misusing agency resources to meet personal needs, the API committee will recommend immediate dismissal from the MSW program.

The Student has the right to appeal to the Dean of the Graduate School according to [University Procedure 13.99.99.R0.39](#).

FIELD PRACTICUM DOCUMENTATION

[TK20](#) is the official software used to administer the field program and collect all required field documentation that substantiates a Student's successful completion of their Field Practicum. TK20 includes all the student documentation and appropriate documentation for both Field Instructor and Field Liaison.

Student Documentation

Student, Field Instructor and Field Agency Contact

Students complete [this](#) form with their contact information, Field Agency contact information and Field Instructors' credentials in the first semester of their field practicum. In case of a change of Field Agency or Field Instructor throughout the first or second semester, the students are required to resubmit the form.

Field Practicum Schedule

The schedule for Field Practicum is also included **in the TK20** software. The schedule includes the day of the week, time, and hours per day required to be completed. It also includes weekly 2 hours time of supervision scheduled with the Field Instructor. This form is completed every semester.

Field Placement Safety Review

Safety of students in Field Practicum settings is of utmost importance. Students will complete a safety checklist for their agency in TK20 within the first two weeks of completing contact hours to ensure they have received agency orientation and training in safety protocols. This form is completed every semester.

Confidentiality Agreement for Field Practicum

Confidentiality is very important in the field of social work, which places great importance on ethical values. Social workers and organizations where social work transactions take place have ethical responsibilities to their clients. It helps to maintain privacy, security and trust in professional relationships. Students are required to sign and upload a confidentiality agreement in the field learning contract tab in TK20 before the start of their first field practicum. This form is completed every semester.

MSW Foundation/ AGP Field Practicum Learning Contract

The Learning Contract is a fluid tool to guide the Student's field practicum experience, which should be reviewed periodically and revised as needed. Should the Learning Contract change at any time, please indicate changes directly on the Learning Contract. The Students, in collaboration with the Field Instructor, develop the learning contract **within TK20** during the first two weeks of Field Practicum. This document facilitates students' performance evaluation.

Students will demonstrate skills and abilities in each of these areas over the course of their field practicum. Students are not required to complete activities for all behaviors each semester. Students may repeat tasks and activities linked with any of the behaviors across the semesters.

Weekly Timesheet

The weekly timesheet needs to be uploaded weekly into TK20. In order to complete the weekly timesheet, access the Laserfiche form using the following link:

<https://dms.tamuc.edu/Forms/SWORK-Weekly-Timesheet/>

Complete the form entirely, sign it digitally, and submit. Further, get the agency Field Instructor's signature and upload the signed form to TK20. For detailed information, refer to [Instructions to Complete & Submit Digital Weekly Time & Activity Log](#)

Any Remote field activities approved by the Field Instructor and field supervision time will be counted toward the accrual field hours. Hence, any hours accrued must meet the behaviors and competencies established in the Learning Contract.

Student Evaluation of Field Placement

This form is to be completed by each student at the end of each semester **in TK20**. The purpose is to evaluate students' Field Instructors and Agencies, as they relate to their field learning experiences. Completing this document will facilitate the assessment regarding the adequacy and quality of students' field education experience. This form is completed every semester.

Student Acknowledgement of Learning Evaluation

Students will complete this form **in TK20** to acknowledge having participated in the Learning Contract Evaluation process and reviewed the evaluation completed by the Field Instructor. This form is completed after the student reviews their evaluation at the end of every semester.

Field Instructor Documentation

Certification of Experience

Field Instructors will upload their resume and certify having the qualifications as per [CSWE requirements](#) to engage as a Field Instructor for the School of Social Work students in TK20.

Field Instructor Acknowledgment of Learning Contract

Field Instructors will acknowledge having participated and approved the students' Learning Contract **in TK20** at the beginning of each semester.

Weekly Timesheet

Field Instructors and Task Supervisors (if applies) will review the digital weekly timesheet, sign (preferred digitally) and return it to the student via email. The student will upload the signed form to TK20. For detailed instructions, refer to [Instructions to Complete & Submit Digital Weekly Time & Activity Log](#).

Any remote field activities approved by the Field Instructor and field supervision time will be counted toward the accrual field hours. Hence, any hours accrued must meet the behaviors and competencies established in the Learning Contract.

MSW Foundation/ AGP Student Learning Evaluation

Field Instructors will complete the Field Learning Evaluation at the end of each semester and will discuss it with the student before saving it in TK20. The Student Learning Evaluation form is structured according to the Learning Contract.

For each of the competencies and corresponding behaviors that the student has demonstrated, the Field Instructor will evaluate the student on a scale of 1 (lowest) to 5 (highest). If the student did not engage in certain behaviors during a particular semester, select 'Not Applicable' in the evaluation form to not affect their accrued score. Nevertheless, students must engage in all the activities to develop each behavior by the end of their field practicum experience. ***The “Not Applicable” category does not apply in SWK 553 (Foundation Practicum).***

Students must earn an overall score of 3 (minimally competent) to be successful in their practicum experience. It is understood that during the first semester, students may earn scores of 2 in different competencies as they are developing in the area. Field Instructors must also complete the qualitative section of the evaluation. This will provide specific feedback to the student about their performance.

Field Instructors CEU request

Field Instructors must request 3-hrs of service CEUs at the end of each semester through TK20.

Field Instructor Evaluation of Field Education Program and Liaison

Field Instructors will complete this form **in TK20** at the end of each semester. This form will provide Field Instructors the opportunity to assess the performance of the Field Liaison and the support received by the Field Education Program.

Field Liaison Documentation

Field Liaison Evaluation of the Field Instructor and Agency

Field Liaison will complete this form **in TK20** at the end of each semester. This form will provide Field Liaison the opportunity to assess the performance of the Field Instructor and the Field Agency.

Submission of Binder

The Field Liaison submits each TK20 binder after all the student and Field Instructor documentation is completed at the end of the field practicum experience.

Field Practicum Grade

The Field Practicum Grade comprises the Field Learning Evaluation completed by the Field Instructor (Quantitative and Qualitative), timely submission of field practicum documentation, participation and assignment grades in the corresponding courses (SWK 553 and SWK 554). The Faculty Field Liaison is responsible for assigning the final grade (A, B, C, D, or F). Nevertheless, students must obtain a grade of 'A' or 'B' on each field practicum course.

If a student fails to complete and submit all the Field Practicum documentation, including the Learning Contract Evaluation completed by the Field Instructor, the student will receive a grade of 'F' for the corresponding semester. It is students' responsibility to follow up with their Field Instructor to complete their Learning Evaluation and Program Evaluation at the end of the semester. The grade of 'F' will be removed after all the required documents are submitted in TK20. The Field Liaison will then request a grade change to the registrar to reflect the corresponding grade.

An [incomplete](#) can be given to a student in alignment with [university policy](#). A student in extreme personal circumstances may be considered for an incomplete with approval of the Academic and Professional Issues Committee (API). The student must request the incomplete in consultation with the Field Instructor by email to the Field Liaison as soon as the event occurs and up to at least a week before the end of the semester. The Field Liaison will submit the request to the Chair of the API committee. The API Chair will inform the student and Field Liaison of the final decision.

#####

MSW FIELD EDUCATION DIRECTORY

| | |
|--|--|
| <p>Marcella Smith, Ph.D. Marcella.Smith@tamuc.edu Department Head Associate Professor Title IV-E PI</p> | <p>Avril W. Knox, DSW, ACSW Avril.Knox@tamuc.edu MSW Field Education Director Assistant Professor</p> |
| <p>Tammy Sung, MSSW, LMSW Tammy.Sung@tamuc.edu Clinical Instructor Title IV-E Coordinator</p> | <p>To be Hired Field Coordinator</p> |
| <p>Jill Woodruff Jill.Woodruff@tamuc.edu Manager Data Systems and Accountability for the COEHS - TK20 <i>(For technical issues regarding sign-in issues, missing binders of students and field instructors, etc.)</i></p> | |

SELF CARE RESOURCES

TAMUC Counseling and Self Help

<https://www.tamuc.edu/counseling-center/get-help/>

Self-Care: The Session Focused On You

<https://www.hhs.texas.gov/sites/default/files/documents/self-care-the-session-focused-on-you.pdf>

Mindfulness: 10 Lessons in Self-Care for Social Workers: The New Social Worker

<https://www.socialworker.com/feature-articles/practice/mindfulness-10-lessons-in-self-care-for-social-workers/>

Transforming Compassion Fatigue into Compassion Satisfaction: Top 12 Self-Care Tips for Helpers

<http://www.compassionfatigue.org/pages/Top12SelfCareTips.pdf>

Fitness Break in the Office

<https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/office-stretches/art-20046041?pg=2>

Support Groups: Types, Benefits, and What to Expect

<https://www.helpguide.org/articles/therapy-medication/support-groups.htm>

Yoga at your Desk

<https://www.youtube.com/watch?v=tAUf7aajBWE>

10 day Self-care Challenge

<https://www.youtube.com/watch?v=QTONYqQNMvc>

MSW FIELD PRACTICUM FREQUENTLY ASKED QUESTIONS

What is the MSW Foundation Track?

This track is for those with an undergraduate degree in any field other than Social Work. This is either a full-time, two-year program offered over four regular semesters and one summer semester or a part-time schedule in which students can expect to earn their degree in about four years. Students beginning the program in a fall term can choose the full-time program, and students starting in a spring and summer term must select the part-time program.

What is the Advanced Generalist Practice Track?

This track is designed for those with a Bachelor of Social Work degree from a program accredited by the Council on Social Work Education (CSWE) within the last six years and with a 3.0 GPA. They are eligible for expedited admission to the Advanced Standing Program. Students with a BSW older than 6 years from a CSWE-accredited program may apply to the Advanced Standing program. Still, they may be required to take additional coursework to update their knowledge, skills, and abilities as recommended by the Admissions Committee. Full-time students can expect to complete the program in one year.

Why must we do a Field Practicum?

The frame of reference you develop through your field practicum is a valuable tool that encourages you to practice your knowledge, skills, and values. As a practitioner, you can work in one of several affiliated agencies offering various services to individuals, families, groups, communities, and organizations. Prepare for career advancement and grow as a professional during your field practicum.

What is the purpose of Tk20?

Tk20 is a comprehensive data management system that allows students to be active online participants in multiple areas of their college experience, including course instruction, field practicum, learning outcomes assessment, academic advising, and career portfolio management.

What are the steps for the TK20 Application?

Purchase/access the TK20 application by visiting the website mentioned:

<https://tamucsw.tk20.com/>

- Cost ~ \$150 or less
- Credentials will be distributed 24 – 48 hours after purchase
- As soon as you receive this access, complete your application.
- Complete name, address, phone number, etc.
- Add what you would like to do for Field Placement
- If you have an idea of where you want to go, please add that information.
- Criminal Background: PLEASE be honest about your criminal background so you can be placed appropriately.
- Upload a picture (Passport style)

- Submit your application to be approved immediately after your purchase.

Why TK20?

Students applying and completing the BSW or MSW programs will utilize Tk20 throughout their program. You may visit the [social work website](#) to review program requirements and important deadlines.

The link below will help you to navigate through the TK20 system. Helpful information is provided for the student, Field Instructor (Agency), and Field Liaison.

<https://inside.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/tk20-support/social-work-program/default.aspx>

What is expected of me in TK20?

- MSW Foundation/ AGP Field Practicum Learning Contract (Week Two) – Competencies should be completed
- The goal is to do everything on the list at least once
- Schedule of Work Day at Field Placement
- Safety Form
- Weekly Timesheets and Activity Logs
- Evaluation of Placement Agency
- Field Instructor will evaluate the students
- Submissions of Binder are on the last day of the total practicum
- You will own TK20 Binder for ten years

What is SWK 553 - Field Foundations Practicum?

This Field Practicum provides students with experiential opportunities to develop foundation-level social work skills and knowledge in an agency setting.

Prerequisites: Students must have been admitted to the MSW program, completed all foundation courses, or be concurrently enrolled in remaining foundation courses to enroll in [SWK 553](#) and be in good standing with the MSW program. Students must complete this course and all foundation coursework before enrolling in advanced classes. Must receive a grade of 'B' or above.

What is SWK 554 - Advanced Generalist Practice Field Practicum?

This Field Practicum provides students with experiential opportunities to integrate theory and advanced generalist practice with client systems in an agency setting.

Must receive a grade of 'B' or better.

Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, completed at least 9 credit hours (if starting the MSW program as Advanced Generalist Practice Students) and be in good standing in the MSW program.

What are the hours for the Field Instruction?

Requirement as per CSWE (Council on Social Work Education)

- MSW AGP – 500 Hours *
- MSW Foundation – 900 Hours *

MSW Foundation = 900 Hours

For those without verifiable BSW Field Instruction Hours

Example:

| | |
|------------------------|-------------------|
| Spring 2023 Foundation | 300 contact hours |
| Summer 2023 AGP | 300 contact hours |
| Fall 2023 AGP | 300 contact hours |

MSW AGP Hours = 500 Hours

For those with verifiable BSW Field Instruction Hours

Example:

| | |
|-----------------|-------------------|
| Fall 2023 AGP | 250 contact hours |
| Spring 2024 AGP | 250 contact hours |

** Remote field activity and field supervision may be counted toward the accrual field hours. Hence, any hours accrued must reflect the nine competencies required by CSWE.*

What are the next steps in finding a Field Placement?

- Search for your placement. This is the expectation... It is best to find the placement in your area and the field in which you are interested.
- If you work in social services, your agency may be an eligible field placement site.
- Remote Field Placements are permissible
- If you are unsuccessful in finding a placement, seek assistance through the MSW Field Education Director.

Is Remote Field Activity allowed?

- Remote field activity can include engagement, such as field-related assignments, training, and virtual meetings. Client-related virtual meetings should be under field site policies for secure communications.

Can I do my Field Placement at my job?

- For field placements in an organization in which the student is employed, student field assignments and employment tasks may be the same and counted toward field hours as long as the functions have clear linkages to the nine social work competencies and their concomitant behaviors as well as any competencies added by the program.

Employment-based Field Placements as per CSWE Standards

Standard 3.3.7 The program has a policy documenting whether it permits field placements in an organization where the student is employed. If approved, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). The same supervisor may provide field education supervision if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6.

The policy documents how the program assists students with field education continuation or change when a student becomes unemployed in an organization where field education has co-occurred with employment. a. The program provides its policy related to field placements in an organization where the student is employed. If permitted, the program's policy includes i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized); ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and iii. how the program assists students with field education continuation or changes in situations where a student becomes unemployed in an organization where field education has co-occurred with employment. b. The program describes how these policies are articulated to students and field personnel. c. The program addresses all program options.

How many hours do I meet with my Field Instructor at my placement?

You are to document 2 hours per week with your Field Instructor. These hours can be spread over the week and count toward the total weekly hours.

What do I do once I have established a placement?

IMMEDIATELY - Complete the Student, Field Instructor & Field Agency Contact form

Link:

<https://dms.tamuc.edu/Forms/Student-Field-Instructor-Agency-Contact-Form>

To do so, you will need the following information: Name of Agency, Location of Agency, Name of Field Instructor, Email of Field Instructor, and the Phone Number of Field Instructor

This information must be added to your TK Binder. You must submit this information to ensure your binder is completed on time.

What is the difference between Field Liaison and a Field Instructor?

Field Liaison: The university faculty or employee who serves as your instructor for your field course.

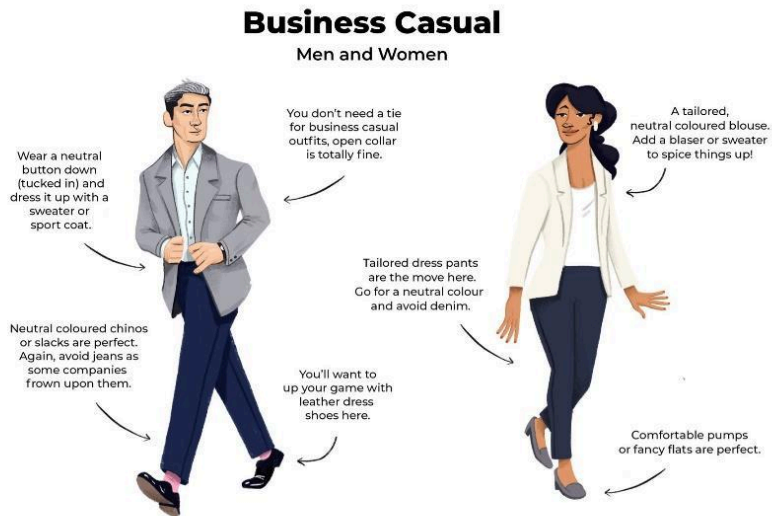
Field Instructor: The individual that will supervise you in your field placement. The field supervisor may also assign a task manager to guide you in her absence.

What form do I fill out if my agency is not a partner with TAMUC School of Social Work?

Immediately, request the agency contact person to fill and submit the [Field Education Agency Application](#).

What do I wear to my Field Placement?

- Discuss the dress code with your Field Instructor.
- If the Field Instructor does not know, speak to someone in the Human Resource Department for guidance.



TIPS to Dressing for Field Placement...

- If you love your jeans, ask the agency if they have a “Jean Day.”
- If jeans are permissible (most agencies allow jeans on Fridays), please have no holes in your jeans.
- If you work in an outside environment (recreational center) and shorts are permissible, please wear shorts to your knees.
- Flip-flops are not to be worn in any setting.
- If you are uncertain of your attire, please ask the Field Instructor before the start of your placement.
- All rules apply to ZOOM meetings (waist up).



What if I would like to change my field placement?

- Once you start a field placement, that is the agency we would like you to stay with. You are expected to exhibit your best professional behavior and pledge to do nothing wrong to jeopardize your placement.
- Moving from one field placement to another is not an option unless, for some reason, the agency is closing its operations or some other operational issue exists.
- If there is a problem, the first contact is with your Field Liaison (faculty employee/classroom instructor). Attempt to work out issues at this level. If this doesn't work, the Field Liaison and student must contact the MSW Field Education Director.

What happens if I get “fired” from my field placement?

- If your agency or Field Instructor wishes to release you from your duties, you must contact your MSW Field Education Director.
- The MSW Field Education Director will then arrange a meeting with the academic MSW Director and the Department Chair to determine the next steps of enrollment as an MSW student. This process is called Academic and Performance Issues (API). This process can either make you continue the program (finding a new placement) or be dismissed.

Whom do I contact if I still have questions about my internship?

Contact Information:

Dr. Avril W. Knox, Assistant Professor / MSW Field Education Director

Avril.Knox@tamuc.edu

Other Available References for the MSW program:

Leanne Farquhar, MSW Administrative Coordinator II (Course Scheduling)

Leanne.Farquhar@tamuc.edu

Dr. Gracie Brownell, MSW Director (MSW Degree Plans)

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