

**Master of Social Work Program**

**Clinical/Activist Practice**

**MSW Field Practicum Manual**

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**Welcome Message**

As the director of the TAMUK MSW Clinical/Activist program I take this opportunity to extend my sincere message of hope and welcome to this most important social work education you chose to be part of. As leaders of your respective communities you chose to be a clinical/activist social worker to help the diverse populations of South Texas in their struggle for social and economic justice. Your education is in your hands and with the help of the faculty, you will master the CSWE nine competencies and the 2015 EPAS professional behaviors that define the master of social work professional.

The Clinical/Activist MSW will prepare you for social work practice with the diverse populations of the rural border environments of South Texas. The focus is on Rurality as an organizing concept that is grounded in the lived realities of life in small rural communities.

As a Clinical/Activist social worker you are prepared to intervene at the micro, mezzo or macro level to work in collaboration with the diverse populations that include the Mexican heritage family and social systems. It is this that differentiates this MSW program from other rural social work programs. The clinical/activist curriculum is based on the community-centered clinical practice model that better meets the needs of rural areas. It is new and innovative and requires a self-motivated critical thinking social activist who is willing to work hard to master all the competencies necessary for professional social work practice.

Again, be ready for the most challenging and rewarding educational experience that will be worth your efforts. We will journey together through this demanding curriculum and together we will advocate for social justice for all Americans. Si Se Puede (Cesar Chavez)

Adelante,

Robert F. Villa, MSW, PhD Director TAMUK MSW Program

**Introduction**

This handbook is intended as a source of general information of interest to students enrolled in the social work program, students involved in the Social Work Program’s Field Practicum Program at Texas A&M University-Kingsville (TAMUK), to Field Practicum agencies affiliated with the TAMUK Social Work Program, and to agency based Field Instructors credentialed by the TAMUK Social Work Program. It contains an overview of the Social Work Program and its policies and procedures, and the Social Work Field Practicum Program and its policy and procedures, as well as other related material with which social work majors, field instructors, and program faculty and staff should be familiar. It supplements but does not take precedence over other official publications of the university. Students are also advised to consult the *University Catalog* and the *Student Handbook* for information that applies to all students, and all are

advised to consult the *MSW Student Handbook*. Furthermore, the provisions of this handbook do not constitute a contract, express or implied, between any applicant, student, faculty, or staff member of the Social Work Program at Texas A&M University-Kingsville, field agency, or agency based field instructor. This handbook is for informational purposes only. The Social Work Program reserves the right to change or alter any statement herein without prior notice.

This handbook should not be interpreted to allow a student that begins his or her Field Practicum under the handbook to continue the program under the provisions in the handbook. Each student is responsible for knowing the academic regulations, policies, or standards in this handbook. Unfamiliarity with these academic regulations, policies, or standards does not constitute a valid reason for failure to fulfill them.

**I. Accreditation Standard 1.O: Mission**

Per the CSWE (2008), “the purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons” (p. 1). The Social Work Program at Texas A&M University-Kingsville embraces the CSWE’s stated purpose of the social work profession and incorporates it into its course offerings and the overall program philosophy.

The State of Texas generally defines the practice of social work as “the application of social work theory, knowledge, methods, ethics, and the professional use of self to restore or enhance social, psychosocial, or biopsychosocial functioning of individuals, couples, families, groups, organizations, or communities,” and depending on the level of licensure one holds, “the practice of social work may include the provision of individual, conjoint, family, and group

psychotherapy using the Diagnostic and Statistical Manual of Mental Disorders, the International Classification of Diseases, and other diagnostic classification systems in assessment, diagnosis, treatment, and other activities by a person licensed under this chapter (Social Work Practice Act, Texas Occupations Code, Chapter 505, 2011, p. 2).

Further, the Social Work Practice Act restricts the use of the titles ‘social worker,’ ‘licensed master social worker,’ ‘licensed social worker,’ ‘licensed baccalaureate social worker,’ ‘licensed clinical social worker,’ or any other title that implies licensure or certification in social work” (Texas State Board of Social Worker Examiners, 2011, p. 2).

**The Nature of Social Work Education**

Social work education is based in the liberal arts and consists of a structured and integrated curriculum and applied experiences that are designed to train social work practitioners to competently apply social work values, theories, and methods to the various social problems encountered by individuals, couples, families, groups, organizations, and communities. Concerning curriculum design, social work education consists of four integrated components including the Social Work Program’s 1) mission and goals; 2) the explicit curriculum (i.e., actual courses, course content, and their structure and sequence); 3) the implicit curriculum (i.e., the learning environment, administrative structure, and associated Social Work Program policies); and 4) assessment (i.e., the evaluation of students to determine if the Social Work Program’s competencies have been met). The Social Work Program at TAMUK is designed to meet the accreditation standards set forth by the Council on Social Work Education (CSWE).

**AS 1.01: The program submits its mission statement and explains how it is consistent with the**

**profession’s purpose and values.**

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the primary mission of the MSW social work program is to offer a generalist educational program that will prepare graduates to provide competent social work to an ethnically and culturally diverse population with an educational emphasis on social justice and empowerment for people who are vulnerable,

oppressed, and living in poverty. The social work program at Texas A&M University-Kingsville is committed to promoting professional social work practice and values in the development of social work knowledge and responsive social service delivery systems. Issues are addressed in a holistic rurality paradigm which is in keeping with issues of social justice on a local, national and international level. The focus is on the strengths/resiliencies of the people and the issues that

arise from political and geographic boundaries that impact the quality of life and well-being of the diverse populations who inhabit these environments. Culturally competent social work practice is the key for addressing issues of immigration and citizenship status. An ecosystems problems solving framework is the foundation of the MSW curriculum and parallels both university and college mission statements. The following mission statement was developed to reflect the Clinical/Activist MSW program from a Rurality paradigm.

**Texas A & M Kingsville MSW Mission**

Educate students for clinical/activist generalist practice with the diverse populations and communities of the rurality informed environments of South Texas. The clinical/activist is respectful of traditional help seeking behaviors that acknowledge the spiritual context of traditional family values and language needs of the diverse Mexican heritage families and communities of the bi-national border regions. The program prepares clinical/activists to be

lifelong learners and leaders who promote social, economic, political, and environmental justice from a human rights perspective at the local, state, national, and global level.

The TAMUK mission statement is consistent with the social work profession’s purpose and values. It embodies the generalist social work practice model and dictates the expected outcome professional behaviors of the MSW program graduates.

**TAMUK MSW Goals**

The generalist Clinical/Activist MSW program is a hybrid model of generalist practice that flows directly out of the program’s mission statement. Program goals operationalize distinct concepts identified in the mission statement. The program’s five goals flow directly from its mission. The programs goals are to:

1. Prepare clinical/activists for rurality based generalist social work practice, life- long learning and leadership/service to the profession and diverse families, organizations and communities of rural South Texas.

2. Prepare graduates to master rurality based generalist direct practice knowledge, value, skills, and ethical principles for use as a competent clinical/activist in collaboration with diverse families, groups, communities and organizations within a rurality paradigm.

3. Prepare graduates to master rurality based generalist in-direct/macro level generalist practice knowledge, value, skills, and ethical principles for use as a clinical/activist in collaboration with diverse families, groups, communities and organizations within a rurality paradigm.

4. Prepare clinical/activists with the research/policy skills and ethics to provide the leadership needed to promote social, political, environmental, and economic justice at the local, state, national, and global levels.

5. Graduate competent clinical/activists for direct and in-direct generalist practice with the large Mexican heritage bilingual population from a strengths based rurality paradigm.

The goal statements are taken directly from the Mission Statement. All graduates of the program are expected to demonstrate achievement of each of the goals. Program goals reflect the concepts and competencies contained in the mission statement. Each goal is operationalized in course syllabi as measures of generalist practice and the nine CSWE 2015

EPAS competencies. Together the Five Goal statements integrate the nine competencies horizontally across the curriculum. Vertically the Five Goals are integrated using the “Rurality” paradigm to reflect the social justice, diversity, strengths/resiliencies of the diverse populations in South Texas with a special focus on providing services to the large Mexican heritage bilingual populations and their traditional help-seeking behaviors. Taken together the goals reflect the competencies and values of the generalist model developed for the TAMUK MSW program.

The Texas A & M University-Kingsville Master of Social Work Program uses a generalist model that incorporates an ecosystems perspective that views the diverse family and community

systems within a continuum that traverses from rural to urban environments or “Rurality” (Daley, 2010). Generalist Social Workers are prepared for competent practice with the diverse families, groups, organizations, and communities in rural South Texas.

The mission of the social work program is to educate and prepare competent and effective professionals for generalist practice in the rural border regions of South Texas. The program provides and develops culturally sensitive social work knowledge and skills to facilitate students in becoming effective change agents for social justice and the well-being of at-risk and disenfranchised populations. In preparing students for effective generalist social work practice, the program’s mission involves instilling in students the knowledge, values and ethics of the social work profession, its competency based purposes and its heritage. Our program ensures that students acquire practice and intervention strategies to effectively empower and advocate with

at-risk and disenfranchised populations to improve issues related to social, economic, political, and environmental justice. The program graduates students who are self-aware life-long learners, who deliver culturally competent interventions, and who are confident about their abilities to promote quality of life and well-being through all levels of social intervention.

**II. Generalist Practice:**

The MSW program graduates generalist social worker practitioners committed to advocating for social, political, environmental, sexual orientation, gender, and economic justice for all the inhabitants at the local, state, national, and international level*.* The mission and program goals are consistent with generalist practice and students develop their professional behaviors to facilitate providing services to the large Mexican heritage populations of South Texas. Furthermore, the mission and goals are both consistent with generalist practice as defined in the EP 2.0 statement.

Based on a liberal education perspective and a professional social work foundation, the program strives to educate students on how traditional values and ideologies define the rural social context in which the development of effective service delivery systems transpires. The MSW program at Texas A & M University-Kingsville is dedicated to preparing ethical, competent, creative, and critically thinking generalist practitioners. Furthermore, given the high poverty rate of 25.5 percent and rural nature of the communities, the program is designed

to provide the Micro level practitioner with the Macro level skills they will need when working in organizations where resources are limited. At the core of the program is the concept of generalist practice. The knowledge, skills, and values of generalist practice are taught in the foundation year of the MSW program. The definition of generalist practice is:

**Educational Policy 2.0—Generalist Practice:**

*Generalist practice is grounded in the liberal arts and the person-in- environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro*

*levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (2015 Educational Policy and Accreditation Standards).*

The TAMUK MSW programs curriculum uses the mission statement and goals to develop courses grounded in generalist knowledge, values, skills, and ethical principles that are responsive to the service needs of the rural border regions of South Texas. The foundation courses introduce students to the generalist social work practice model. Each course sequence in the foundation curriculum builds on the previous course content, ensuring that students acquire the level of mastery (3.2 GPA) required to proceed to the concentration year. The Clinical/Activist concentration year is designed to further strengthen the generalist social work practice model within the rurality based clinical/activist curriculum. To that end the 2015 EPAS provide the curricular framework for implementing the nine competencies and professional behaviors that guide social work education.

From a person-in-environment, problem solving eco-systems approach to practice, the graduate is prepared to work in the demanding diverse environments characterized by lack of MSW professionals, funding resources, and overburdened social service systems. The need for direct clinical skills is as great as the need for indirect/macro skills. The generalist practitioner is one who can intervene at any point along a continuum of services using a multimodal strategy grounded in the “rurality” informed lifestyle of the diverse residents of South Texas. Respecting the traditional and resilient lifestyles typical of small communities requires an ecosystems approach that views “Rurality” as socially constructed by the diverse populations of South Texas and beyond. A special focus is on the needs of the Mexican heritage families that reside in the rural environments of South Texas. This requires entry level generalist social work professionals who are culturally competent and sensitive to the unique world views of the diverse populations and environments of South Texas.

Generalist social work practice in rural areas is driven by the need to use a community-centered clinical (Austin, Coombs & Barr (2005) approach within a continuum of services that takes a holistic view of direct and in-direct practice. The generalist curriculum provides the knowledge, values, skills, and ethical principles graduates need to provide competent services to the diverse populations in the border regions of South Texas.

Social work faculty, students, and graduates dedicate ourselves to helping those who are most in need, who are most vulnerable, and whose social and economic welfare is most threatened. To that end, our faculty has defined generalist social work practice as a model of ethical and effective helping based on the eco-systems perspective using problem-solving strategies and practice skills requiring a strengths perspective and cultural competency to serve individuals, families, groups, organizations or communities.

This model emphasizes respect for client self-determination and use of client strengths with empowerment as an expected client system outcome. This generalist practice model provides a framework for assessment, intervention and change at multiple levels from personal to global. The dual goals of TAMUK’s generalist practice model are to address private troubles and to address the public issues that underlie them, especially poverty, oppression, and injustice. To meet these dual goals, TAMUK MSW students become skilled in direct practice as well as in-direct practice. In the classroom and in the field, we apply the generalist practice model to the wide range of difficulties people face with awareness of both assets and vulnerabilities within the person, their culture and their community. The generalist model of social work practice assists practitioners in establishing collaborative relationships with people who use our services and other constituents.

**III. The TAMUK Generalist Social Work Practice Model**

The TAMUK generalist social work model educates students for practice in a rural environment. It is practice oriented, and strives to instill specific values and skills within the new practitioner, drawing upon knowledge gained in the liberal arts and in their social work courses. As such, the model is more outcome oriented than conceptual, and serves as the blueprint for the type of generalist practitioner we seek to graduate. In this way, the program can be accountable to students, the university, and to the community in educating students in such a way that they meet the needs of each constituency.

The TAMUK generalist social worker focuses on rurality/culturally competent, ethical practice that ranges from case management and clinical practice with individuals, families and groups through leadership, organizational administration and change, policy development, and community practice. Respect for the dignity and worth of all human beings and client self-determination are two critical social work values that help define the generalist model and the profession. These values can be taken for granted as they are

repeated throughout the curriculum. Social workers should adhere to these values on a daily basis.

The generalist social worker provides culturally competent services to the large Mexican heritage populations at the local, state, national, and international level. In applying culturally competent practice knowledge, values and skills to working with Mexican heritage familial and social systems the social worker is cognizant of the need to respect traditional values and ideologies, language, and interactional processes.

In constructing the generalist social work model for the TAMUK MSW program; the priorities were to address the lack of qualified social workers, the high poverty rates and lack of opportunities for improvement of quality of life and well-being of the diverse populations who inhabit the rural South Texas border regions. To do this a generalist curriculum with a focus on providing services at the micro, mezzo and macro level. Services are seen along a continuum of direct and indirect services designed to meet the needs of the large Mexican heritage and other diverse populations that are in need of culturally competent services.

This model is reflective of the common agreement that all faculty have in teaching social work practice across the curriculum. It is available to field instructors and is part of the field instructor training sessions offered by the program. It provides the policy guidelines for the selection of field learning activities by the field instructor and allows the faculty to develop agency placements that support learning experiences in appropriate generalist field settings.

Students learn a sequential and collaborative process for identifying strengths and stresses, mutually setting goals, negotiating tasks, searching for an array of possible solutions and resources, implementing a plan of action, watching for barriers or by-passes, evaluating how helpful the work has actually been and adjusting the plan or agreement to better reach client goals. Issues related to the setting of practice, whether public or private, large agency or small, are commonly explored within the generalist practice model because it does not presume a particular setting or specialty. Finally, a generalist practitioner will use investigation and research skills to inform and improve practice.

The TAMUK generalist practice model is both individual and contextual, both local and global, both personal and social. Our practice model assumes that clients experience strengths and barriers, failures and successes. In the end clients can marshal their strengths while taking formative action towards their goals.

Each student masters each of the above goals as evidenced by a minimum 3.2 GPA. The collective generalist curriculum will help students master all competencies and practice behaviors described under Standard 2.0.3. Course objectives, content, measures,

competencies, and practice behaviors are identified in each course. This ensures that graduates have mastered the required generalist knowledge, values, skills, and ethical principles necessary for competent social work practice.

The most salient issues of the surrounding area are poverty and the lack of available resources. Such issues have created an on-going disenfranchised and oppressed population that requires activist practice and intervention strategies to effectively create social, environmental and economic justice. The generalist model focuses on the intersectionality of the social forces that impinge on quality of life and well-being through policy development, behavior, human needs, risks, reliance of systems, and contexts. In doing so, students acquire and develop competency to create proactive change with disenfranchised and oppressed populations in the rural South Texas environments.

The program design integrates the BSW and foundation generalist practice, HBSE, Policy, Research, and Field Practicum as the signature pedagogy. The core competencies are horizontally integrated across the curriculum ensuring that all nine are mastered by each student. Vertical integration of the generalist model insures competency in direct and in-direct practice with the diverse multicultural/bilingual populations of rural South Texas.

Each syllabus identifies the competencies taught in that course. Each competency will be taught throughout the foundation and concentration courses. Each competency will be taught multiple times throughout the curriculum. The MSW generalist graduate will have practiced and mastered each competency multiple times and will have demonstrated the application of the competencies in their Field Practicum and in the other MSW classes.

The TAMUK generalist practice model is defined by the nine competencies, professional behaviors and need to be responsive to the diverse populations and social context of South Texas. From a person-in-environment perspective the generalist social work practitioner is cognizant of the ‘Rurality” defined environments of the border regions of South Texas. Rurality is a socially constructed concept that incorporates the traditions and values of the diverse

populations who ascribe to this way of life. As a conceptual framework and/or paradigm, rurality orients the generalist practitioner towards acceptance of traditional help-seeking behaviors (Mexican heritage) that may contradict their own values and ethical perspectives. The client’s right to self-determination is paramount in working with rurality informed populations who may opt to not access the formal service structure. Table Six graphically displays the TAMUK MSW program’s nine CSWE competencies and the program’s articulation of professional behaviors used to develop the generalist practice and advance standing clinical/activist models.

Living in rural environments necessitates development of strengths and resiliencies at the micro, mezzo and macro levels. Resiliency as defined by the rurality paradigm incorporates values, traditions, spirituality, religion, language, ethnic identity, social class, and citizenship status. Language is the glue that holds together the rurality informed thought/ideology of the populations that ascribe to this world view. This means that the generalist social worker in rural South Texas will provide services to the Mexican heritage population whose preferred language is Spanish. To this end the social worker needs to be conversant in Spanish, traditional help- seeking behaviors, and the concept of Platica or informal polite conversation to gain access to these closed systems. The outsider or social worker is not readily accepted; thus the need for patience, Spanish, cultural knowledge, and history in order gain the client’s trust, a necessary first step to service provision.

Using a problem solving approach to practice, the graduate is prepared to work in the demanding diverse environments characterized by lack of MSW professionals, funding resources, and overburdened social service systems. The need for direct clinical skills is as great as the need for indirect/macro activist skills. The generalist practitioner is one who can intervene at any point along a continuum of services using a multimodal strategy grounded in the “rurality” informed lifestyle of the diverse residents of South Texas. Respecting the traditional and resilient lifestyles typical of small communities, requires an ecosystems perspective. A special focus is on the needs of the Mexican heritage families that reside in the rural environments of South Texas. This requires generalist social work professionals who are culturally competent and sensitive to the unique world views of the diverse populations and environments of South Texas.

**IV. The CSWE 2015 EPAS Competencies and Professional Behaviors**

According to the Council on Social Work Education (2015), “competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies

in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes” (pg.). The nine core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting observable components or behaviors that are used to implement the curriculum and assessment methods.

These are the nine CSWE competencies and associated Professional Behaviors stipulated in the

2015 Educational Policy and Accreditation Standards that all MSW programs must implement. Each MSW program uses the nine competencies and then may identify specific professional behaviors used to define generalist social work practice according to community needs. For the TAMUK MSW program, the professional behaviors defined by CSWE are used in the generalist year. A Clinical/Activist paradigm is used as a framework for the competencies and professional behaviors developed for the specialization year. The following tables display the competencies and professional behaviors used first for the Generalist year, and then for the Specialization year.

Table 1: Generalist Year

|  |
| --- |
| **Core Competency 1: Demonstrate ethical and professional behavior** |
| 1.1 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; |
| 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; |
| 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; |
| 1.4 use technology ethically and appropriately to facilitate practice outcomes; and |
| 1.5 use supervision and consultation to guide professional judgment and behavior. |
| **Core Competency 2: Engage diversity and difference in practice** |
| 2.1apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; |
| 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and |
| 2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |
| **Core Competency 3: Advance human rights and social, economic, and environmental justice** |
| 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and |
| 3.2 engage in practices that advance social, economic, and environmental justice. |
| **Core Competency 4: Engage in practice-informed research and research-informed practice** |
| 4.1use practice experience and theory to inform scientific inquiry and research; |
| 4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and |
| 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery. |
| |  | | --- | | **Core Competency 5: Engage in policy practice** | | * 1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; | | * 1. assess how social welfare and economic policies impact the delivery of and access to social services; | | 5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | | **Core Competency 6: Engage with individuals, families, groups, organizations, and communities** | | 6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary the theoretical frameworks to engage with clients and constituencies; and | | 6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies | | **Core Competency 7: Assess individuals, families, groups, organizations, and communities** | | 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies; | | 7.2 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; | | 7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and | | 7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | | **Core Competency 8: Intervene with individuals, families, groups, organizations, and communities** | | 8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; | | 8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; | | 8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; | | 8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and | | 8.5 facilitate effective transitions and endings that advance mutually agreed-on goals | | **Core Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities** | | 9.1 select and use appropriate methods for evaluation of outcomes; | | 9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; | | 9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and | | 9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels | |

**Table 2: Specialization Year**

|  |
| --- |
| **Core Competency 1: Demonstrate ethical and professional behavior** |
| 1.1 Address ethical challenges in rurality defined environments at all systems’ levels; |
| 1.2 Engage in multidisciplinary/interdisciplinary clinical/activist practice with Mexican heritage familial and other diverse  social systems; |
| 1.3 Able to be personally and professionally mindful and conscious of self and the impact of one’s worldview on practice; |
| 1.4 Adheres to specific ethical standards presented in the NASW Code of Ethics and International Social Work Code  of Ethics to guide their professional activities, conduct, and provide a basis for action; |
| 1.5 Develop and maintain appropriate documentation within a practice context; |
| **Core Competency 2: Engage diversity and difference in practice** |
| 2.1 Assess the cultural, spiritual, and/or ethnic values and beliefs of diverse groups within the context of  clinical/activist practice and the rurality paradigm; |
| 2.2 Understand how privilege impacts how diversity and difference is perceived within the Mexican heritage social systems; |
| 2.3 Elicit and honor client narratives and expertise; |
| **Core Competency 3: Advance human rights and social, economic, and environmental justice** |
| 3.1 Apply health/well-being/prevention perspectives to work with clients groups using the rurality informed clinical/activist  practice model; |
| 3.2 Articulate the intersection between social, economic, and environmental justice in practice settings; |
| 3.3 Implement clinical/activist rurality based interventions in field settings that promote social, economic, and environmental  justice to advance human rights; |
| 3.4 Demonstrate leadership that promotes social work practice, social and economic justice, and human rights with Mexican  heritage social systems; |
| **Core Competency 4: Engage in practice-informed research and research-informed practice** |
| 4.1 Evaluate the effectiveness of rurality informed clinical/activist practice and programs in achieving intended outcomes with  a focus on Mexican heritage; |
| 4.2 Design and implement practice evaluation (non-thesis) or original research (thesis, non-thesis); |
| 4.3 Critique and apply theoretical assumptions of evidence-based clinical/activist practice and effectiveness when assessing  clients/systems and planning interventions; |
| |  | | --- | | **Core Competency 5: Engage in policy practice** | | 5.1 Analyze, formulate, and advocate for policies that advance social well-being using clinical/activist practice and the rurality  paradigm to focus the social, political and economic well-being of the diverse populations living in South Texas; | | 5.2 Analyze and compare theories and concepts of leadership and policy practice; | | 5.3 Analyze policy and formulate clinical/activist interventions to change the political structures/policies that marginalize the  Mexican heritage populations of the binational/ border regions of South Texas; | | **Core Competency 6: Engage with individuals, families, groups, organizations, and communities** | | 6.1 Use culturally sensitive approaches/rurality paradigm to engage diverse client systems at the micro, mezzo and macro level; | | 6.2 Establish rapport with rurality defined clients systems to build effective clinical/activist working relationships with Mexican heritage  familial and social systems in the binational/bilingual border regions of South Texas; | | 6.3 Demonstrate ability to foster therapeutic relationships; | | **Core Competency 7: Assess individuals, families, groups, organizations, and communities** | | 7.1 Analyze rurality defined environments, identifying unique clinical/activist professional practice issues and interventions  with a focus on Mexican heritage familial and social systems; | | 7.2 Assess needs of clients/systems from a strengths-based perspective; | | 7.3 Attend to the client/system concern as it is defined, perceived, and experienced by the client/system; | | **Core Competency 8: Intervene with individuals, families, groups, organizations, and communities** | | 8.1 Develop clear, timely, appropriate clinical/activist intervention plans with measurable outcomes using the rurality paradigm  to focus on Mexican heritage in the bilingual/binational border regions of South Texas; | | 8.2 Develop interventions that address aspects of the concern/situation over which the client has some control and/or influence; | | 8.3 Critique and select appropriate clinical/activist rurality evidence-based interventions relative to the client’s readiness to  change; | | 8.4 Develop clinical/activist leadership and management concepts and practices with the diverse populations of rurality  defined environments  of South Texas; | | **Core Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities** | | 9.1 Interpret assessment and diagnostic tools appropriate within practice settings by focusing on the clinical/activist rurality  paradigm and the bilingual/binational Mexican heritage and the diverse populations of South Texas; | | 9.2 Monitor progress of clinical/activist rurality based interventions to determine if outcomes were met or not; modifying  plans as appropriate; | | 9.3 Understand and evaluate the change process to guide termination and/or future practice activities; | | 9.4 use supervision and consultation to guide professional judgment and behavior; | |

**Generalist Year**

Starting with Fall 2017 students take 30 credit hours over three semesters: HBSE, Social Welfare

Policy, Social Work practice at the generalist level and Field Placement I & II (equivalent to 600 hours in field). Research lays the groundwork for graduate level research and evaluation that will help students complete the practice behaviors and program evaluation. This course has

evaluation content and graduate level research methods that do not repeat content from an undergraduate research course.

**The Generalist Courses:**

*SCWK 5310 Rural/Clinical Social Work Practice****:*** *Foundations of Social Work 3*

*SCWK 5315 Rural Clinical Social Work Practice: Human Behavior in the Social Environment 3*

*SCWK 5320 Rural Clinical Social Work Practice: Social Welfare Policy & Advocacy 3*

*SCWK 5325 Rural Clinical Social Work Practice I: Children Youth, Families & Groups 3*

*SCWK 5330 Rural Clinical Social Work Practice: Populations at Risk 3*

*SCWK 5335 Rural Clinical Social Work Practice II: Communities & Organizations 3*

*SCWK 5340 Rural Clinical Social Work: Applied Research & Evaluation 3*

*SCWK 5345 Rural Clinical Social Work: Capstone Seminar 3*

*SCWK 5350 Rural Clinical Social Work: Field Practicum I. 3*

*SCWK 5356 Rural Clinical Social Work: Field Practicum II.* 3

**Foundation Year Total Credits 30**

The two-year six semester format is intended for those persons have full-time jobs and/or outside responsibilities accounting for more than 30 hours/week. There are 4 courses offered in fall semester including field practicum; two courses offered in the summer and 4 courses/field practicum offered in the spring, totaling 12 – 6 - 12 credit hours per semester. These courses may be offered during the day, evening, or weekends using a hybrid format. The following table is a

3 semester course sequence. Course offerings may change based upon student and program needs.

**Table Seven**

**Three Semester Generalist Year Course Sequence**

|  |  |  |
| --- | --- | --- |
| ***Fall*** | ***Spring*** | ***Summer*** |
| *SCWK 5310: Foundations 3*  *SCWK 5315: HBSE 3*  *SCWK5325: Practice I 3*  *SCWK5350: Practicum I 3*  *Total 12* | *SCWK 5335 Practice II: 3*  *SCWK 5320: Social Policy 3*  *SCWK 5340: Research 3*  *SCWK 5356:Practicum II 3*  *Total 12* | *SCWK 5330: Pops at Risk 3*  *SCWK 5345: Capstone 3*  *Total 6* |

Each social work course provides knowledge to promote competency and an understanding of the dynamics of social and economic injustice; and theoretical applied strategies for removing barriers to achieving social justice. Throughout the curriculum, students are provided with theoretical and practice content about patterns, dynamics, and consequences of discrimination, marginalization, economic deprivation, and oppression. Students are immersed in the history of the diverse rural populations of South Texas and their social and economic status marked by low income, lack of opportunities and political neglect.

The generalist social work courses also incorporate content about families, children and other marginalized and disenfranchised populations. By completion of their first year, students have completed coursework which provides them with an understanding of the societal barriers that deny access to resources; that create and maintain marginalized and disenfranchised populations. In addition, students gain knowledge and skills to develop strategies for encouraging economic and social justice.

This content is provided through SCWK 5310 Foundations of Social Work that provides grounding in the historical evolution of the profession of social work. SCWK 5315 Human Behavior in the Social Environment provides foundation knowledge and theoretical concepts that are used in both the SCWK 5320 Social Welfare Policy & Advocacy and practice courses.

SCWK 5325 Social Work Practice I: Children Youth, Families & Groups students gain additional knowledge concerning generalist practice models and theories for use in field practicum. These courses provide foundation knowledge, values, skills, and ethical principles the define generalist social work and prepare the student for actual field experience in *SCWK 5350*

*Field Practicum I.*

SCWK 5330 Populations at Risk Populations at Risk course is designed to provide addition content on marginalized and/or at-risk individuals, children, families, groups, and communities of the South Texas border environments. As such the course becomes the link between the micro/mezzo first semester course content and the macro level course content offered in second semester SCWK 5335 Social Work Practice II: Communities and Organizations provides macro level knowledge, values and skills. Applied research & evaluation (SCWK5340) provides the skills necessary for conducting research at a beginning level and SCWK 5345 Capstone Seminar provides opportunities for students to reinforce their critical thinking skills necessary for professional social work practice.

Field practicum provides opportunities for the integration and application of course materials in a supervised agency setting. The goal is for students to gain hands on experience in using the

knowledge, values, ethics, skills and cognitive and affective dimensions of generalist social work practice. Students develop culturally competent skills through working with the diverse populations and agency environments in South Texas. Issues related to citizenship, poverty, English ability, and traditional help seeking behaviors are present in the binational border regions of rural South Texas with a high population of Mexican Heritage families. Additionally, the Capstone course provides opportunities to re-assess and define course work, including field practicum. It is the last course in the curriculum and as such provides a good measure level of competency for each of the nine CSWE competencies and professional behaviors.

Mastery (3.2 GPA) of the competencies and practice behaviors in the Foundation courses is documented by individual course grades and field practicum supervisory reports. The Foundation courses are developed to teach students the generalist practice behaviors across the curriculum with the capstone course providing a summative measure of mastery of the nine competencies required by CSWE EPAS 2015.

Students in the advanced standing program are not required to take these courses under the assumption that students from CSWE accredited programs have mastered the practice behaviors in BSW curriculums. This ensures that advance standing students do not repeat course content offered in the foundation or BSW curriculum. Students are expected to demonstrate orally and in writing an advanced level in their ability to comprehend and apply complex theories to specialized interventions.

**V. TAMUK Clinical/Activist Specialization**

The Texas A & M University-Kingsville Master of Social Work Program uses generalist practice as a basis for implementing a unique approach that sees the multicultural populations within a continuum that traverses from rural to urban environments. *Gemeinschaft* (often translated as community) is a group in which individuals take into account the needs and interests of the group as much as, if not more than, their own self-interest. Furthermore, individuals are self-regulated by common mores, or beliefs, about the appropriate behavior and responsibilities of members with respect to each other and to the group at large. The “unity of will” or collective sense of loyalty is the core value and the family is the standard. Source: Boundless. “Gemeinschaft and Gesellschaft.” (*Boundless Sociology*. Boundless, 21 Jul. 2015. Retrieved 21 Apr. 2016).

The focus is on the quality of life of the residents and the environments that shaped their world views. The intersectionality of the social, economic and political forces that work to shape a person’s perspective are addressed. The combined (intersectionality) effects of these forces are particularly salient to populations whose histories are representative of the social injustices and lack of opportunities often present in their communities. The residents of South Texas have built “rurality” based personal and community resiliencies that can be used as a basis for service provision. This is particularly true when working with traditional families and communities along the US/border regions of South Texas. Acknowledging the large Mexican Heritage populations calls for social workers to speak Spanish and understand the interplay of a bi- national/bicultural view of living.

Social workers are clinical/activists who understand the structural inequalities inherent in social and economic policies that negatively impact quality of life and well-being. Social systems in rural environments are characterized by poverty level, educational attainment, employment

status, and marginalized social status. The diverse populations are faced with environmental discrimination and political neglect that is part of their history. In order to cope with these forces, a specialized way of thinking has developed along with resiliencies at the individual, family, group, and communal levels. These resiliencies are part of the rurality ideology that transcends the typical rural/urban geographic boundaries defined by most government agencies.

The environmental, social, economic and political forces that work to shape a person’s perspective are addressed. The combined effects of these forces are particularly salient to populations whose histories are representative of the social injustices and lack of opportunities often present in their communities. The effects of living within these environments has a direct impact on the quality of life and well-being of individuals, rural family and community systems. The effect is particularly salient when addressing the diverse needs of families that are marginalized based on nationality, ethnicity, religion, social class, language, gender, sexual orientation, and gender identity.

The Clinical/Activist model takes the generalist ecosystems approach to highlight the interactional effects of each component that come together to inform a holistic ideology and/or values system that embraces “Rurality” as an internal construct. This infers the internal locus of control that combines with external locus of control into rurality as having symbolic meaning and therefore, action can be organized towards the symbols that define it.

**Figure One**

**“Rurality”: Clinical/Activist Model**

Rurality Environment

|  |
| --- |
|  |

The focus of the MSW program is on the ethnic and culturally diverse families typical of rural border environments. In this context, “rurality” becomes a symbol integrated within the cultural traditions and thoughts of multicultural rural communities. Time orientation is key to understanding how religion, spirituality and language come together to create a self-image that is socially constructed in response to the environment. Time as used by the dominant social

structure is at odds with culturally/rurality informed populations. For example the principle of “Manana” is a concept used to define Mexican Heritage people as subservient and dependent. In reality, it addresses the spiritual context of time as locus of control and knowing one’s place in the relation to “all in good time”.

Self-image is socially constructed and develops within the environmental context of rurality. In other words, people who live in rural environments give meaning to the symbols that construct their reality. Symbols such as family, community, mutual aid, religion, spirituality, and self-help are internalized in the concept of self-image. This is true of all human behavior and the social environment in which self-image is developed. The spiritual dimension incorporates both inward and outward locus of control that dictate values and attitudes in all social interactions. In these environments, the traditional extended family is fast becoming the norm in response to the economic forces that necessitate adult children returning to live in the family home/system. Social interaction is the basis of understanding as in the Mexican norm of “Platica” or polite, friendly conversations that create the symbols associated with rural life styles. In these environments the family is the preferred informal support network because the respect and

dignity of the person is valued and preserved. This network known and recognized as mutual aid, or helping when help is needed, is the preferred model of social service provision, especially among Mexican heritage families.

The environmental, social, economic and political forces that work to shape a person’s perspective are addressed. The combined effects of these forces are particularly salient to populations whose histories are representative of the social injustices and lack of opportunities often present in their communities. The effects of living within these environments has a direct impact on the quality of life and well-being of the diverse individuals, families and community systems. The effect is particularly salient when addressing the diverse needs of families that are marginalized based on nationality, ethnicity, religion, social class, language, and sexual orientation.

The only Specialization in the TAMUK MSW program is the Clinical/Activist. More details of the program’s application of the Clinical/Activist specialization follows. The rationale for selecting Clinical/Activist as the only specailization is based on the needs of rural communities and service providers in South Texas where the intersectionality of economy and the policies used to provide social services need attention. The social forces at work in rural environments are often at odds with traditional help seeking behaviors that are culturally defined within a

spiritual/resilient way of being; this crossroads is where the social worker is called upon to apply both clinical and activist skills. These skills combine to form a clinical/activist framework developed to address the quality of life and well-being issues of the diverse rural South Texas populations. Focus on the traditional help seeking behaviors of Mexican Heritage individuals, families and communities/services improves the access to professional social work services.

 The faculty’s assertion is that Generalist knowledge, skills, and values best apply to all MSW students, whether those students pursue clinical or administrative jobs in social work.

 Students in the Clinical/Activist specialization will receive more content on macro level theory and interventions than if there was a Clinical concentration option.

 The Clinical/Activist specialization responds to the “Rurality” environments and the social service needs of the families, groups, communities, and organizations in South Texas.

 The Clinical/Activist specialization prepares social work practitioners to take leadership roles in the social service organizations and diverse communities of rural South Texas and beyond.

**Specialization Courses:**

The specialization courses are conceptualized as a hybrid model of Generalist Social Work. There are two types of courses offered 1) Skills Based where theory and interventions are conceptually linked horizontally along the nine competencies. 2) Applied Seminars use an experiential hands on approach to conceptually link the knowledge and skills on a vertical integration based on the “Rurality” paradigm grounded in the realities of living in rural South Texas environments.

**Table Eleven**

**Clinical/Activist Specialization Courses**

|  |  |  |
| --- | --- | --- |
| *SCWK 5360 Clinical/Activist Practice I: Children, Youth, Families & Groups* |  | *3* |
| *SCWK 5364 Clinical/Activist Practice II: Psychopathology & Differential Diagnosis* |  | *3* |
| *SCWK 5370 Clinical/Activist Practice III: Communities, Organizations & Programs* |  | *3* |
| *SCWK 5375 Clinical/Activist Research Methods: Practice/Program Evaluation* |  | *3* |
| *SCWK 5380 Social Work Practicum III: Direct Practice* |  | *3* |
| *SCWK 5385 Social Work Practicum IV: In-direct Practice* |  | *3* |
| *Total Credits* | *=* | *18* |

**Applied Clinical/Activist Seminars**

*SCWK 5215 Applied Clinical/Activist Seminar: Interventions with Military Families/Vets 2*

*SCWK 5220 Applied Clinical/Activist Seminar: “Rurality” Social Work 2*

*SCWK 5225 Applied Clinical/Activist Seminar: Interventions With of Elders 2*

*SCWK 5230 Applied Clinical/Activist Seminar: Leadership & Supervision 2*

*SCWK 5235 Applied Clinical/Activist Seminar: Economic Policy & Program Development 2*

*SCWK 5240 Applied Clinical/Activist Seminar****: Integrated Field Project 2***

***Total Credits 12***

Total Concentration Credits = 30

This clinical/activist program was developed to meet CSWE accreditation requirements but more importantly to meet the needs of the social service systems that exist in rural areas of South Texas. The social worker is prepared to meet the issues in rural South Texas at the intersection of national borders and global issues. Economic and social development are integrated into the holistic clinical/activist model that views the person and their environment as one client. The residents of South Texas are best served by services that respect their communal living preferences and traditional help seeking behaviors built upon personal and community resiliencies. Acknowledging the large Mexican heritage populations calls for social workers to speak Spanish and understand the interplay of a bi-national bicultural view of living.

**M2.1.2: The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.**

**VI. Rationale for Curriculum Design**

The clinical/activist social worker is prepared to use knowledge of the traditional help seeking

behaviors of the multicultural populations of the bi-national border regions of South Texas. Using an ecosystems approach the clinical social worker is prepared as an activist to intervene at a micro, mezzo or macro level. They are prepared to use the resiliencies and strengths developed by the populations of rural South Texas to assist in helping them cope with injustice, lack of resources, and the marginalization effects of social and economic policies. To this end the clinical/activist social worker uses their knowledge of indigenous mutual aid strategies and language defined values and social interaction patterns.

Clinical/activist social work is a hybrid of generalist social work that views both the person and their environment as one in the healing process. In this holistic model social development is seen as a clinical intervention aimed at effects of the social forces that have a negative effect on mental and physical well-being. It is focused on social action and reform strategies in collaboration with the diverse families and communities of rural South Texas

The residents of South Texas are best served by services that respect their communal living preferences and traditional help seeking behaviors that have built personal and community resiliencies to be used as the basis for service provision. Acknowledging the large Mexican Heritage population calls for social workers to speak Spanish and understand the interplay of a bi-national bicultural view of living. The clinical/activist social worker is aware that the diverse populations, especially the Mexican heritage populations traditionally are hesitant to access formal services usually provided by government entities. This distrust is based on a history full of discrimination, injustice and political ideologies that exclude or inhibit full participation in society; therefore, they form their culturally defined mutual aid societies and informal support networks. The clinical/activist social worker is cognizant of “rurality” based resiliencies and is prepared to work collaborative with the inhabitants of rural South Texas border environments.

The curriculum of the TAMUK Clinical/Activist MSW Program consists of 60 credit hours. Of these, 30 hours are devoted to Foundation education courses, 30 credit hours devoted to the program’s one Concentration – Clinical/Activist Practice courses, 6 credit hours devoted to foundation Field Practicum and 6 credit hours devoted to the Clinical/Activist concentration: All required courses are offered on the main campus with future plans for hybrid, distance and on- line course offerings.

Curriculum is designed as advance generalist with one concentration that prepares clinical/activist social workers with the necessary skills to develop, administrate and lead the social and economic development efforts required to rectify the social and economic injustices endured by the diverse rural populations. A large percentage of the population are Mexican Heritage families and culturally distinct communities. In responding to the needs of the South

Texas communities, the TAMUK Clinical/Activist has the capabilities to intervene at the micro or direct practice level; but also to treat macro level policy skills to address the environmental issues that impact the quality of life and well-being of the indigenous populations that embrace “Rurality” informed traditions and values.

To achieve this the curriculum is divided into regular 3 credit courses that follow the traditional, practice, policy and research continuum that provides students opportunities to enhance their social work knowledge, values, skills and cognitive and affective dimensions of generalist practice. These courses are augmented by 2 credit applied seminars designed to enhance skills courses by providing specialized experiential learning based assignments and discussions. The focus is on hands-on assignments designed to prepare the graduate to develop interventions that are holistic in their approach and treat the individual and their environment as one client. The realization is based on the theory that individuals suffer from stress often located in the environments in which they live; so to in order to change the individual it is necessary to also change their environment.

Field practicum is designed as two courses; one with a direct practice orientation and the second with an indirect practice approach. They are conceptualized and flow from the Clinical/Activist curriculum and provide students with the opportunities to apply classroom learning to actual practice cases. This approach requires active faculty involvement with students and the field supervisor to ensure the practicum goals are met. As a competency based curriculum all nine CSWE 2015 EPAS and professional behaviors are monitored and evaluated using direct observation, interviews and field documents.

The specialization courses are conceptualized as a hybrid model of Generalist Social Work. There are two types of courses offered 1) Skills Based where theory and interventions are conceptually linked vertically along the nine competencies. 2) Applied Seminars are an experiential hands on approach to conceptually link the knowledge and skills on a vertical integration based on the “Rurality” paradigm grounded in the realities of living in rural South Texas environments.

**Clinical/Activist Skills Courses**:

*SCWK 5360 Clinical/Activist Practice I: Children, Youth, Families & Groups 3*

*SCWK 5364 Clinical/Activist Practice II: Psychopathology & Differential Diagnosis 3*

*SCWK 5370 Clinical/Activist Practice III: Communities, Organizations & Programs 3*

*SCWK 5375 Clinical/Activist Research Methods: Practice/Program Evaluation 3*

*SCWK 5380 Social Work Practicum III: Direct Practice 3*

*SCWK 5385 Social Work Practicum IV: In-direct Practice 3*

**Applied Clinical/Activist Seminars**

*SCWK 5215 Applied Clinical/Activist Seminar: Interventions with Military Families/Vets 2*

*SCWK 5220 Applied Clinical/Activist Seminar: “Rurality” Social Work 2*

*SCWK 5225 Applied Clinical/Activist Seminar: Interventions With of Elders 2*

*SCWK 5230 Applied Clinical/Activist Seminar: Leadership & Supervision 2*

*SCWK 5235 Applied Clinical/Activist Seminar: Economic Policy & Program Development 2*

*SCWK 5240 Applied Clinical/Activist Seminar****: Integrated Field Project 2***

***Total Credits 30***

This clinical/activist program was developed to meet CSWE accreditation requirements but more importantly to meet the needs of the social service systems that exist in rural areas of South Texas. The social worker is prepared to meet the issues in rural South Texas at the intersection of national borders and global issues. Economic and social development are integrated into the holistic clinical/activist model that views the person and their environment as one client. The residents of South Texas are best served by services that respect their communal living preferences and traditional help seeking behaviors built upon personal and community resiliencies. Acknowledging the large Mexican heritage populations calls for social workers to speak Spanish and understand the interplay of a bi-national bicultural view of living.

**VII. Rationale for Curriculum Design**

The clinical/activist social worker is prepared to use knowledge of the traditional help seeking behaviors of the multicultural populations of the bi-national border regions of South Texas. Using an ecosystems approach the clinical social worker is prepared as an activist to intervene at a micro, mezzo or macro level.

Clinical/activist social work is a hybrid of generalist social work that views both the person and their environment as one in the healing process. In this holistic model social development is seen as a clinical intervention aimed at effects of the social forces that have a negative effect on mental and physical well-being. It is focused on social action and reform strategies in collaboration with the diverse families and communities of rural South Texas.

The residents of South Texas are best served by services that respect their communal living preferences and traditional help seeking behaviors that have built personal and community resiliencies to be used as the basis for service provision. Acknowledging the large Mexican heritage populations calls for social workers to speak Spanish and understand the interplay of a bi-national bicultural view of living.

This clinical/activist program meets accreditation requirements and the needs of the social service systems that exist in rural areas of South Texas. The MSW program is designed to shape clinical/activist professionals and a hybrid model of social work practice to meet the challenges facing poor, marginalized groups and an overburdened state social service delivery system. The MSW program is committed to producing advanced- level professional social workers committed to *clinical/activist practice.* Furthermore, given the high poverty rate of

25.5 percent and rural nature of the communities the program was designed to provide the Micro level practitioner with the Macro level skills they will need when working in organizations where resources are limited. The program is a good fit with the needs of the rural South Texas families, communities and social service needs of the diverse populations.

To achieve this goal, the Clinical/Activist MSW program concentration is conceptualized on both a vertical and horizontal dimensions that integrated specialized practice skills and the nine CSWE EPAS 2015 competencies and component behaviors (knowledge, values and skills).

Full integration of the competencies and professional behaviors is achieved within each course in the curriculum by specific assignments, presentations, and/or testing. A GPA of 3.2 or better is required and used as a baseline to indicate mastery of course content. Competencies and professional behaviors form the foundation of the Clinical/Activist curriculum and are infused both vertically and horizontally to ensure students master required content. The skills courses

(credits) provide students with the advanced knowledge, values, skills and cognitive and affective dimensions necessary for competent practice. These courses are theory based and provided in an experiential hands on approach using the Knowles (1984) theory of Andragogy to switch from the traditional student/teacher role to a learner/mentor role. This theory sees the adult as fully qualified to influence course content based on the learner’s experience and competency. The applied seminars (2 credits) require the learner to take an active part in their education by applying classroom content to actual field practicum and/or community based projects. The goal of these seminars is for the learner to achieve a high level of mastery in translating theory to practice as evidenced by a 3.2 or above GPA in the classroom and field practicum. This integration of the nine CSWE competencies is achieved through individual course objects developed with a specific qualitative or quantitative measure. Measures consist of critical thinking assignments; oral presentations; direct/indirect observations; quiz and/or exams; case studies; field practicum documentation.

The curriculum of the TAMUK Clinical/Activist MSW Program consists of 60 credit hours. Of these, 30 hours are devoted to Foundation education courses, 30 credit hours devoted to the program’s one Concentration – Clinical/Activist Practice courses, 6 credit hours devoted to foundation Field Practicum and 6 credit hours devoted to the Clinical/Activist concentration: All required courses are offered on main campus with future plans for hybrid, distance and on-line course offerings.

Social work in the TAMUK service area or the South Texas border region is at its infancy when it comes to the job markets. For example, at this time there are a total of five (5) social workers working in Alice, Texas. Four are school social workers and until this fall, there were no other schools in the area that required school social workers. The majority of social work jobs are filled by non-social workers working under non-licensure required job titles. The majority of social work jobs are in geriatric and health facilities or hospitals; with the Veterans Administration accounting for the majority of employed social workers. There are few MSW licensed social workers in South Texas and this speaks to the need for the TAMUK Clinical/Activist MSW program.

The curriculum is designed as advanced generalist with one concentration that prepares social workers to be clinical social workers with the necessary skills to develop, administrate and lead the social and economic development efforts required to rectify the social and economic injustices endured by the diverse rural populations that include a large percentage of Mexican Heritage families and communities. In responding to the needs of the South Texas communities, the TAMUK Clinical/Activist has the capabilities to intervene at the micro or direct practice level; but also to treat macro level environmental issues that impact on the quality of life and

well-being of the indigenous populations that embrace “Rurality” informed traditions and values. To achieve this the curriculum is divided into regular 3 credit courses that follow the traditional, practice, policy and research continuum that gives students the opportunities to enhance their social work knowledge, values and skills of generalist practice. These courses are augmented by

2 credit applied seminars designed to provide experiential learning based assignments and discussions. The focus is on hands-on assignments designed to prepare the graduate to develop interventions that are holistic in their approach and treat the individual and their environment as one client. The realization is based on the theory that individuals suffer from stress often located in the environments in which they live; so to change the individual it is necessary to change their environment.

Field practicum is designed as two courses; one with a direct practice orientation and the second with an indirect practice approach. They are conceptualized and flow from the Clinical/Activist curriculum and provide students with the opportunities to apply classroom learning to actual practice cases. This approach requires active faculty involvement with students and the field supervisor to ensure the practicum goals are met. As a competency based curriculum all nine CSWE 2015 EPAS and professional behaviors are monitored and evaluated using direct observation, interviews and field documents.

The MSW curriculum is advanced generalist in orientation which requires students to successfully complete all courses in good standing. Direct Practice courses provide the knowledge, values, skills, ethics and cognitive and affective dimensions within an eco-systems perspective that views the individual and their community holistically. Indirect practice courses prepare graduates to work with social policy, governmental structures, leadership and supervisory roles as well as social and economic development. The Advanced Standing MSW program is offered in a three semester sequence.

**VIII. Social Work Field Practicum**

As an integral part of the 60/30 semester credit hour MSW degree program, the social work field practicum experience occurs, and constitutes 12/6 semester credit hours of the 60/30 required semester credit hours in social work.

The purpose of the practicum in social work education is to provide opportunities for students to apply social work knowledge, skills, and values; this is to say to apply what they have learned in the classroom to real-life situations with clients, “in the field,” under the supervision of a practicing social worker. Field practicum students, called “Social Work Interns” are able to observe the benefits and challenges of working within various organizational settings with diverse client populations. Social Work Interns are supervised by a practicing social worker; these supervisors are called Field Instructors, and by the TAMUK Social Work Field Practicum Director or Field Liaison. This dual perspective is intended to facilitate the integration of social work knowledge, skills, and values, defined by the CSWE EPAS, learned in the classroom with agency-based practice, and to provide the necessary support for students as they engage in this rigorous process. Additionally, field agencies often benefit from the presence of social work interns; however, the primary focus of the practicum is on integrating and learning the practical application of social work knowledge, skills, and values.

**IX. Social Work’s Signature Pedagogy: Field Practicum**

According to the CSWE, Field Practicum or the social work practicum or internship experience, is the signature pedagogy of the social work profession. The CSWE EPAS states, “Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice in social work, the signature pedagogy is Field Practicum. The intent of Field Practicum is to connect 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 Practicum is systematically designed,

supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies” ([CSWE, 2008, p. 8](http://www.cswe.org/NR/rdonlyres/2A81732E-1776-4175-AC42-65974E96BE66/0/2008EducationalPolicyandAccreditationStandards.pdf)).

4 Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedelus,* 52-59.

**X. The Philosophy of the Field Education Program**

The Social Work Field Education Program at Texas A&M University-Kingsville employees an ecological paradigm, person-in-environment perspective, and rurality model as its overall philosophy and as the theoretical foundation for generalist practice. Generalist social work practice includes the provision of social work services with individuals, couples, families, groups, organizations, and communities. This perspective is reinforced through the knowledge, skills, values, ethics and cognitive and affective content taught in the social work courses. The Generalist Intervention Model which may be employed with all clients (individuals, couples, families, groups, organizations, and communities) is defined below.

\* Kirst-Ashman, K. K., & Hull, G. H. (2012). *Understanding generalist practice* (6th ed.).

Belmont, CA: Brooks/Cole.

1. Engagement

2. Assessment

3. Planning

4. Implementation

5. Evaluation

6. Termination

7. Follow-up

Social work students and social work interns are encouraged to further develop their critical thinking skills which enable them to apply this model regardless of the setting or context of practice.

**XI. The Field Education Program Goals**

The primary goal of the Social Work Field Education Program is to provide students with opportunities to apply generalist social work knowledge, skills, and values with clients at all system levels (micro, mezzo, and macro). The following are the goals of the Field Practicum program:

1. to facilitate the integration and application of social work knowledge, skills, values, ethics and cognitive and affective dimensions (based on the CSWE 2015 EPAS 9 core competencies and associated professional behaviors), to generalist social work practice;

2. to provide social work students with an opportunity to practice generalist social work under supervision;

3. to promote good supervisory practices as supervision relates to the social work profession helping social work students to seek, accept, and benefit from social work supervision;

4. to promote a culture of ethical social work practice based on the National Association of Social Workers *Code of Ethics* and the Texas State Board of Social Worker Examiners *Code of Conduct* and *Standards of Practice*.

5. to promote a culture of evidence-based practice, enabling social work students and field instructors to use practice experience to guide research and practice or program evaluation efforts and for the application of the scholarly social work literature to practice;

6. to enable social work students and field instructors to work effectively with diverse client groups, especially populations vulnerable to discrimination and oppression; to facilitate the professional socialization of social work students enabling them to identify with the social work profession and as professional social workers;

7. to facilitate the development of self-awareness and the professional use of self;

8. to promote the utilization of critical thinking and professional communication skills (oral and written); and

9. to offer a continuing education program to facilitate the professional development of field instructors across all agencies, to meet the training requirements of the Title IV-E program, and to facilitate the professional development of other social workers in the region.

**XII. The Field Education Program Structure**

In accordance with the CSWE EPAS, the MSW Social Work Program Field Education Director has the overall responsibility for administering the Social Work Field Education Program under the supervision of the MSW Social Work Program Director who has the overall responsibility for the entire MSW Social Work Program. The MSW Social Work Program Field Education Director is responsible for the development, utilization, and evaluation of field agencies and field instructors; screening and placement of potential field students and the monitoring and

evaluation of social work interns; development, implementation, and evaluation of Field Education policies and procedures; development of data bases and reporting systems as they relate to social work Field Education; evaluation of all MSW Social Work Field Education Program activities and events; development and evaluation of field instructor training; and the coordination of faculty which interface with various aspects of the MSW Social Work Field Education Program.

**XIII. Structure and Design of the Social Work Field Education Program**

The Social Work Field Education Program has three components including the continuing education program and the social work Field Practicum for social work interns. Continuing education offerings are made on an as needed basis or upon request of a community agency or social worker. The field practicum for social work interns portion of the Social Work Field Education program consists of field agencies, Field Instructors, social work students, the Social Work Field Education Director and Field Liaisons, and four social work practicum courses.

Field agencies must apply to the Social Work Field Education Program to become a field agency. Field Instructors must be credentialed with the Social Work Field Education Program. Social work students must apply, be accepted, and be placed at a field agency. The Social Work Field Education Director must coordinate the activities of field agencies, Field Instructors, social work interns, and is the instructor of record for the four social work practicum courses (SCWK 5350

Rural Clinical Social Work: Field Practicum I and SCWK 5356 Rural Clinical Social Work: Field Practicum II) taken during the Generalist Year and SCWK 5380 Social Work Practicum III: Direct Practice and SCWK 5385 Social Work Practicum IV: In-direct Practice taken during the Clinical/Activist Year. Additional sections of practicum courses may be taught by Field Liaisons.

**Generalist Year Field Practicum:**

SCWK 5350 Rural Clinical Social Work: Field Practicum I is a three credit hour course including two hours of field seminar classroom per week and a minimum of 200 hours or approximately 20 clock hours per week in the field. SCWK 5350 Rural Clinical Social Work: Field Practicum I is the first in a sequence of four field practicum experiences. The course is described as: educationally directed and professionally supervised direct service activities providing practical experience in the application of social work values, knowledge, and skills acquired in social work foundation courses.

Students must be in good standing (3.2 GPA), and have the approval of the MSW Social Work Program Director and MSW Field Education Director. Students in this course will develop, in conjunction with the Social Work Field Education Director or Liaisons and their Field Instructor, a learning plan/contract. The learning plan/contract addresses practicum activities designed to help the student demonstrate integration of the knowledge, skills, and values operationalized by the 31 observable components, learned in the classroom with their practical application to real-life clients under the supervision of a professional social worker.

Each student in this course is required to complete weekly journals that are discussed in the two clock hour weekly field seminar classroom portion of the course facilitating the integration of classroom knowledge, skills, and values with the real-life application. Student will be evaluated at mid-term and at the conclusion of the course against their observable demonstration of the

2015 CSWE EPAS 9 core competencies and associated observable components or behaviors. Weekly time sheets are required of each student to document their completion of 200 clock hours of supervised experience (the approximately 20 clock hours per week portion of the course) across the 16-week academic semester.

SCWK 5356 Rural Clinical Social Work: Field Practicum II is a three credit hour course, including two hours of field seminar in the classroom per week and a minimum of 200 hours or approximately 20 clock hours per week in the field. SCWK 5356 Rural Clinical Social Work: Field Practicum II is the second in a sequence of four field practicum experiences. The course is described as: continuation of educationally directed and professionally supervised direct service activities providing practical experience in the application of social work values, knowledge, and skills acquired in social work foundation courses.

Students must be in good standing (3.2 GPA), and have the approval of the MSW Social Work Program Director and MSW Field Education Director. Students in this course will develop, in conjunction with the Social Work Field Education Director or Liaisons and their Field Instructor, a learning plan/contract. The learning plan/contract addresses practicum activities designed to help the student demonstrate integration of the knowledge, skills, and values operationalized by

the practice behaviors, learned in the classroom with their practical application to real-life clients under the supervision.

Each student in this course is required to complete weekly journals that are discussed in the two clock hour weekly field seminar classroom portion of the course facilitating the integration of classroom knowledge, skills, and values with the real-life application of the same with clients under the supervision of a professional social worker. Each student will be evaluated at mid- term and at the conclusion of the course against their observable demonstration of the 2015

CSWE EPAS 9 core competencies and observable components or behaviors. Weekly time sheets are required of each student to document their completion of 200 clock hours of supervised experience (the approximately 20 clock hours per week portion of the course) across the 16-week academic semester.

**Clinical/Activist Specialization Field Practicum:**

SCWK 5380 Social Work Field Practicum III-Direct Practice is a three credit hour course including one-hour of field seminar in the classroom per week and requiring a minimum of two hundred fifty clock hours or approximately 20 clock hours per week in the field. SCWK 5380 Social Work Field Practicum III is the third in a sequence of four field practicum experiences. The course is described as: educationally directed and professionally supervised clinical service activities providing practical experience in the application of social work values, knowledge, and skills acquired in social work concentration courses.

Students must be in good standing (3.2 GPA), and have the approval of the MSW Social Work Program Director and MSW Field Education Director. Students in this course will develop, in conjunction with the Social Work Field Education Director or Liaisons and their Field Instructor, a learning plan/contract. The learning plan/contract addresses practicum activities designed to help the student demonstrate integration of the knowledge, skills, and values operationalized by the 32 professional behaviors, learned in the classroom with their practical application to real-life clients under the supervision.

Each student in this course is required to complete weekly journals that are discussed in the one clock hour weekly classroom portion of the course facilitating the integration of classroom knowledge, skills, and values with the real-life application of the same with clients under the supervision of a professional social worker. Each student will be evaluated at mid-term and at the conclusion of the course against their observable demonstration of the 2015 CSWE EPAS 9 core competencies and 32 observable components or behaviors. Weekly time sheets are required of each student to document their completion of 250 clock hours of supervised experience (the approximately 20 clock hours per week portion of the course) across the 16-week academic semester.

SCWK 5385 Social Work Field Practicum IV-Indirect Practice is a three credit hour course including one-hour of field seminar in the classroom per week and requiring a minimum of two hundred fifty clock hours or approximately 20 clock hours per week in the field. SCWK 5385 Social Work Field Practicum IV is the fourth in a sequence of four field practicum experiences. The course is described as: educationally directed and professionally supervised clinical service

activities providing practical experience in the application of social work values, knowledge, and skills acquired in social work concentration courses.

Students must be in good standing (3.2 GPA), and have the approval of the MSW Social Work Program Director and MSW Field Education Director. Students in this course will develop, in conjunction with the Social Work Field Education Director or Liaisons and their Field Instructor, a learning plan/contract. The learning plan/contract addresses practicum activities designed to help the student demonstrate integration of the knowledge, skills, and values operationalized by the 32 observable components, learned in the classroom with their practical application to real-life clients under the supervision.

Students in this course are required to complete weekly journals that are discussed in the one clock hour weekly classroom portion of the course facilitating the integration of classroom knowledge, skills, and values with the real-life application of the same with clients under the supervision of a professional social worker. Each student will be evaluated at mid-term and at the conclusion of the course against their observable demonstration of the 2015 CSWE EPAS 9 core competencies and observable components or behaviors. Weekly time sheets are required of each student to document their completion of 250 clock hours of supervised experience (the approximately 20 clock hours per week portion of the course) across the 16-week academic semester.

**XIV. Rurality Field Hours**

Both Generalist students and Clinical/Activist Specialization Year students will complete field hours outside of their traditional field agency setting designated as Rurality Field Hours. These hours are designed to provide context and depth to the social work intern’s experience at their traditional field agency setting and will involve social work trainings, service and advocacy experiences that both contribute to mastery of the nine core competencies and to a deeper understanding of the context in which their traditional field experiences are embedded. While the Field Education Director may approve more or less Rurality Field Hours depending upon available and appropriate opportunities, approximately 10% -15% of required field hours should be Rurality Field Hours each semester.

**XV. Social Work Field Practicum Advisory Committee (Community Advisory Committee)**

The Social Work Program’s Community Advisory Committee (CAC) also serves as the Social Work Field Practicum Advisory Committee. The CAC is comprised of professional social workers in the community, Field Instructors, and other interested social work and social service leaders in the South Texas region. The CAC collaborates with the Social Work Program in evaluating the policies and procedures for the Social Work Field Education Program as well as the overall Social Work Program. The committee also provides a valuable resource for, and an additional link between, the Social Work Field Education Program and the community. The

CAC provides input into the development of new practicum sites and the review of existing sites. Additionally, CAC provides recommendations on training needs or other appropriate issues related to Field Education.

**XVI. The Social Work Field Education Director, Field Agencies, and Field Instructors**

The Social Work Field Education Director is responsible for the administration of the Social Work Field Education Program and reports to the Social Work Program Director who is responsible for the overall administration of the Social Work Program. The Social Work Program Field Education Director functions as a link between the Social Work Program, the field practicum student, the field agency, and the Field Instructor. The Social Work Field Education Director monitors and evaluates students’ progress and performance in the field agency and assumes primary responsibility, when teaching the courses, for assigning students’ grades for the semester in SCWK 5350, SCWK 5356, SCWK 5380 and SCWK 5385. Additionally, the Social Work Field Education Director is responsible for the continuing education (CEU) program offered through the Social Work Program.

**Responsibilities of the Social Work Field Education Director**

The responsibilities of the Social Work Field Education Director include, but may not be limited to:

1. teaching practicum courses which process the students’ experiences in the field agency, integrate the theoretical and conceptual information learned in the classroom with the student’s supervised practice in the field agency fostering the implementation of evidence-based practice;

2. monitoring and evaluating students through weekly assessments related to students’ work in the field (reflected in journals, written summaries, time sheets and so forth); the appropriateness of students’ job descriptions related to their field placement and learning contracts for their field placement; individual visits at the agencies with the students and Field Instructors (at least twice per semester and more if necessary); and overall review

of the students’ performance in their field placement as reflected in the verbal and written evaluation processes;

3. providing support and training to Field Instructors and field agencies in the effective use of supervision with field students and evidence-based social work practice through an annual orientation;

4. participating in faculty meetings related to curriculum development; coordination, assessment, screening and review of field students; coordination, assessment, screening and review of field agencies; coordination, assessment, screening and review of Field Instructors and other planning issues; and

5. communicating with the social work faculty on students’ progress at their field agencies, including any problems, issues, or concerns which need to be addressed by the Social Work Field Education Program.

**XVII. Criteria to Become a Field Agency**

Field agencies provide social work interns the opportunity to apply classroom knowledge, learned skills, and social work values to the real life problems experienced by clients across system levels (micro, mezzo, and macro). In turn, social work interns provide agencies the opportunity to bring new ideas and challenges to service delivery. To become affiliated with the Texas A&M University-Kingsville Social Work Program, agencies must meet the following criteria:

1. the agency’s philosophy of service delivery should be compatible with the mission, goals, and values of the social work profession;

2. the primary purpose of the agency (or program within the agency) must be to address human needs;

3. services provided by the agency must be appropriate for advanced generalist social work practice and there must be a sufficient caseload of clients (and work) for students to gain actual, supervised generalist social work practice experience including the 2015 CSWE EPAS 9 competencies and associated observable components or behaviors;

4. the agency must allow social work interns to practice generalist social work under supervision;

5. there must be availability of appropriate supervision, via a person to serve as the Field Instructor or Task Advisor for the student. Field Instructor qualifications are to have at least an MSW degree and two years post-MSW experience. Agencies that do not employ social workers may qualify if there is a Task Advisor with a related degree or a related credential (e.g., LBSW, LMSW, LCSW, RN, LCDC, LPC, LMFT, CCC-SLP, PA-C, licensed physician, licensed psychologist, etc.) or a related higher degree (MSW, M.A., M.S., M.Ed., D.S.W., Ed.D, Psy.D., Ph.D., M.D., etc.) who is able to provide

supervision in cooperation with an external Field Instructor provided by the Field

Education Program.

6. agencies must support the social work Field Practicum process by providing release time for Field Instructors to carry out field instruction responsibilities and to attend Field Practicum related meetings held by the Social Work Program;

7. agencies must provide students with adequate office or work space, office supplies, access to a telephone, access to a computer when appropriate, transportation or travel reimbursement for travel required by the agency and information regarding transportation policies and liabilities, and access to client and agency records appropriate for the

learning experience;

8. agencies should not engage in discriminatory practices in the hiring of personnel, the acceptance of Social Work Interns, or the provision of services to clientele regardless of race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability, veteran status or genetic information.

9. agencies must be in compliance with the American Disabilities Act (ADA).

**XVIII. Selection of Field Agencies**

The process of becoming a field agency for the Social Work Program may be initiated by the university or the agency. The affiliation process begins with a conversation between the agency and the Social Work Field Education Director to determine that the agency meets field agency criteria. If the agency is determined to be an appropriate social work field practicum site, an agency application form, a field instructor data form(s) and two original copies of the affiliation agreement will be delivered or sent to the agency. The two affiliation agreement copies are to be reviewed and signed by the agency and university. Once all copies have been reviewed and signed by the appropriate parties, the field agency is mailed an original copy to keep for their records and the Social Work Program keeps an original copy for their records.

The Social Work Program encourages agencies from a wide variety of social work practice areas to consider becoming field agencies across the South Texas region in order to best meet the

needs of our students. Depending upon the number of students admitted to the social work practicum phase of the Social Work Program, and their geographic and practice area preferences, some agencies may not have students placed with them every semester. However, all active field agencies will receive an Agency Profile Form to be updated every two years in order to provide the Social Work Field Education Program with current information. Active field agencies are asked to have any new or additional Field Instructors complete a Field Instructor Data form and send the completed form to the Social Work Field Practicum Office.

**Responsibilities of Field Agencies**

Field agencies are committed to the educational process of social work students. Through the social work practicum at a field agency, social work interns have the opportunity to integrate classroom knowledge with supervised practice experience and become socialized into the profession. Field agencies are expected to provide designated field instructors and other resources stated in the “Criteria to Become a Field Agency” selection above. Field agencies are asked to work cooperatively with the Social Work Program (and the Social Work Field Education Program and its Director) in creative problem-solving and efforts to enhance the learning experience for social work interns. As an approved field agency, affiliated with the Texas A&M University-Kingsville Social Work Program, agencies agree to:

1. participate in the pre-placement process, which may include completing an interview with the prospective social work intern and providing an assessment of the appropriateness of a respective student for the agency;

2. provide opportunities for social work interns to participate in agency programs and activities which will enhance the intern’s learning experience;

3. appoint appropriate personnel to serve as field instructors or task advisors and provide the necessary agency support for field instructors to provide necessary supervision and attend field orientation and training provided by the University as well as participate in all other field-related functions (supervision, evaluation, conferences, etc.);

4. provide social work interns with the necessary resources to successfully complete required field assignments, including office space, office supplies, access to a telephone, and access to client and agency records appropriate to the field practicum experience;

5. inform the Social Work Field Education Director of staff or organizational changes which affect the field placement; and

6. work in partnership with the Social Work Field Education Program to maximize the Field

Practicum experience of social work interns.

**XVIX. Selection of Field Instructors**

The Field Instructor plays a critical role in the educational process. In order to be approved by the Social Work Program as a Field Instructor, an agency employee should meet the criteria listed below. Exceptions to any of the following criteria must be granted by the Social Work Field Education Director.

1. An earned MSW degree from a CSWE accredited social work program.

2. A current social work license from the state of Texas (LMSW or LCSW) is preferred.

3. At least two years’ relevant work experience, post MSW degree.

4. The ability to supervise and instruct social work interns.

5. Acceptance of the generalist social work model and the educational philosophy of Texas

A&M University-Kingsville Social Work Program.

6. A commitment to work cooperatively with Social Work Field Education Director and the

Social Work Field Education Program.

7. Demonstrate professional social work values, knowledge, and skills in relation to clients, agency co-workers, and with social work interns.

There may be unique situations when agencies do not have an MSW available to directly provide field instruction, but they do have qualified professionals with the interest, expertise, and ability to provide supervision of tasks for social work interns. Such individuals will be identified as “Task Advisors,” and will be eligible to provide direct oversight of the daily field activities of the social work intern. Task Advisors must be approved by the Social Work Program’s Social Work Field Education Director, based upon their educational qualifications, other credentials, value and ethical orientation compatible with the social work profession, supervisory ability, their understanding of social work education and practice principles, and work experience. Students working under a Task Advisor will be provided with social work supervision through an assigned, approved MSW level Field Instructor from another program within the agency, from another agency, or from the Texas A&M University-Kingsville social work faculty. The Task Advisor, external Field Instructor and Social Work Field Education Director will work collaboratively in designing the intern’s assignments, guiding activities, and evaluating the intern’s performance.

**Responsibilities of Field Instructors**

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 social work intern is that of learning rather than serving. Below are the specific responsibilities and duties of Field Instructors.

1. Pre-placement interviews and assessment of prospective social work interns. Field Instructors are asked to meet with prospective interns in their final placements to discuss what a practicum at their agency would entail and to assess the intern’s appropriateness for that setting. Field Instructors are expected to complete a post-interview evaluation form, which provides feedback for placement decisions.

2. Orientation of social work interns. Field Instructors are responsible for orienting the assigned social work intern to their agency. For example, interns need to learn about the agency’s mission, policies and procedures, expectations regarding work rules, dress

codes, and supervision. The most effective form of orientation is participatory; therefore, rather than relying on manuals to orient the intern, Field Instructors are encouraged to discuss relevant policies and allow the intern to observe first-hand the way in which business is conducted at the agency.

3. Establishing a learning plan and job description. Field Instructors are expected to work with the assigned social work intern in the development of a learning plan and job description for their practicum. Input from the Field Instructor is critical to the identification of realistic and appropriate expectations for the practicum. Ongoing communication with the intern about roles, responsibilities, duties, and accountability during the practicum can be facilitated by the learning plan and job description.

4. Supervision of the social work intern. Field Instructors shall provide at least one hour per week of direct supervision. While most Field Instructors spend much more time than this each week working directly with interns, there is a need for a designated time strictly set- aside for discussing and processing the intern’s learning needs, identifying strengths and deficits in practice skill, updating learning goals, and giving feedback on the social work intern’s performance.

5. Serve as a professional role model. Field Instructors should reflect and model professional social work knowledge, values, and skills. Social work interns are keenly aware of how their Field Instructor interacts with clients, co-workers, and other community contacts. Field Instructors should be open to discussing questions the interns may have regarding different communication styles and contexts, agency politics, and balancing “real-life” dynamics compared to textbook ideals.

6. Provide appropriate learning experiences: Field Instructors should structure the social

work intern’s practicum experience in such a way that interns are exposed to a wide

range and variety of experiences, including but not limited to direct client contact, agency and staff meetings, board meetings, community meetings, court hearings, and so forth. Social work interns should be increasingly challenged in their role and involvement as

the semester progresses, beginning with observational roles and working towards direct responsibility for specific experiences; for example, initial engagement or intake,

assessment, planning of interventions, intervention, evaluation, termination, and follow- up. In addition, the Field Instructor is responsible for coordinating the intern’s involvement with other agency staff that function in various roles.

7. Evaluation of the social work intern: Field Instructors should provide the intern with ongoing feedback regarding her/his work and progress. The evaluation process includes completion of evaluation forms at mid-semester and at the end of the semester. The Field Instructor is responsible for completing the forms and discussing them with the student in conjunction with the Social Work Field Education Director’s field visits during the semester. The Field Instructor may elect to have the intern complete a self-evaluation as well in order to compare perceptions. Regardless of the format chosen, the Field Instructor should regard the evaluation as an integral part of the field instruction process and critical component to the intern’s practicum experience.

8. Participation in the Field Practicum experience: Field instructors are expected to attend Field Practicum orientation training session provided at the beginning of each academic year in late summer or whenever a new cohort is entering Field. Additionally, consultation from Field Instructors is appreciated to upgrade and enhance Field Practicum at the Texas A&M University-Kingsville Social Work Program, the curriculum, and the entire Social Work Program.

9. Communication with Social Work Field Education Director: Field Instructors should contact the Social Work Field Education Director as soon as possible should problems arise in relationship to the social work intern at the field agency or in the conduct of field practicum activities. In addition, Field Instructors are asked to communicate with the Social Work Field Education Director regarding any agency changes which may affect the field agency as a practicum site.

While there is no monetary compensation for serving as a Field Instructor for the Social Work Program, Field Instructors do receive Continuing Education Units (CEUs) towards their required CEUs for social work licensure for each semester they supervise an intern, pursuant to the Rules Regulating Social Work Practice promulgated by the Texas State Board of Social Worker Examiners (2011).

**XX. Expectations for the Social Work Practicum as a Learning Experience**

The social work practicum is the highlight of the social work student’s education, and is considered the “signature pedagogy” in social work education by the Council on Social Work Education (CSWE; CSWE, 2008). The Social Work Program is dependent upon community agencies to carry out this component of the learning process. Because social work is a practice- based profession, the intern learns by doing, not from only being told how to do it*.* By working under the supervision and instruction of a competent professional social worker, students can initially observe the skills and processes, and then begin to demonstrate their own ability to provide social work services.

The social work practicum should provide opportunities for interns to integrate classroom learning and skill development through closely supervised social work practice in a variety of situations. Rather than teaching a specialized approach to working with a given population, emphasis should be on generalist practice implemented in a specific setting. Therefore, interns are able to transfer the knowledge and abilities gained in one agency to another.

The practicum should allow the intern to engage in both short-term and long-term client contact, a range of client situations, varied practice approaches, and diverse agency activities. While there are many societal changes that are influencing the contemporary context of service delivery systems (i.e., managed care systems, increased specialization, professional liability, accreditation standards, and so forth), the practicum continues to offer a somewhat insulated experience where the emphasis and priority should be on maximizing the intern’s learning opportunities. Field Instructors need to become increasingly creative and flexible in structuring the practicum for their assigned intern to ensure the intern is able to receive the fullest range of experiences – perhaps even allowing the intern to become involved with other agencies or programs in order to fulfill this need.

As stated previously, the practicum is a mechanism for social work interns to become socialized into the profession. Interns can indeed be a wonderful resource to community agencies and bring a wealth of energy, enthusiasm, and commitment with them to the practicum experience. However, the primarily focus should always be on the intern’s learning and social work practice skill development.

**XXI. Teaching Methods Used in the Social Work Practicum**

Since Field Instructors are typically agency practitioners, each may have an approach to field instruction based on their individual educational background and experience. Field Instructors should be sensitive to the diversity of learning styles and characteristics of social work interns and should utilize the most appropriate approach for the particular intern. The following methods are listed as *suggested* tools for field instructors to utilize to meet the educational needs of their assigned intern.

1. Assign, evaluate, and discuss process recordings.

2. Review and discuss case documentation.

3. Allow the intern to observe the Field Instructor’s client interaction and discuss such interactions.

4. Directly observe the intern’s client interactions and discuss such interactions.

5. Conduct role plays with the intern.

6. Allow the intern to observe and participate in agency staff meetings.

7. Ask the intern to visit other agencies to gather information.

8. Arrange for the intern to participate in various staff roles (e.g., receptionist, intake worker, therapist, direct-care staff, administration, and so forth).

9. Assign films and readings and discuss their relevance with the intern.

The above are just a few suggested teaching methods. Field Instructors are free to utilize other approaches, which are effective for them and their assigned intern.

**XXII. Requirements for Student Admission to the Practicum**

Social work students applying to the social work practicum must have secured admission into the TAMUK MSW Program. They must have completed an MSW Field Practicum Application and Questionnaire Form and a Criminal Background Check Authorization Form, as well as online trainings in child protection and bloodborne pathogens before starting placement.

Students are required to have reliable transportation. All social work interns are provided malpractice insurance (i.e., 1m/3m policy) by the MSW Program; field agencies and Field Instructors are provided evidence of such by the Social Work Field Education Director upon request once the intern has been accepted by the field agency.

Prospective social work interns must attend a mandatory MSW Program orientation and submit their field practicum application to the Social Work Field Education Director by the designated deadline, and must attend a practicum orientation and training session.

**XXIII. Summary of Procedures for Monitoring and Placement of a Student into the Practicum**

The following steps describe the sequence of events for acceptance into the social work practicum and placement at a field agency.

1. Eligible social work students attend a social work practicum Field Practicum session.

2. Eligible social work students complete and submit a social work field practicum application by a specified deadline during admissions/advising; which will include an indication of desired practicum experiences; students may request specific agencies, but are not ever guaranteed placement at any requested field agency.

3. The Social Work Field Education Director reviews the applications for eligibility and completeness consulting with the Social Work Program Director if needed.

4. The Social Work Field Education Director determines practicum assignments for all social work students who are approved for agency placement and notifies the new social work intern and appropriate agencies electronically or in writing.

5. In the case of the final field placements in the advanced standing track and one Clinical/Activist Year placement in the regular track, the social work intern schedules and completes an interview with assigned agencies.

6. The social work intern and appropriate Field Instructors submit interview evaluations to the Social Work Field Education Director.

7. The Social Work Field Education Director confirms and finalizes assigned agency placements and notifies the social work intern and appropriate Field Instructors.

8. Alternative placements may be made at the request of the social work intern or will be made at the request of Field Instructors following the initial interview.

9. Prior to the beginning of the social work practicum, an orientation and training session is provided to all Field Instructors and social work interns.

Monitoring of social work interns during the social work practicum will be conducted by the Social Work Field Education Director and Field Liaison in cooperation with Field Instructors. The Social Work Field Education Director and Field Liaison will observe and monitor interns during the weekly class time scheduled for the social work practicum course and at scheduled field visits. When there is not an eligible MSW Field Instructor employed at the field agency, the student will be assigned an appropriate agency Task Advisor and will also meet weekly with an assigned External Field Instructor who will be an eligible MSW.

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**XXIV. Sequence of the Social Work Practicum**

The following describes a general overview of sequential experiences, which are appropriate for most field students:

**An orientation of the agency, programs, and services.**

As specified under responsibilities of the Field Agency and Field Instructor, social work interns

should receive adequate orientation to the agency and its services. This phase should include tours of the facility, introductions to staff, overview of the agency (particularly for large agencies with multiple programs), overview of the relevant agency procedures and services to clients, and specific expectations of the agency (such as parking, dress code, work schedules, etc.). This information is best transmitted in a personal or interactional process rather than simply reading agency policy and procedure manuals.

**Observation of client service delivery.**

By the third week of field, social work interns should be involved in opportunities with clients.

This may include observing intake sessions, observing agency staff as they conduct biopsychosocial, psychosocial, or social assessments, observing group sessions, sitting in on staffing or treatment team meetings, and may culminate in the social work intern conducting intakes directly while being observed by the Field Instructor. As the student completes the observation phase, they should have developed a good understanding of the agency’s procedures for working with clients, documentation, and the organizational structure.

**The provision of services to clients.**

Because social work interns are being prepared for generalist social work practice, there should

be opportunities for extensive client contact, a range of client situations across system levels, varied practice approaches, and diverse agency activities/assignments. It is expected that placements should include the following: working one-on-one with clients to assess their needs and determine resources to meet these needs; working with people in couples, families, and groups; participation in staffing; documentation or a case record making; research, assessment, intervention, or evaluation within the agency setting and community; committee work; and so

forth. Social work interns should be given as much direct responsibility as they are, in the Field Instructor’s professional judgment, capable of and comfortable with.

**Conclusion of the practicum.**

Social work interns should address the conclusion of their practicum with clients, co-workers, and the Field Instructor. The termination process should include evaluation of clients’ progress and accomplishments, providing for follow-up or aftercare, summarizing and evaluating their own learning and performance, and addressing their affective response to the termination process. Because the end of the semester typically comes “so quickly,” this phase is often overlooked as a part of the internship process. Attention to this time should be given by both the social work intern and the Field Instructor.

**XXV. Responsibilities and Requirements of the Social Work Intern in the Social Work**

**Practicum**

Social work interns are expected to assume responsibility for their own learning, for self- evaluation, communication with co-workers and supervisors, providing critical feedback regarding the field placement, completing the required hours, adhering to their job description, and fulfilling their learning plan. Part of the learning experience which takes place during the practicum is experiencing the frustration which may occur when working in an agency or organization structure, working with different personalities, or working under a supervisor (the Field Instructor) who may not be what the intern thinks the Field Instructor should be; therefore, interns are expected to demonstrate maturity and utilize good communication and problem- solving skills when encountering challenges in the practicum. *The most difficult situations do not usually involve clients; they involve agency staff.* Consequently, learning to effectively operate within an agency is an important part of the practicum.

**Field Practicum Hours.**

SCWK 5350 consists of 200 hours at the field agency and two hours per week in the classroom. This averages out to approximately 20 hours per week (including some buffer hours in case of emergency) at the field agency in addition to the required classroom time.

SCWK 5356 consists of 200 hours at the field agency and two hours per week in the classroom. This averages out to approximately 20 hours per week (including some buffer hours in case of emergency) at the field agency in addition to the required classroom time.

SCWK 5380 consists of 250 hours at the field agency and one hour per week in the classroom. This averages out to approximately 20 hours per week at the field agency in addition to the required classroom time.

SCWK 5385 consists of 250 hours at the field agency and one hour per week in the classroom. This averages out to approximately 20 hours per week at the field agency in addition to the required classroom time.

Generalist placements will occur at a different agency than Clinical/Activist placements, though exceptions can be made by the Field Education Director.

Generalist placements may or may not be completed at the same agency, although completing both at the same agency is strongly preferred.

Clinical/Activist Placements may occur at the same agency if diversity of opportunities exist to allow it, and this is preferred, but may occur at different agencies if necessary.

Social work interns are required to record completed hours on official time sheets, located on the TAMUK Social Work Program website, which must be validated with the original signature of the Field Instructor each week. With the approval of the Field Instructor, an intern can work out a schedule of days and times they will be at the field agency. However, interns must work at least one four-hour shift each week during regular agency office hours, in order to accurately understand agency procedures. The intern should generally work during the same schedule or shift as the Field Instructor; therefore, if a Field Instructor typically works weekdays, 8:00 am to

5:00 pm, then the social work student should not regularly work evenings or weekends if there are no alternative social workers on duty to supervise during these times. Every effort will be made by the Field Education Program to locate field sites with night and weekend hours to assist students who are working during the day, but it is necessary that students understand that there simply are not very many agencies in which supervision is available during those hours, and at which real social work practice occurs during those hours. Most students will have to do most of their field hours during business hours and all students will have to do some of their field hours during business hours, so students must enter the program with realistic expectations and with a plan to manage these requirements.

Social work interns should not complete their practicum hours any earlier than two weeks prior to the end of the semester. If an intern does complete their practicum hours more than two weeks before the end of the semester, the intern is expected to continue to attend required minimum hours at the field agency for remainder of the time period.

**The learning plan and job description.**

All social work interns are expected to develop learning plans and job descriptions as a part of their practicum. This assignment is to be done by the intern with input from the Field Instructor. The learning plan should reflect mutually-agreed upon learning goals for the semester in accordance with the CSWE 2015 EPAS. It should include specific, measurable tasks. The job description should realistically reflect the duties and responsibilities of the intern at the field agency. Both of these documents will be utilized as a part of the evaluation process with the Social Work Field Education Director at the end of the semester.

**Weekly journals.**

Social work interns are expected to maintain documentation regarding their weekly practicum experiences. Regardless of the format, the intern is responsible for completing a written description and assessment of their work at the agency every week. These journals should reflect on the application of classroom learning to practice in the field experience.

**XXVI. The Social Work Practicum Evaluation Process**

**The Social Work Intern.**

The social work intern is expected to assume responsibility for evaluation as a part of the intern’s

professional development and growth. The three tools, which are utilized to guide the intern in developing evaluation skills, include: the learning plan, the performance evaluation of the intern, and the evaluation of the field agency. The learning plan allows the intern to establish measurable goals and use this format to facilitate supervisory conferences and self-evaluation. The intern completes a self-evaluation by completing the same mid-term and final evaluation form as the Field Instructor. This is not a process, which is “done to” the intern, but is done with

the intern. The intern should critically assess their own performance and discuss self-perceptions along with those expressed by the Field Instructor. The intern is also asked to complete an evaluation of the field agency and Field Instructor at the end of the semester. This provides feed back to the Social Work Program and the field agency regarding the practicum experience and allows the intern to have input into improving the quality of future practicum experiences at the field agency.

**The Field Instructor**.

Field Instructors are encouraged to regard the evaluation forms and process as a tool for supervision as well as a measurement of progress. The Field Instructor and intern should complete the field evaluation forms at mid-semester and at the end of the semester. Many Field Instructors find it helpful to complete the evaluation with the intern or by asking the intern to rate themselves and compare it with the Field Instructor’s rating. Attention should also be given to evaluating how well the intern has performed according to the learning contract and job description. The evaluation form consists of measurements that address the CSWE 2015 EPAS

9 core competencies and observable components or behaviors.

The Social Work Field Education Director or Field Liaison will visit each intern at the field agency at least twice during the semester, usually at the learning plan conference, and final evaluation. This will provide an opportunity for the Field Education Director to visit with the Field Instructor and social work intern, and to address particular concerns which need to be addressed.

Field Instructors are asked to use the evaluation form to rate interns on their performance as objectively as possible. It is essential that interns who perform exceptionally well in the practicum be provided with appropriate feedback, given appropriate rating, and be challenged to develop professionally. Field Instructors are also asked to provide a recommended letter grade at the end of the semester. While the recommended grade may affect the grade assigned by the Social Work Field Education Director, other factors such as participation and performance in the field practicum seminar are also taken into consideration before the final grade is determined.

**The Social Work Field Education Director**.

The Social Work Field Education Director is continually assessing and evaluating interns based on information from interns’ journals, assignments, participation in the field practicum seminar,

and feedback from Field Instructors. The Social Work Field Education Director or Field Liaison is responsible for determining the final grade for the intern based on performance both in the field agency and in the classroom. However, the assigned grade is not as significant as the learning and professional development that occurs in the practicum.

**XXVII. Field Practicum Policies**

**Completion of Hours and Attendance**

Social work interns are expected to complete a minimum of 900 clock hours at the field agency to satisfy the requirements for SCWK 5350, SCWK 5356, SCWK 5380 and SCWK 5385. This is about 20 hours per week on average during practicum experiences. Specific work schedules

are to be worked out between the intern and the Field Instructor. If the field agency requires pre- placement training or in-service hours, up to 40 hours may be counted towards the practicum hours. Travel time to and from the field agency may not be counted towards the intern’s

required practicum hours, but travel which is incurred during the placement is appropriate to be included such as home visits, travel to other agencies, and so forth.

Social work interns are responsible for accurately documenting their hours, with signed verification from their Field Instructor on the approved time sheet. Interns are expected to demonstrate professional work habits, such as being punctual and regular in work attendance. In the event an intern must be late or absent from their regularly scheduled practicum hours, the intern must call their Field Instructor and email the Field Education Director or Field Liaison. Excessive tardiness or absences are considered a serious problem and may necessitate a conference with the Social Work Field Education Director and may even result in intern failure

in the practicum course.

If a social work intern must miss their regular practicum hours, they may schedule make-up time with the approval of their Field Instructor. If an intern gets seriously behind on their hours due

to circumstances beyond their control (documented illness, documented personal emergency, documented death in the family, etc.), they should discuss this with the Social Work Field Education Director in order to develop an outcome that is in the best interest of the field agency, the social work program, and the intern. Interns may not, typically, receive an incomplete for a practicum course. Exceptions to this policy are made for only the most extenuating circumstances and must be approved (in writing) by the Social Work Field Education Director.

**Change of Practicum Placement**

The Social Work Field Education Director should be contacted if problems arise during the practicum. Most concerns can be resolved through a conference with the Social Work Field Education Director, the intern, and Field Instructor. Changes in field agency are only made when agency changes dictate the termination of the placement (programs closing, Field

Instructors leaving the agency, etc.) or when problems between an intern and the Field Instructor or agency are determined to be irreconcilable by the Social Work Field Education Director. If circumstances necessitate a change in field agency, the Social Work Field Education Director

should be contacted as soon as possible to make alternative arrangements for the intern’s practicum placement. Hours may be transferred for the initial placement to the new placement, with the approval of the Social Work Field Education Director.

**Removal of a Social Work Intern from a Practicum Placement**

A social work intern may be removed from a practicum site at any time by request from the Field

Instructor or agency for unprofessional conduct or for significant lack of progress in achieving the practicum’s learning objectives. If a social work intern’s performance is deemed unsatisfactory, the Field Instructor should contact the Social Work Field Education Director immediately. This contact is needed in order to arrange for a conference between the intern, the Social Work Field Education Director, and the Field Instructor. The Social Work Field Education Director also may remove an intern from practicum for unprofessional conduct or lack of progress or participation. The grounds for removal of an intern from practicum may include, but are not limited to: failure to abide by the *NASW Code of Ethics*; failure to abide by the TSBSWE *Code of Conduct* or *Standards of Care*; attempts to harm oneself or someone else; repeated tardiness or absences at the agency; repeated changes in scheduled practicum hours without approval; and/or other behavior that is incompatible with accepted professional conduct. The final decision to remove an intern from their practicum will be made, after consultation with the Social Work Program Director, by the Social Work Field Education Director, with documentation from the Field Instructor or agency, and may be based on objective and/or subjective professional judgment. If the intern is not satisfied with the decision of the Social Work Field Education Director, the intern may appeal the decision to the Social Work Program Director.

**Supervision of Intern Activities and Work**

Social work interns shall not be left alone in the agency without professional staff supervision. Leaving interns alone or in charge is not an appropriate situation for interns at this stage in their professional development. Social work interns, no matter how competent or skilled, do not yet have the required credentials for assuming staff responsibilities (e.g., a social work degree, a license to practice social work, etc.); it is also inappropriate for interns to make home visits alone without their Field Instructor, Task Advisor or another professional agency staff present.

**Safety Issues**

Field agencies should be aware of safety issues related to the activities of the social work intern. Interns should not be expected to engage in any activity where there are safety concerns. Interns should be thoroughly oriented to the field agency’s policies and procedures to ensure their health and safety during their practicum experience. Seminar classes spend significant time on safety training in the early weeks of field placement.

**Malpractice/Liability Insurance**

Social work interns have coverage for malpractice liability purchased by the university and provided to them. The intern must and will have malpractice insurance, at the 1 million/3 million level of coverage prior to beginning their practicum experience.

**The Provision of Credit for Life Experience, Work Experience, and Prior Internships**

Students will NOT be given any academic credit, including credit towards the practicum experience, for prior work or life experience, as stipulated by the Council on Social Work Education (CSWE).

**Night and Weekend Placements**

While the Social Work Program is sensitive to social work interns’ scheduling needs, interns should be aware that evening or weekend hours will only be approved that **do not** compromise the program’s educational objectives or the quality of the intern’s practicum experience. If an agency provides appropriate supervision during non-traditional hours, an intern may schedule hours during such alternative times; with approval from Social Work Field Education Director.

**Travel and Mileage Reimbursement**

It is the intern’s responsibility to secure reliable transportation to and from the practicum. It is also their responsibility to provide their own automobile liability insurance coverage for agency- related travel. Reimbursement for agency-related expenses, such as travel compensation should be the responsibility of the agency and should be congruent with the agency reimbursement policies and rates for regular staff members at that agency. The agency policies and procedures for the travel compensation should be discussed with interns as a part of the orientation process. It is the responsibility of the Field Instructor and agency to verify that the intern’s vehicle insurance coverage is adequate for the job required before allowing the intern to engage in agency activities involving transportation. Social work interns should never be allowed and are not allowed to transport clients alone or in their personal vehicle.

**Holidays**

Social work interns are entitled to observe holidays as designated by Texas A&M University- Kingsville and their practicum agency. However, if an intern’s regularly scheduled hours occur on a holiday, they are still responsible for completing those hours on another day. Interns should communicate the university’s holiday schedule to their Field Instructor and make plans accordingly.

**Sick Days**

If social work interns are unable to attend their practicum due to personal illness or the illness of a dependent family member, they should contact their Field Instructor before their scheduled shift and assume responsibility for rescheduling any appointments or work requirements. The intern shall make up any missed hours at a time agreed upon by the intern and Field Instructor.

Although interns should not attend field hours when ill, if the intern’s absences exceed 24 hours or three full practicum days, the intern should notify the Social Work Field Education Director and propose a plan to remediate the time missed.

**Conflicts of Interest**

Social work interns, Field Instructors, field agencies, and all social work faculty members should all be aware of potential conflicts of interests. Interns and Field Instructors, particularly, should make known to the Social Work Field Education Director any potential conflicts of interest. Interns shall not be placed at agencies where relatives or family members are employed or serve on the board of directors of that agency without the approval of the Social Work Field Education Director.

**Social Media Policy**

Social work interns are not permitted to discuss their field placements, field agencies, clients or related class discussions on any form of social media. Students should not communicate with Field Instructors, Task Advisors, clients or other agency constituencies using social media.

**Requests for Documentation**

The Social Work Program or field agencies may request that social work interns applying for practicum or participating in their practicum provide documentation regarding their physical or mental health, drug or alcohol use, or provide information for a criminal background check. Such information may be requested if required by the field agency or when it is deemed necessary to ensure the well-being of the social work intern or clients in the field. Decisions related to the information obtained will be made on an individual basis.

**Practicum Placements at One’s Place of Employment\***

As a general rule, social work interns shall not be placed in field agencies where they are currently employed. It is the intern’s responsibility to disclose such information to the Social Work Field Education Director during the application process. Any exceptions to the policy must be approved by the Social Work Field Education Director. The criteria that should be met for an exception to be granted is as follows: a) the intern should have a different supervisor (depending on agency staffing abilities) for the practicum from their employment supervisor; (b) the intern in consultation with the Field Education Director and Agency contact person must arrange practicum hours separate from work hours; and (c) the intern must be assigned to job responsibilities outside their regular employment job description. An application for an employment-based practicum must be filled out and signed both by the intern’s employer and by their Field Instructor at the agency in which the above criteria must be verified. These applications are approved on a case by case basis.

\*Exceptions are currently being made to this policy as allowed by CSWE during the COVID-19 pandemic.

**XXIII. Accommodation for Students with Disabilities**

Texas A&M University-Kingsville is committed to the principle that no qualified person shall, on the basis of disability, be excluded from the participation in or be denied the benefits of the services, programs, or activities of the university, as required by the *Americans with Disability Act of 1990*. However, Texas A&M University-Kingsville does not waive the published degree requirements for students. To the extent practical, the faculty and administration will make reasonable accommodations to assist qualified individuals with disabilities meet their degree requirements, consistent with the applicable provisions of Texas statutes. The Social Work Program will work with students, interns, and other support services to enable an intern to work towards a successful practicum experience. It is recognized that interns may choose not to disclose a disability. In such cases, the intern shall not receive special accommodation in class or in practicum if the disability is unknown to the university, the Social Work Program, and the

field agency.

**XXIX. Nondiscrimination Policy**

The Social Work Program at Texas A&M University-Kingsville is committed to a policy of nondiscrimination. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by Texas A&M University-Kingsville, on any basis prohibited by applicable law, including, but not limited to, race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability, veteran status or genetic information.

**XXX. Use of Titles and Practice Activity**

The proper title for a social work student in practicum is “Social Work Intern”. The intern may NOT refer to themselves, or be referred to, as a social worker, or any other title that implies that they are licensed or are degreed. Moreover, social work interns are actually practicing social work under supervision; therefore, titles like “volunteer” or other titles that suggest that they are not professionals in training are inappropriate.

Social work interns are prohibited from engaging in private practice of any kind, and may only engage in the practice of social work while at their practicum site, closely supervised by their credentialed Field Instructor or another professional staff.

**XXXI. Grievance Procedures**

The Social Work Program’s *MSW Student Handbook* details students’ rights and explains complaint and grievance procedures. Social work interns have the right to appeal course grades and adverse decisions relating to the Social Work Field Practicum Program according to the appeal process outlined in the Social Work Program’s *Student Handbook*.

**XXXII. Continuing Education Unit (CEUs) Offerings**

The Texas A&M University-Kingsville Social Work Program is an approved continuing education unit (CEU) provider. The Social Work Program’s approval is from the Texas State Board of Social Worker Examiners; provider #6288. Additionally, because Texas A&M University-Kingsville is an accredited university of higher education, the Social Work Program is authorized to provide CEUs for Licensed Professional Counselors (LPCs), Licensed Marriage and Family Therapists (LMFTs), Licensed Chemical Dependence Counselors (LCDCs), and Licensed Psychologists (LPs).

**CEUs for Field Instruction**

The TSBSWE (2011) “accepts continuing education in which the licensee learns by . . . (4) serving as a field instructor for social work interns attending a college or university accredited by or in candidacy status with CSWE” (p. 40). The TSBSWE (2011) “will grant the following

credit hours toward the continuing education requirements for license renewal . . . (4) a field instructor for a social work intern will be granted five credit hours for each college semester completed, not to exceed 20 credit hours per renewal period” (p. 42).

**Other CEU Offerings**

As requests from agencies or members of the community are made, or as the need arises, the Social Work Program may sponsor workshops, presentations, or other TSBSWE approved activities for CEU credit.

**XXXIII. Forms and Form Descriptions**

All Field Practicum forms can be found on the Social Work Program’s website.

Forms are updated from time-to-time; consequently, Field Instructors and social work interns are encouraged to check the website for the most current version. During periods of website construction, please contact the Field Education Director when forms are needed.

**Program and Agency Forms**

**Agency field practicum application.**

Agencies are required to complete the Agency Field Practicum Application if they desire to have social work field practicum students, in consultation with the TAMUK Social Work Field Education Coordinator, before a Field Practicum Affiliation Agreement can be issued.

**Field instructor data sheet.**

This form is to be completed by all Field Instructors and Task Advisors.

**Agency interview response form.**

This form is to be completed by the agency Field Instructor after interviewing a candidate for a practicum placement at their agency.

**Field instructor's evaluation of the social work program.**

This form is to be completed by the Field Instructor and submitted to the Social Work Program at the end of each year of field placement.

**Agency profile form.**

This form is to be completed by the field agency every two years in order to provide the Social Work Field Education Program with current information about the agency.

**Student Forms**

**Field practicum application and questionnaire.**

This form is to be completed by the perspective field practicum student and submitted to the

Social Work Field Education Director at a scheduled date.

**Student interview response form.**

This form is completed by the perspective social work practicum student after their interview with the agency. This form is to be submitted to the Social Work Field Education Director immediately after the agency interview.

**Student learning plan/contracts – Generalist Year and Specialist Year.**

As generalist social work student, your learning goals should reflect efforts to demonstrate the knowledge, skills, and values of the core competencies promulgated by the 2015 Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS) accepted by the TAMUK Social Work Program. These learning goals will become the basis for evaluating your accomplishments and performance during your practicum experience. As a clinical/activist, your learning goals will reflect professional behaviors with a deepened relevance to Clinical/Activist Practice in South Texas.

**Field practicum time sheet.**

The Field Practicum Time Sheet is used by social work students who are in their field practicum to document their required field practicum hours.

**Student mid-term and final evaluation – Generalist Year and Specialist Year.**

These forms are designed to evaluate student performance in the field practicum component of the Social Work Program, and readiness for generalist and advanced generalist social work practice. The uniqueness of the Field Practicum setting, client population, and student should be considered in reporting student progress.

**Student evaluation of the agency.**

It is important that the student be given the opportunity to evaluate their field practicum agency. This form is useful to assist the student, the Field Instructor, and the Social Work Field Education Director in understanding and improving the practicum experience. Once completed, this form is to be submitted to the Social Work Field Education Director.

**Employment-Based Field Placement Agreement**

This form is to certify that any work-based placements meet the rigorous requirements of the social work learning experience that is field placement.

**XXXIV. Equal Opportunity Policy**

Texas A&M University-Kingsville is committed to providing an educational and work environment that is conducive to the personal and professional development of each individual student and employee.  It is our firm commitment to ensure that equal employment opportunity, equal treatment, and equal access to programs and activities will be provided to Texas A&M University-Kingsville's students, employees, prospective employees, and the public.  To achieve this goal, discrimination based on a person's race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability, veteran status or genetic information is strictly prohibited as defined by federal law and state statute.  These protections extend to employment and admissions decisions.

Contact the Compliance Office, Lewis Hall, Room 130 - (361) 593-4758 for additional information.

**XXXV. Social Work Licensing in Texas**

The Texas State Board of Social Worker Examiners (TSBSWE) regulates the profession of Social Work in Texas. The TSBSWE licenses social workers on the baccalaureate level as Licensed Baccalaureate Social Workers (LBSW), on the master’s level as Licensed Master Social Workers (LMSW), and on the clinical level as Licensed Clinical Social Workers (LCSW). Graduates from the MSW degree program at Texas A&M University-Kingsville are eligible to sit for the social work master level (LMSW) examination.

**TAMUK Social Work Field Education Policy Addendum on COVID-19**

The Social Work Programs at Texas A&M University – Kingsville value the safety of our students, field agency staff and the vulnerable populations they serve. In order to prioritize safety, and in keeping with CSWE recommendations, we must be prepared for disruptions to university and field agency business procedures due to the novel coronavirus, COVID-19.

Though most students will engage in face to face field placements, students will have the option to choose a remote placement during the field placement process during the 2021-2022 school year if needed, as permitted by CSWE.

Safety plans will be completed at the beginning of the field experience by all students in field and their field instructors.

Field agency staff should continue to monitor agency and community conditions in order to ensure safe learning environments. Appropriate protective gear (masks, etc.) should be made available to Social Work Interns whenever its use is advised for agency staff. Social work interns and their field instructors and task advisors are encouraged to follow CDC guidelines regarding face coverings, social distancing, vaccination and hygiene.

Students are encouraged to follow CDC guidelines regarding the wearing of face coverings and maintaining social distancing. Wash hands frequently with soap and water and use alcohol-based hand sanitizers when soap and water is not available. Avoid touching your face. Stay away from people who are sick with respiratory virus symptoms when possible. Do not attend class or your field placement if you become ill. Take your temperature before attending field hours and self-screen for COVID symptoms. Do not attend field hours if you have the following symptoms or any other symptoms associated with the novel coronavirus:

* Fever or chills
* Cough
* Shortness of breath or difficulty breathing
* Fatigue
* Muscle or body aches
* Headache
* New loss of taste or smell
* Sore throat
* Congestion or runny nose
* Nausea or vomiting
* Diarrhea.

If you develop symptoms or if you are not vaccinated and have come into contact with someone who tested positive for the coronavirus, please self-isolate, contact the Field Education Director immediately and follow university COVID-19 guidelines.

Please direct all questions to the Field Education Director at [Mariah.Boone@tamuk.edu](mailto:Mariah.Boone@tamuk.edu).

I acknowledge that I have read and understand and will comply with the TAMUK Social Work Field Education Policy Addendum on COVID-19:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_

Social Work Intern

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor/Task Advisor

**Appendix:**

**Field Forms**



**SOCIAL WORK PROGRAM MSW Agency Field Practicum Application**

**I. Agency Information**

Name of Organization:

Main Office Address:

Street Address:

City State Zip Code

Main Phone #:

Agency Contact for the TAMUK Social Work Program:

**II. Agency Description**

Please provide a brief (1 paragraph) description of your agency’s program(s) and services,

including the target population served.

Program Name:

Address:

Designated Field Instructor: Degree/License:

E-mail Address: Phone:

Brief Description of Program:

Please list any additional programs that your agency may operate below. If there is only one program in which students may be placed, then please skip this section and go to Section III of this form.

Program Name:

Address:

Designated Field Instructor: Degree/License:

E-mail Address: Phone:

Brief Description of Program:

Program Name:

Address:

Designated Field Instructor: Degree/License:

E-mail Address: Phone:

Brief Description of Program:

**III. Placement Activities**

Please check any of the following activities which are available for social work practicum students in your agency:

[ ] Intake [ ] Assessment [ ] Outcome Evaluation

[ ] Treatment Planning [ ] Individual Intervention [ ] Couple Intervention

[ ] Family Intervention [ ] Group Intervention [ ] Agency Intervention

[ ] Community Intervention [ ] Administrative Tasks [ ] Research

[ ] Staff Development [ ] Policy Practice [ ] Client Advocacy

[ ] Promote Social Justice [ ] Promote Economic Justice [ ] Receive Supervision

[ ] Other:

Please elaborate on the specific learning opportunities a student might be expected to encounter:

**IV. Agency Requirements**

A. How many students can your agency effectively supervise?

B. Are there travel requirements? Yes No

C. Will your agency reimburse the student for mileage? Yes No

D. TAMUK conducts basic Background Checks on students entering Field. Does your agency do your own Background Check on Student Interns/Volunteers that is consistent with standards for working with children in Texas and what is the name/source of the

Background Check? Yes Name

No

E. What other requirements does your agency have in terms of Background Checks, proof of immunizations, etc. for Student Interns/Volunteers that they will need to complete before placement?

F. Can you accommodate students with special needs (e.g., physical challenges or limitations)? Please explain

**V. Other Agency Information:**

A. Please describe any agency limitations that a student should be aware of (staff

turnover, limited space, etc.):

B. Describe the key features of your agency which would facilitate a successful

placement (extended hours, student offices, etc.):

C. Does your agency offer a stipend as a part of the placement? Please describe the

amount and the requirements:

D. Other helpful information:

**AGENCY EXECUTIVE DIRECTOR**

Signed Date

Title

**TAMUK SOCIAL WORK FIELD COORDINATOR**

Signed Date

Title

Please submit the completed form to:

**Mariah A. Boone, M.S.S.W., LMSW-IPR TAMUK MSW Social Work Field Education Director**

**Texas A&M University-Kingsville**

**Social Work Program**

**700 University Blvd., MSC 177**

**Kingsville, Texas 78363**



**SOCIAL WORK Program**

**MSW Program Field Instructor Data Sheet**

Name: Date:

Agency Name:

Agency Address:

Phone: Fax:

E-Mail:

**EDUCATIONAL BACKGROUND**

Undergraduate School:

Degree Received:

Major: Year Graduated:

Graduate School:

Degree Received:

Major: Year Graduated:

Graduate School:

Degree Received:

Major: Year Graduated:

**EMPLOYMENT BACKGROUND**

*Please list employment history in social work, beginning with most recent:*

Agency: Position:

Dates of Employment: to

Agency: Position:

Dates of Employment: to

Agency: Position:

Dates of Employment: to

Agency: Position:

Dates of Employment: to

**PROFESSIONAL LICENSE AND MEMBERSHIPS**

**Please indicate your professional license & number and other professional credentials:** *Notice: A license is not required to be a Field Instructor. However, we would like to know what license(s) and certifications you hold.*

LBSW: # LCSW: #

LMSW: # Member of NASW

Other:

**Please describe your commitment to providing social work education, supervision, including what support will be provided by the agency:**

**I verify that the stated information is accurate and complete.**

Field Instructor Signature Date



**SOCIAL WORK PROGRAM**

**MSW Agency Interview Response Form**

Student: Date of Interview:

Agency:

Field Instructor:

**Please rate your impressions using the following scale:**

**0 = Unsatisfactory 1 = Poor 2 = Average 3 = Excellent 4 = Outstanding**

1. Your overall impression of the student:

Explain:

2. Your assessment of the student’s “fit” with your agency:

Explain:

3. What strengths and skills would you identify the student has for this placement?

4. What challenges would this student face in a placement at your agency?

5. Other comments:

Do you accept the student for placement? \_\_\_\_Yes \_\_\_\_No

Field Instructor Date

TAMUK Social Work Field Coordinator Date



**SOCIAL WORK PROGRAM**

**MSW Field Instructor’s Evaluation and Input for Program**

This evaluation is to be completed by the Field Instructor and submitted to the Social Work Program at the end of the semester. This evaluation will also be shared with the Social Work Field Education Director.

Placement Agency Semester/Year

Field Instructor Position

Practicum Student

How many visits did the Field Education Director make to your agency during the semester (including final evaluation visit)?

This instrument will be used to provide feedback to the Social Work Program to improve our field education program. Please use the below scale to evaluate the TAMUK Social Work Field Education Program.

**0 = Unsatisfactory 1 = Poor 2 = Average 3 = Excellent 4 = Outstanding**

**Feedback on Role of Social Work Field Education Director/Field Liaison**

1. Adequate contact with agency and Field Instructor was provided:
2. Clarifies the Social Work Program’s expectations regarding placement objectives and appropriate field experiences:
3. Demonstrates sufficient familiarity with agency policies and procedures to

provide support to student throughout placement:

1. Facilitates the evaluation process of the student with input from the

Field Instructor:

1. Provides constructive feedback and resource suggestions to enhance practicum

experience for the practicum student:

1. Assists in problem resolution or provides input to improve placement experience:
2. Maintains a focus on the educational objectives of the practicum:
3. Demonstrates openness to discussing concerns or issues:
4. Treats the Field Instructor in collegial manner:
5. Demonstrates social work values, ethics, and the professional standards related to

social work practice:

**Feedback on the Social Work Program’s Support**

1. The practicum student had an adequate foundation of social work knowledge,

values, and skills:

1. The student’s assignments in the concurrent classroom practicum course seem

relevant to the placement experience:

1. The Social Work Program responds to any issues or concerns voiced by

the agency:

1. The Social Work Program provides adequate opportunities for orientation and

training to assist the Field Instructor:

1. The Social Work Program provides adequate information regarding the

program’s educational mission, goals, and expectations:

1. The Social Work Program provides sufficient and relevant information in the

Field Education Handbook:

1. The Social Work Program demonstrates an effort to be responsive to the

practice community and contemporary context of the Agency’s service

delivery system:

**Comments or Suggestions**

Field Instructor Date

Please submit the completed form to:

**Robert F. Villa, Ph.D.**

**Social Work MSW Program Director**

**Texas A&M University-Kingsville**

**Social Work Program**

**700 University Blvd., MSC 177**

**Kingsville, Texas 78363**

Social Work Program Director Date

Social Work Field Education Director Date



**Social Work Program**

**MSW Agency Profile Form**

1. **Agency Information**

Name of Organization:

Main Office Address:

Street Address:

City State Zip Code

Main Phone #:

Agency Contact for the TAMUK Social Work Program:

1. **Agency Description**

Please provide a brief (1 paragraph) description of your agency’s program(s) and services, including the target population served.

Program Name:

Address:

Designated Field Instructor: Degree/License:

E-mail Address: Phone:

Brief Description of Program:

Please list any additional programs that your agency may operate below. If there is only one program in which students may be placed, then please skip this section and go to Section III of this form.

Program Name:

Address:

Designated Field Instructor: Degree/License:

E-mail Address: Phone:

Brief Description of Program:

Program Name:

Address:

Designated Field Instructor: Degree/License:

E-mail Address: Phone:

Brief Description of Program:

1. **Placement Activities**

Please check any of the following activities which are available for social work practicum students in your agency:

[ ] Intake [ ] Assessment [ ] Outcome Evaluation

[ ] Treatment Planning [ ] Individual Intervention [ ] Couple Intervention

[ ] Family Intervention [ ] Group Intervention [ ] Agency Intervention

[ ] Community Intervention [ ] Administrative Tasks [ ] Research

[ ] Staff Development [ ] Policy Practice [ ] Client Advocacy

[ ] Promote Social Justice [ ] Promote Economic Justice [ ] Receive Supervision

[ ] Other:

Please elaborate on the specific learning opportunities a student might be expected to encounter:

**AGENCY Executive Director**

Signed Date

Title

**TAMUK SOCIAL WORK FIELD COORDINATOR**

Signed Date

Title

Please submit the completed form to:

**Mariah A. Boone, M.S.S.W., LMSW-IPR**

**TAMUK MSW Social Work Field Education Director**

**Texas A&M University-Kingsville**

**Social Work Program**

**700 University Blvd., MSC 177**

**Kingsville, Texas 78363**



**SOCIAL WORK PROGRAM**

**MSW Field Practicum Application & Questionnaire**

Every effort will be made to find a field placement that is compatible with a student’s employment or other life circumstances. It must be understood, however, that the majority of field placements available do not accept students during non-traditional hours and it may not be possible to place every student who needs it during evening and weekend hours if appropriately supervised social work field placements are not available. If you work a full-time job during regular business hours, it will be necessary to take some leave in order to complete your 900 practicum hours (500 in the Advanced Standing Program Track).

Name: Date:

Address:

Home Phone: Work Phone:

E-Mail K#:

Local Street Address or Box #:

City: State: Zip:

DOB: Marital Status:

Driver’s License Number and State:

Will you have reliable transportation during the practicum?

Educational Background:

Work Experience:

Interests and Hobbies:

Strengths/Qualifications for the Practicum:

Weaknesses/Learning needs from the Practicum Agency:

Type of Supervision Desired:

Notice: Please submit a complete, professionally written, resume with this application.

**Personal Information**

Do you speak/write/understand a language other than English (specify language and proficiency

level)?

Current Employer:

Hours/Week and Times Worked:

Will you work during your practicum:

Hours/Week and Times:

Emergency Contact Information (other than your home address and phone number):

Name: Phone:

Address:

Relationship:

**Work Experience**

Briefly list any volunteer experiences, including the name of the agency, dates of involvement,

and types of responsibilities you were involved with:

Briefly describe your paid work experience, including the name of your employer, location, dates

of employment, and type of work performed, beginning with the most current:

**Potential Practicum Interests**

Many students have a particular population or setting in which they are interested in gaining experience. Please number your top five areas of interest. Your top area of interest will be #1, your second will be #2, and so forth:

\_\_\_\_\_ Aged/Elderly \_\_\_\_\_ Alcohol/Substance Abuse \_\_\_\_\_ Child Welfare (CPS)

\_\_\_\_\_ Criminal Justice \_\_\_\_\_ Family Services \_\_\_\_\_ Children

\_\_\_\_\_ Adolescents \_\_\_\_\_ Medical/Health \_\_\_\_\_ Hospice

\_\_\_\_\_ Mental Health \_\_\_\_\_ Rehabilitation \_\_\_\_\_ Women’s Services

\_\_\_\_\_ Homelessness \_\_\_\_\_ Community Development/Administration

\_\_\_\_\_ Other (specify):

In what area of social work would you like to practice upon graduation?

**Geographic Preferences:**

\_\_\_\_\_ Kingsville, Texas

\_\_\_\_\_ Corpus Christi, Texas

\_\_\_\_\_ Other (specify):

Special Conditions - Please provide any additional information that would be helpful in making your practicum placement assignment (i.e., employment during semester, night or weekend hours needed, travel or financial limitations, etc.):

After reviewing available MSW placements on our website, please list the top 4 agencies in which you have an interest or at which you would like to complete your field practicum:

**Life Issues, Personal and Professional Development**

Please answer the following questions openly and honestly. Your responses will be helpful to the Social Work Field Education Coordinator in assessing your appropriateness for admittance to the practicum experience, making decisions regarding recommended practicum settings, and for discussing your strengths and weaknesses as a future social worker.

1. Have you ever been party to a civil lawsuit? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please explain and elaborate:

1. Have you ever been arrested or convicted of a misdemeanor or felony?

\_\_\_\_\_ Yes \_\_\_\_\_ No If yes, please explain & elaborate:

1. How would you describe your physical health status?

(Please include any physical limitations/challenges you may have which might affect

your placement in certain practicum settings.)

1. Have you ever received counseling, therapy or treatment related to an emotional or mental health issue or problem? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please explain & elaborate.

1. Do you currently have any emotional, mental, or behavioral issues for which you have not sought treatment? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please explain & elaborate.

1. How would you describe your childhood and family of origin? What influence has this

had on you today?

1. What significant life events have you experienced?

1. Besides school, what other areas of interest (or involvement) do you have?

1. How would you describe yourself? Include an assessment of your strengths and

weaknesses.

1. How do you think others see you?

1. What causes you stress, how do you respond when stressed and what coping

mechanisms do you use?

1. Describe what skills you would like to further develop in your practicum experience,

what your expectations are, and what most concerns you about your practicum

experience:

1. Describe your social work knowledge and skills:

1. Describe how your values fit with the social work profession:

**Practicum Requirements and Student Commitment**

Please initial each statement indicating you meet the stated requirements:

\_\_\_\_ 1. I verify that all information contained in this application is true and accurate; and that I have fully disclosed all relevant information.

\_\_\_\_ 2. I understand that the majority of field placements available do not accept students during non-traditional hours and it may not be possible to place every student who needs it during evening and weekend hours if appropriately supervised social work field placements are not available. I understand that if I work a full-time job during regular business hours, it will be necessary to take some leave in order to complete my 900 practicum hours (500 in the Advanced Standing Program Track).

\_\_\_\_ 3. I have attached the most recent copy of my transcript and have completed all Social Work courses which are identified as prerequisites for the practicum course, or I have discussed any exceptions with the Social Work Program Director and have obtained such exceptions from the Social Work Program Director in writing.

\_\_\_\_4. I have attached a current professional resume.

\_\_\_\_ 5. I understand that my application will be reviewed and discussed by the Social Work Field Education Coordinator determine my readiness for the practicum experience.

\_\_\_\_ 6. I understand that my application will be released to assigned agency Field Instructors and I give my consent to release all information contained herein.

\_\_\_\_ 7. I agree to comply with all the requirements of the practicum experience, prior to and during the actual placement, as stipulated in the Social Work MSW Field Education Manual.

\_\_\_\_ 8. I have read the NASW Social Work Code of Ethics, the Texas State Board of Social Worker Examiners’ Code of Conduct and Standards of Practice, and agree to abide by these Codes at all times.

I understand that violation of any of the above stated requirements may result in my disapproval, suspension, or removal from the practicum experience.

Student Signature Date

Social Work Field Education Coordinator Date



**SOCIAL WORK PROGRAM**

**MSW Student Interview Response Form**

Student Name: Date of Interview:

Agency:

Field Instructor:

**Please rate your impressions using the following scale:**

**0 = Unsatisfactory 1 = Poor 2 = Average 3 = Excellent 4 = Outstanding**

1. What is your impression of the agency and services:

Explain:

1. What is your impression of the field instructor:

Explain:

1. What are your thoughts about doing your field practicum at this agency:

Explain:

**Please respond to the following questions:**

1. What services and activities would you engage at this filed practicum agency?
2. What skills could you build at this agency during your practicum experience?
3. What challenges could you face during your practicum at this agency?
4. Additional comments?

Social Work Field Education Coordinator Date

Student Date



**SOCIAL WORK PROGRAM**

**MSW Degree Program**

**Generalist Year**

**Student Learning Plan**

*Please attach your job description for your field practicum placement. Utilize your job description to assist you in developing activities to meet your Learning Plan competencies. Be as specific as possible.*

**Practicum Level**

SCWK Practicum I SCWK Practicum II

**STUDENT LEARNING OUTCOMES/COMPETENCIES**

As an MSW generalist student, your learning goals should reflect efforts to demonstrate the knowledge, skills, and values of the core competencies promulgated by the 2015 Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS) accepted by the TAMUK MSW Program. These learning goals will become the basis for evaluating your accomplishments and performance during your practicum experience.

**INSTRUCTIONS**

Below, please list social work assignments and activities through which you will demonstrate the 9 competencies and 31 associated observable components/behaviors during your field practicum.

1. **Demonstrate Ethical and Professional Behavior.** Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:
2. 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;
3. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
4. demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
5. use technology ethically and appropriately to facilitate practice outcomes; and
6. use supervision and consultation to guide professional judgment and behavior.

1. **Engage Diversity and Difference in Practice.** Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

**2.6** apply and communicate understanding of the importance of diversity and difference in shaping life experience at the micro, mezzo, and macro levels;

**2.7** present themselves as learners and engage clients and constituencies as experts of their own experiences; and

**2.8** apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

1. **Advance Human Rights and Social, Economic and Environmental Justice.** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

**3.9** apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels; and

**3.10** engage in practices that advance social, economic and environmental justice.

1. **Engage In Practice-informed Research and Research-informed Practice.** Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
   1. use practice experience and theory to inform scientific inquiry and research;

**4.12** apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

**4.13** use and translate research evidence to inform and improve practice, policy, and service delivery.

1. **Engage in Policy Practice.** Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

**5.14** identify social policy at the local, state, and federal level that impacts well- being, service delivery, and access to social services;

**5.15**  assess how social welfare and economic policies impact the delivery of and access to social services;

**5.16** apply critical thinking to analyze, formulate, and advocate for policiesthat advance human rights and social, economic, and environmental justice.

1. **Engage with Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
   1. apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
   2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

1. **Assess Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

**7.19**  collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

**7.20** 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;

**7.21**  develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

**7.22**  select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

1. **Intervene with Individuals, Families, Groups, Organizations and Communities.** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:
   1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
   2. apply knowledge of human behavior and thesocial environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
   3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
   4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
   5. facilitate effective transitions and endings that advance mutually agreed-on goals.

1. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

**9.28** select and use appropriate methods for evaluation of outcomes;

**9.29** apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

**9.30** critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

**9.31** apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.

**SIGNATURE PAGE**

Student Date

Field Instructor/Task Advisor Date

Social Work Field Education Liaison/Coordinator Date



**SOCIAL WORK PROGRAM**

**MSW Degree Program**

**Specialization Year**

**Student Learning Plan**

*Please attach your job description for your field practicum placement. Utilize your job description to assist you in developing activities to meet your Learning Plan competencies. Be as specific as possible.*

**PRACTICUM LEVEL**

SCWK Practicum III SCWK Practicum IV

**STUDENT LEARNING OUTCOMES/COMPETENCIES**

As social work student, your learning goals should reflect efforts to demonstrate an advanced mastery of the knowledge, skills, values and cognitive and affective processes of the core competencies promulgated by the 2015 Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS) accepted and adapted by the TAMUK MSW Program. These learning goals will become the basis for evaluating your accomplishments and performance during your practicum experience.

**INSTRUCTIONS**

Below, please list social work assignments and activities through which you will demonstrate the 9 competencies and 32 associated professional behaviors during your field practicum.

1. **Demonstrate Ethical and Professional Behavior.** Implement ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for cognitive/affective ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the rurality context. Integrate reflection and self-regulation to manage personal values and maintain professionalism in clinical/activist practice situations with Mexican heritage social systems. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. Implement ethical use of technology. Assess feedback from supervision and consultation to guide professional judgment and behavior. Collaborate with interdisciplinary teams to create ethically sound interventions. Social workers:

**1.1** address ethical challenges in rurality defined environments at all systems’ levels;

**1.2**  engage in multidisciplinary/interdisciplinary clinical/activist practice with Mexican heritage familial and social systems;

**1.3** demonstrate ability to be personally and professionally mindful and conscious of self and the impact of one’s worldview on practice;

**1.4** adhere to specific ethical standards presented in the NASW Code of Ethics and International Social Work Code of Ethics to guide their professional activities, conduct, and provide a basis for action; and

**1.5** Develop and maintain appropriate documentation within a practice context.

**2. Engage Diversity and Difference in Practice.** Integrate the importance of diversity and difference in shaping life experiences into clinical/activist rurality social work practice. Describe the role diversity and difference play in shaping life experiences in a particular Mexican heritage in a rurality context. Apply cognitive affective processes to increase self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. Social workers:

**2.6** assess the cultural, spiritual, and/or ethnic values and beliefs of specific diverse groups within the context of clinical/activist practice and the rurality paradigm;

**2.7** understand how privilege impacts how diversity and difference is perceived within the Mexican heritage social systems; and

**2.8**  elicit and honor client narratives and expertise.

**3. Advance Human Rights and Social, Economic and Environmental Justice.** Analyze issues of social, economic, and environmental justice as they relate to clinical/activist rurality social work practice. Advocate for and with clients as they encounter injustice. Create a context for client engagement those Specializations human rights. Appraise marginalization and oppression within a rurality paradigm with focus on Mexican heritage populations and social systems. Social workers:

**3.9** apply health/well-being/prevention perspectives to work with client’s groups using the rurality informed clinical/activist practice model;

**3.10** articulate the intersection between social, economic, and environmental justice in practice settings;

**3.11** implement interventions in field settings that promote social, economic, and environmental justice to advance human rights; and

**3.12** demonstrate leadership that promotes social work practice, social and economic justice, and human rights with Mexican heritage social systems;

**4. Engage In Practice-informed Research and Research-informed Practice.** Critique research findings related to clinical/activist practice across the lifespan. Synthesize information from a variety of sources to purposefully plan and develop a research practice focus. Analyze research findings on self and the profession to clarify goodness of fit in clinical/activist practice with Mexican heritage rurality informed social systems. Analyze quantitative and qualitative research methods and findings. Design improvements for practice, policy, and service delivery based on research findings. Assess feedback from consultants to guide professional judgment in research. Social workers:

**4.13** evaluate the effectiveness of rurality informed clinical/activist practice and programs in achieving intended outcomes with a focus on Mexican heritage;

**4.14** design and implement practice evaluation (non-thesis) or original research (thesis, non-thesis); and

**4.15** critique and apply theoretical assumptions of evidence-based clinical/activist practice and effectiveness when assessing clients/systems and planning interventions.

**5. Engage in Policy Practice.** Evaluate social welfare and economic policies that affect the provision and delivery of clinical/activist services within the rurality paradigm. Formulate policies that specialize in human rights and social, economic, and environmental justice. Determine effective program development in meeting needs of clients and constituencies with a special focus on Mexican heritage rurality informed social systems and services. Social workers:

**5.16** analyze, formulate, and advocate for policies that advance social well-being using clinical/activist practice and the rurality paradigm to focus the social, political and economic well-being of the diverse populations living in South Texas;

**5.17** analyze and compare theories and concepts of leadership and policy practice; and

**5.18** Analyze policy and formulate interventions to change the political structures/policies that marginalize the Mexican heritage populations of the binational/ border regions of South Texas.

**6. Engage with Individuals, Families, Groups, Organizations, and Communities.** Apply knowledge of human behavior and the social environment, person-in-environment, and rurality paradigm to clinical/activist interventions with client systems. Model empathy, reflection, and interpersonal skills to effectively engage diverse client systems such as the large Mexican heritage population of South Texas Border regions. Select best practices for engaging clients in a variety of situations. Create a context for client engagement those Specializations human rights. Formulate a planned change process that demonstrates the importance that diversity and difference make in clinical/activist rurality social work practice. Social workers:

**6.19** use culturally sensitive approaches/rurality paradigm to engage diverse client systems in practice focusing on Mexican heritage at the micro, mezzo and macro level;

**6.20** establish rapport with clients/systems to build effective clinical/activist working relationships with Mexican heritage familial and social systems in the binational/bilingual border regions of South Texas; and

**6.21** demonstrate ability to foster therapeutic relationships.

**7. Assess Individuals, Families, Groups, Organizations, and Communities.** Select relevant information to create a holistic assessment of client systems within the rurality paradigm. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data. Develop mutually agreed-up intervention goals and objectives based on an assessment of strengths, needs, and challenges of rurality defined social systems with a focus on the large Mexican heritage populations. Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of client systems. Social workers:

**7.22** analyze rurality defined environments, identifying unique professional practice issues and interventions with a focus on Mexican heritage familial and social systems;

**7.23** assess needs of clients/systems from a strengths-based perspective; and

**7.24** attend to the client/system concern as it is defined, perceived, and experienced by the client/system.

**8. Intervene with Individuals, Families, Groups, Organizations and Communities.** Implement interventions to achieve practice goals and enhance capacities of client systems Apply knowledge of human behavior and the rurality defined social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with client systems Collaborate with interdisciplinary teams to achieve beneficial direct and indirect practice outcomes Negotiate, mediate, and advocate with and on behalf of diverse social systems. Facilitate effective transitions and endings that specialize in mutually agreed-on goals. Social workers:

**8.25** develop clear, timely, appropriate clinical/activist intervention plans with measurable outcomes using the rurality paradigm to focus on Mexican heritage in the bilingual/binational border regions of South Texas;

**8.26** develop interventions that address aspects of the concern/situation over which the client has some control and/or influence;

**8.27** critique and select appropriate evidence-based interventions relative to the client’s readiness to change; and

**8.28** develop leadership and management concepts and practices with the diverse populations of rurality defined environments of South Texas.

**9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.** Select 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 using the rurality paradigm .Evaluate intervention and program processes and outcomes. Apply evaluation findings to improve practice effectiveness of clinical/Activist practice at the micro, mezzo, and macro levels with a special focus on the large Mexican heritage social systems. Facilitate effective transitions and endings that specialize in mutually agreed on goals on behalf of clients and organizations. Social workers:

:

**9.29** interpret assessment and diagnostic tools appropriate within practice settings by focusing on the rurality paradigm and the bilingual/binational Mexican heritage and the diverse populations of South Texas;

**9.30** monitor progress of interventions to determine if outcomes were met or not; modifying plans as appropriate;

**9.31** understand and evaluate the change process to guide termination and/or future practice activities; and

**9.32** use supervision and consultation to guide professional judgment and behavior.

**SIGNATURE PAGE**

Student Date

Field Instructor/Task Advisor Date

Social Work Field Education Liaison/Coordinator Date

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**Social Work Program**

**Practicum Time Sheet**

**Week of to**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Time In** | **Lunch** | **Time Out** | **Orientation or**  **Staff Development** | **Work with Client Systems** | **Supervision** | **Other Activities** | **Totals ►** |
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| **Total Hours for the Week ▼**  **Previous Hours**  **Total Cumulative Hours ▼** | | | |  |  |  |  |  |
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Practicum Student Signature Date

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Field Practicum Instructor Signature Date



**SOCIAL WORK PROGRAM**

**MSW Generalist Year**

**Field Practicum**

**Student Evaluation**

Student Semester

Agency

Field Instructor Date

**Type of Evaluation**

Mid-Term Evaluation Final Evaluation

This form is designed to evaluate student performance in the generalist year field practicum component of the Social Work Program, and readiness for entry-level, generalist social work practice. The uniqueness of the field education setting, client population, and student should be considered in reporting student progress.

*Students are expected to make progress in each of the knowledge, skills, and value areas listed on this form. Student performances will be rated using the below scale:*

**0.0** = **Unsatisfactory (F):** The M.S.W. student has not demonstrated the practice behavior.

**1.0** = **Poor (D):** The M.S.W. student demonstrates beginning level performance of the practice behavior for a M.S.W. student at the student’s level of experience.

**2.0** = **Average (C):** The M.S.W. student has achieved the minimal level of competency demonstrating the practice behavior for a M.S.W. student at the student’s level of experience.

**3.0** = **Excellent (B):** The M.S.W. student demonstrates superior performance of the practice behavior for a B.S.W. student at the student’s level of experience.

**4.0** = **Outstanding (A):** The M.S.W. student demonstrates an advanced, effective, and innovative performance of the practice behavior, beyond that of most M.S.W. level students.

**N/O** = **Not Observed** (this should only be used if the student has not had an opportunity to demonstrate the particular practice behavior)

If a rating of 1.5 or below is given, the Field Instructor should provide an explanation in the “comments” section.

The Field Instructor will evaluate the student’s level of achievement and place the appropriate number on the space provided. There are two evaluations made, the first at mid-term, the second at the completion of the practicum course. It is expected that the Field Instructor and student will discuss the evaluation prior to the evaluation conference with the Social Work Field Education Liaison/Coordinator/Director.

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory Performance** |  | **1.0**  **Poor Performance** |  | **2.0**  **Average Performance** |  | **3.0**  **Excellent Performance** |  | **4.0**  **Outstanding Performance** | **N/O**  **Not Observed** |

1. **Competency 1**— **Demonstrate Ethical and Professional Behavior.** Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:
2. 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;
3. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
4. demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
5. use technology ethically and appropriately to facilitate practice outcomes; and
6. use supervision and consultation to guide professional judgment and behavior.

Comments:

**Section Total: Section Mean:**

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory Performance** |  | **1.0**  **Poor Performance** |  | **2.0**  **Average Performance** |  | **3.0**  **Excellent Performance** |  | **4.0**  **Outstanding Performance** | **N/O**  **Not Observed** |

1. **Competency 2**— **Engage Diversity and Difference in Practice.** Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

**2.6** \_\_\_\_ apply and communicate understanding of the importance of diversity and difference in shaping life experience at the micro, mezzo, and macro levels;

**2.7 \_\_\_\_** present themselves as learners and engage clients and constituencies as experts of their own experiences; and

**2.8 \_\_\_\_** apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Comments:

**Section Total: Section Mean:**

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory Performance** |  | **1.0**  **Poor Performance** |  | **2.0**  **Average Performance** |  | **3.0**  **Excellent Performance** |  | **4.0**  **Outstanding Performance** | **N/O**  **Not Observed** |

1. **Competency 3**— **Advance Human Rights and Social, Economic and Environmental Justice.** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

**3.9** \_\_\_\_\_ apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels; and

**3.10**  engage in practices that advance social, economic and environmental justice.

Comments:

**Section Total: Section Mean:**

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory Performance** |  | **1.0**  **Poor Performance** |  | **2.0**  **Average Performance** |  | **3.0**  **Excellent Performance** |  | **4.0**  **Outstanding Performance** | **N/O**  **Not Observed** |

1. **Competency 4**— **Engage In Practice-informed Research and Research-informed Practice.** Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
   1. use practice experience and theory to inform scientific inquiry and research;

**4.12** \_\_\_ apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

**4.13** \_\_\_ use and translate research evidence to inform and improve practice, policy, and service delivery.

Comments:

**Section Total: Section Mean:**

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| **0**  **Unsatisfactory Performance** |  | **1.0**  **Poor Performance** |  | **2.0**  **Average Performance** |  | **3.0**  **Excellent Performance** |  | **4.0**  **Outstanding Performance** | **N/O**  **Not Observed** |

1. **Competency 5** — **Engage in Policy Practice.** Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

**5.14**  identify social policy at the local, state, and federal level that impacts well- being, service delivery, and access to social services;

**5.15**  assess how social welfare and economic policies impact the delivery of and access to social services;

**5.16 \_\_\_\_\_**apply critical thinking to analyze, formulate, and advocate for policiesthat advance human rights and social, economic, and environmental justice.

Comments:

**Section Total: Section Mean:**

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| **0**  **Unsatisfactory Performance** |  | **1.0**  **Poor Performance** |  | **2.0**  **Average Performance** |  | **3.0**  **Excellent Performance** |  | **4.0**  **Outstanding Performance** | **N/O**  **Not Observed** |

1. **Competency 6** — **Engage with Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
   1. \_\_\_\_ apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
   2. \_\_\_\_ use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Comments:

**Section Total: Section Mean:**

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory Performance** |  | **1.0**  **Poor Performance** |  | **2.0**  **Average Performance** |  | **3.0**  **Excellent Performance** |  | **4.0**  **Outstanding Performance** | **N/O**  **Not Observed** |

1. **Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

**7.19**  collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

**7.20**  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;

**7.21**  develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

**7.22**  select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Comments:

**Section Total: Section Mean:**

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory Performance** |  | **1.0**  **Poor Performance** |  | **2.0**  **Average Performance** |  | **3.0**  **Excellent Performance** |  | **4.0**  **Outstanding Performance** | **N/O**  **Not Observed** |

1. **Competency 8 – Intervene with Individuals, Families, Groups, Organizations and Communities.** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:
   1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
   2. **\_\_\_\_\_** apply knowledge of human behavior and thesocial environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
   3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
   4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
   5. facilitate effective transitions and endings that advance mutually agreed-on goals.

Comments:

**Section Total: Section Mean:**

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory Performance** |  | **1.0**  **Poor Performance** |  | **2.0**  **Average Performance** |  | **3.0**  **Excellent Performance** |  | **4.0**  **Outstanding Performance** | **N/O**  **Not Observed** |

1. **Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

**9.28** \_\_\_\_\_ select and use appropriate methods for evaluation of outcomes;

**9.29** \_\_\_\_\_ apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

**9.30** \_\_\_\_\_ critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

**9.31 \_\_\_\_\_**apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.

Comments:

**Section Total: Section Mean:**

**Narrative Section**

1. **Please describe the student’s strengths.**
2. **Please describe areas where the student should focus increased attention or effort.**
3. **Other comments.**

**SIGNATURE PAGE**

**Student Date**

**Social Work Field Education Liaison/Coordinator Date**

**Field Instructor/Task Advisor Date**

**Recommended Final Grade by the Field Instructor:**



**SOCIAL WORK PROGRAM**

**MSW Specialization Year**

**Field Practicum**

**Student Evaluation**

Student Semester/Course

Agency

Field Instructor Date

**Type of Evaluation**

Mid-Term Evaluation Final Evaluation

This form is designed to evaluate student performance in the specialization year field practicum component of the Social Work Program, and readiness for advanced generalist social work practice. The uniqueness of the field education setting, client population, and student should be considered in reporting student progress.

*Students are expected to make progress in each of the knowledge, skills, and value areas listed on this form. Student performances will be rated using the below scale:*

**0.0** = **Unsatisfactory (F):** The M.S.W. student has not demonstrated the practice behavior.

**1.0** = **Poor (D):** The M.S.W. student demonstrates beginning level performance of the practice behavior for an M.S.W. student at the student’s level of experience.

**2.0** = **Average (C):** The M.S.W. student has achieved the minimal level of competency demonstrating the practice behavior for an M.S.W. student at the student’s level of experience.

**3.0** = **Excellent (B):** The M.S.W. student demonstrates superior performance of the practice behavior for an M.S.W. student at the student’s level of experience.

**4.0** = **Outstanding (A):** The M.S.W. student demonstrates an advanced, effective, and innovative performance of the practice behavior, beyond that of most M.S.W. level students.

**N/O** = **Not Observed** (this should only be used if the student has not had an opportunity to demonstrate the particular practice behavior)

If a rating of 1.5 or below is given, the Field Instructor should provide an explanation in the

“comments” section.

The Field Instructor will evaluate the student’s level of achievement and place the appropriate number on the space provided. There are two evaluations made, the first at mid-term, the second at the completion of the practicum course. It is expected that the Field Instructor and student will discuss the evaluation prior to the evaluation conference with the Social Work Field Education Liaison/Coordinator/Director.

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory**  **Performance** |  | **1.0**  **Poor**  **Performance** |  | **2.0**  **Average**  **Performance** |  | **3.0**  **Excellent**  **Performance** |  | **4.0**  **Outstanding**  **Performance** | **N/O**  **Not Observed** |

**1. Competency 1**— **Demonstrate Ethical and Professional Behavior.** Implement ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for cognitive/affective ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the rurality context. Integrate reflection and self-regulation to manage personal values and maintain professionalism in clinical/activist practice situations with Mexican heritage social systems. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. Implement ethical use of technology. Assess feedback from supervision and consultation to guide professional judgment and behavior. Collaborate with interdisciplinary teams to create ethically sound interventions. Social workers:

**1.1\_\_\_\_** address ethical challenges in rurality defined environments at all systems’ levels;

**1.2\_\_\_\_** engage in multidisciplinary/interdisciplinary clinical/activist practice with Mexican heritage familial and social systems;

**1.3\_\_\_\_** demonstrate ability to be personally and professionally mindful and conscious of self and the impact of one’s worldview on practice;

**1.4\_\_\_\_** adhere to specific ethical standards presented in the NASW Code of Ethics and International Social Work Code of Ethics to guide their professional activities, conduct, and provide a basis for action; and

**1.5\_\_\_\_** develop and maintain appropriate documentation within a practice context.

Comments:

**Section Total: Section Mean:**

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory**  **Performance** |  | **1.0**  **Poor**  **Performance** |  | **2.0**  **Average**  **Performance** |  | **3.0**  **Excellent**  **Performance** |  | **4.0**  **Outstanding**  **Performance** | **N/O**  **Not Observed** |

**2. Competency 2**— **Engage Diversity and Difference in Practice.** Integrate the importance of diversity and difference in shaping life experiences into clinical/activist rurality social work practice. Describe the role diversity and difference play in shaping life experiences in a particular Mexican heritage in a rurality context. Apply cognitive affective processes to increase self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. Social workers:

**2.6\_\_\_\_** assess the cultural, spiritual, and/or ethnic values and beliefs of specific diverse groups within the context of clinical/activist practice and the rurality paradigm;

**2.7\_\_\_\_** understand how privilege impacts how diversity and difference is perceived within the Mexican heritage social systems; and

**2.8\_\_\_\_** elicit and honor client narratives and expertise.

Comments:

**Section Total: Section Mean:**

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory**  **Performance** |  | **1.0**  **Poor**  **Performance** |  | **2.0**  **Average**  **Performance** |  | **3.0**  **Excellent**  **Performance** |  | **4.0**  **Outstanding**  **Performance** | **N/O**  **Not Observed** |

**3. Competency 3**— **Advance Human Rights and Social, Economic and Environmental Justice.** Analyze issues of social, economic, and environmental justice as they relate to clinical/activist rurality social work practice. Advocate for and with clients as they encounter injustice. Create a context for client engagement those Specializations human rights. Appraise marginalization and oppression within a rurality paradigm with focus on Mexican heritage populations and social systems. Social workers:

**3.9**

apply health/well-being/prevention perspectives to work with client’s groups using the rurality informed clinical/activist practice model;

**3.10** articulate the intersection between social, economic, and environmental justice in practice settings;

**3.11 \_\_\_\_\_\_**  implement interventions in field settings that promote social, economic, and environmental justice to advance human rights; and

**3.12 \_\_\_\_\_** demonstrate leadership that promotes social work practice, social and economic justice, and human rights with Mexican heritage social systems;

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory**  **Performance** |  | **1.0**  **Poor**  **Performance** |  | **2.0**  **Average**  **Performance** |  | **3.0**  **Excellent**  **Performance** |  | **4.0**  **Outstanding**  **Performance** | **N/O**  **Not Observed** |

**4. Competency 4**— **Engage In Practice-informed Research and Research-informed Practice.** Critique research findings related to clinical/activist practice across the lifespan. Synthesize information from a variety of sources to purposefully plan and develop a research practice focus. Analyze research findings on self and the profession to clarify goodness of fit in clinical/activist practice with Mexican heritage rurality informed social systems. Analyze quantitative and qualitative research methods and findings. Design improvements for practice, policy, and service delivery based on research findings. Assess feedback from consultants to guide professional judgment in research. Social workers:

**4.13 \_\_\_\_\_\_** evaluate the effectiveness of rurality informed clinical/activist practice and programs in achieving intended outcomes with a focus on Mexican heritage;

**4.14 \_\_\_\_\_\_** design and implement practice evaluation (non-thesis) or original research (thesis, non-thesis); and

**4.15 \_\_\_\_\_\_\_** critique and apply theoretical assumptions of evidence-based clinical/activist practice and effectiveness when assessing clients/systems and planning interventions.

Comments:

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory**  **Performance** |  | **1.0**  **Poor**  **Performance** |  | **2.0**  **Average**  **Performance** |  | **3.0**  **Excellent**  **Performance** |  | **4.0**  **Outstanding**  **Performance** | **N/O**  **Not Observed** |

**5. Competency 5** — **Engage in Policy Practice.** Evaluate social welfare and economic policies that affect the provision and delivery of clinical/activist services within the rurality paradigm. Formulate policies that specialize in human rights and social, economic, and environmental justice. Determine effective program development in meeting needs of clients and constituencies with a special focus on Mexican heritage rurality informed social systems and services. Social workers:

**5.16** analyze, formulate, and advocate for policies that advance social well-being using clinical/activist practice and the rurality paradigm to focus the social, political and economic well- being of the diverse populations living in South Texas

**5.17 \_\_\_\_** analyze and compare theories and concepts of leadership and policy practice; and

**5.18 \_\_\_\_\_** analyze policy and formulate interventions to change the political structures/policies that marginalize the Mexican heritage populations of the binational/ border regions of South Texas.

Comments:

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory**  **Performance** |  | **1.0**  **Poor**  **Performance** |  | **2.0**  **Average**  **Performance** |  | **3.0**  **Excellent**  **Performance** |  | **4.0**  **Outstanding**  **Performance** | **N/O**  **Not Observed** |

**6. Competency 6** — **Engage with Individuals, Families, Groups, Organizations, and Communities.** Apply knowledge of human behavior and the social environment, person-in-environment, and rurality paradigm to clinical/activist interventions with client systems. Model empathy, reflection, and interpersonal skills to effectively engage diverse client systems such as the large Mexican heritage population of South Texas Border regions. Select best practices for engaging clients in a variety of situations. Create a context for client engagement those Specializations human rights. Formulate a planned change process that demonstrates the importance that diversity and difference make in clinical/activist rurality social work practice. Social workers:

**6.19 \_\_\_** use culturally sensitive approaches/rurality paradigm to engage diverse client systems in practice focusing on Mexican heritage at the micro, mezzo and macro level;

**6.20 \_\_\_** establish rapport with clients/systems to build effective clinical/activist working relationships with Mexican heritage familial and social systems in the binational/bilingual border regions of South Texas; and

**6.21 \_\_\_** demonstrate ability to foster therapeutic relationships.

Comments:

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory**  **Performance** |  | **1.0**  **Poor**  **Performance** |  | **2.0**  **Average**  **Performance** |  | **3.0**  **Excellent**  **Performance** |  | **4.0**  **Outstanding**  **Performance** | **N/O**  **Not Observed** |

**7. Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities.** Select relevant information to create a holistic assessment of client systems within the rurality paradigm. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data. Develop mutually agreed-up intervention goals and objectives based on an assessment of strengths, needs, and challenges of rurality defined social systems with a focus on the large Mexican heritage populations. Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of client systems. Social workers:

**7.22 \_\_\_** analyze rurality defined environments, identifying unique professional practice issues and interventions with a focus on Mexican heritage familial and social systems;

**7.23 \_\_\_** assess needs of clients/systems from a strengths-based perspective; and

**7.24 \_\_\_** attend to the client/system concern as it is defined, perceived, and experienced by the client/system.

Comments:

**Section Total: Section Mean:**

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| **0**  **Unsatisfactory**  **Performance** |  | **1.0**  **Poor**  **Performance** |  | **2.0**  **Average**  **Performance** |  | **3.0**  **Excellent**  **Performance** |  | **4.0**  **Outstanding**  **Performance** | **N/O**  **Not Observed** |

**8. Competency 8 – Intervene with Individuals, Families, Groups, Organizations and Communities.** Implement interventions to achieve practice goals and enhance capacities of client systems Apply knowledge of human behavior and the rurality defined social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with client systems Collaborate with interdisciplinary teams to achieve beneficial direct and indirect practice outcomes Negotiate, mediate, and advocate with and on behalf of diverse social systems. Facilitate effective transitions and endings that specialize in mutually agreed-on goals. Social workers:

**8.25 \_** develop clear, timely, appropriate clinical/activist intervention plans with measurable outcomes using the rurality paradigm to focus on Mexican heritage in the bilingual/binational border regions of South Texas;

**8.26 \_\_**develop interventions that address aspects of the concern/situation over which the client has some

control and/or influence;

**8.27 \_** critique and select appropriate evidence-based interventions relative to the client’s readiness to change; and

**8.28 \_** develop leadership and management concepts and practices with the diverse populations of rurality defined environments of South Texas.

Comments:

**Section Total: Section Mean:**

***\*Social Work Faculty will complete the Section Total and Section Mean blanks\****

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **0**  **Unsatisfactory**  **Performance** |  | **1.0**  **Poor**  **Performance** |  | **2.0**  **Average**  **Performance** |  | **3.0**  **Excellent**  **Performance** |  | **4.0**  **Outstanding**  **Performance** | **N/O**  **Not Observed** |

**9. Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.** Select 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 using the rurality paradigm .Evaluate intervention and program processes and outcomes. Apply evaluation findings to improve practice effectiveness of clinical/Activist practice at the micro, mezzo, and macro levels with a special focus on the large Mexican heritage social systems. Facilitate effective transitions and endings that specialize in mutually agreed on goals on behalf of clients and organizations. Social workers:

**9.29\_\_\_\_\_\_** interpret assessment and diagnostic tools appropriate within practice settings by focusing on the rurality paradigm and the bilingual/binational Mexican heritage and the diverse populations of South Texas;

**9.30 \_\_\_\_\_** monitor progress of interventions to determine if outcomes were met or not; modifying plans as appropriate;

**9.31\_\_\_\_\_\_** understand and evaluate the change process to guide termination and/or future practice activities; and

**9.32\_\_\_\_\_\_\_** use supervision and consultation to guide professional judgment and behavior.

Comments:

**Section Total: Section Mean:**

**NARRATIVE SECTION**

**1. Please describe the student’s strengths.**

**2. Please describe areas where the student should focus increased attention or effort.**

**3. Other comments.**

**SIGNATURE PAGE**

**Student Date**

**Social Work Field Education Liaison/Coordinator Date**

**Field Instructor/Task Advisor Date**

**Recommended Final Grade by the Field Instructor:**



**SOCIAL WORK PROGRAM**

**MSW Student Evaluation of the Agency**

Student Date

Field Instructor Title

Agency

It is important that the student be given the opportunity to evaluate their field practicum agency. This evaluation is useful to assist the student, the Field Instructor, and the Social Work Field Education Coordinator in both understanding and improving the practicum experience. Once completed, this form is to be submitted to the Social Work Field Education Coordinator.

**Each item should be evaluated according to the following scale:**

**0 = Unsatisfactory 1 = Poor 2 = Average 3 = Excellent 4 = Outstanding**

**Agency**

1. There is clarity about programs and methodology used at the agency.
2. The administrator and staff respect professional education, thus accept the student learning outcomes/competencies of the field education program.
3. Basic progress at the agency is maintained without reliance on students.
4. Volume and flow of progress offer students a wide range of learning

opportunities consistent with the practicum student learning

outcomes/competencies.

1. For the most part, supports are available such as suitable desk space, a

telephone, a computer, supplies, interviewing facilities, clerical

support, and transportation costs incurred in provision of services.

**Field Instructor**

1. The Field Instructor’s practice is clearly guided by social work values.
2. The Field Instructor helps students to identify their strengths and weaknesses.
3. The Field Instructor sees field practicum instruction primarily as an educational experience.
4. The Field Instructor develops appropriate learning experiences geared to the

student's individual needs.

1. The Field Instructor uses resources outside the agency to familiarize the student

with contemporary service delivery systems.

1. The Field Instructor is an effective teacher.
2. The Field Instructor defines clearly her or his role and expectations for students.
3. The Field Instructor is readily accessible and available.

**Comments**

**Signatures**

Student Date

Social Work Field Education Coordinator Date

**Employment-Based Field Placement Agreement**

Employment-Based field placements are placements where a student completes their Practicum at the agency at which they are employed. These are generally not recommended because of the difficulty in keeping roles separate but can be done if the employment agency has completed the appropriate affiliation paperwork with the university and if the student field placement has separate hours, functions and a separate supervisor than the student’s employment at the agency. Please be detailed in the requested information below so that it can be ascertained if your arrangement meets these criteria.

Name:

Email:

Phone number:

Semester(s) for proposed field placement:

Agency:

Schedule

*Work*:

*Internship*:

Payment arrangement

It is the expectation of TAMUK that the student and agency will have clarified and differentiated the students’ educational and employment responsibilities and related remuneration. These discussions are strictly between the student/employee and the supervisor/agency.

Dual roles

It is the expectation of TAMUK that the student and agency will have discussed potential dual roles and will have established communication channels for managing potential conflicts between the role of student learner and that of employee. TAMUK faculty may provide appropriate guidance and consultation regarding dual roles where such guidance is needed.

Current Employment responsibilities

Program of Employment:

Employment supervisor (name, title, email, phone number):

Employee title:

Employment responsibilities (create a numbered list):

Proposed internship responsibilities

Program of Placement:

Proposed field instructor (name, title, email, phone number):

Proposed internship responsibilities (create a numbered list):

How the roles and responsibilities of the current employment and proposed internship differ.

Be sure to address the supervisory chain, client population and program goals.

Ways to protect the student’s role as learner:

Do not sign until the terms of the employment-based field placement are finalized between the student and the Field Education Director .

Signed by Student:

Signed by Field Instructor:

Signed by Employment Supervisor:

Signed by Field Education Director: