



Department of Social Work and Human Services
MSW PROGRAM

FIELD INTERNSHIP INCIDENT REPORT – STUDENT FORM

DATE: _____

Student Intern: Phone:
Field Faculty: Phone:
Field Supervisor: Phone:
Task Supervisor (if applicable): Phone:
Agency: Phone:
Address: City Zip Code:

1) Please describe the issue or situation concerning your field placement:

Multiple horizontal lines for describing the issue or situation.

2) Select the person(s) with whom you have discussed this issue or situation:

Field Faculty [] Date of Discussion:
Field Supervisor [] Date of Discussion: Did the field faculty contact your Field Supervisor?
Task Supervisor [] Date of Discussion:

What was the outcome of the discussion(s)?

Multiple horizontal lines for describing the outcome of the discussion(s).

MSW Student Signature

* If necessary, attach additional information to this form Received on _____

Appendix S: MSW Field Performance Remediation Contract

The deficiencies outlined below must be satisfactorily met by (date) _____ in order for the student whose signature appears below to pass Field Seminar _____.

Deficiencies _____

Tasks to be met by Student _____

I, _____, a student in the MSW Program at KSU, understand that I must satisfactorily master the deficiencies outlined above by the designated date in order to pass Field Work _____.

Student: _____ Date: _____

Faculty Field Instructor: _____ Date: _____

My signature indicates that I have read and comprehended the contents of this contract. My signature does not indicate that I am in agreement with the faculty field mentor's evaluation of me. I further understand that if I do not sign this form, I will not be permitted to continue in Field Practicum. If I interrupt Field Practicum, I will not be able to meet the Field Practicum Expectations for Field Practicum which will result in my being awarded the grade of "F". A grade of "F" in Field Practicum means that I am automatically dismissed from the program.

If I satisfactorily master the deficiencies in Field Seminar as established in this contract, and make a grade of "C", I must retake the Field Seminar and make a grade of "B" or better. I understand that I can only make one grade of "C" in Field Seminar to be allowed to retake Field Seminar. A second grade of "C" in Field Seminar will result in termination from the MSW Program.

The student, _____, has satisfactorily met the deficiencies set forth in the Field Performance Remediation Contract. The final Field Practicum grade for this semester is given at the end of the semester.

The student, _____, has not satisfactorily met the deficiencies set forth in the Field Performance Remediation Contract and will receive a grade of "F" and be terminated from the MSW program.

Appendix T: Frequently Asked Questions

The following information provides a summary of the KSU MSW Program's Field Education Program. More extensive information can be found in the *MSW Student Handbook* and the *Field Education Program Manual*.

1. What is the purpose of field education?

Field education is an integral part of both the Foundation and Advanced Curricula. Classroom learning focuses on discrete knowledge and theoretical background whereas the field curriculum exposes students to a wide range of real-world problems and possibilities. Field education teaches students to assess these situations and to develop, implement, and evaluate social interventions for various client systems, including individuals, families, groups, organizations, and communities.

2. What types of agencies are selected as field sites?

There are a wide range of cooperating agencies in over 10 Georgia counties. Each year, more than 75 students are placed in a variety of agencies and programs. All students complete their practicum in Georgia. Placement sites represent the broad scope of social work practice in public and private, not-for-profit, and for-profit agencies. Typical practicum sites include county-level departments of social services, community providers of mental health services, substance abuse agencies, medical facilities such as hospitals and hospices, domestic violence agencies, homeless shelters, and public schools. Students are also placed in agencies involved in program and policy development, advocacy, and regional and statewide planning such as private nonprofit agencies, family resource centers, and others.

3. What kind of training is available to a practitioner who wishes to serve as a field instructor?

*First-time field supervisors are asked to participate in the **New Field Supervisor Orientation**. Each field supervisor is assigned a **field education faculty instructor** who is available to interpret the program's goals and objectives for field education and who advocates for both the student and the field supervisor. The **New Field Instructor Orientation** is offered every August of the academic year. Field supervisors are also invited to participate in continuing education opportunities offered by the Department of Social Work and Human Services.*

4. Does the school pay field instructors to work with students?

No. Most field supervisors tell us the greatest reward comes from helping others develop professional knowledge and skill. Although we can never fully compensate field supervisors for their teaching and expertise, they are offered reduced or no cost trainings offered by the Department of Social Work and Human Services, many of which offer CEU credits available.

5. What are the goals of the first (Foundation) internship?

The Foundation Internship is designed to help the student acquire and improve basic social work practice skills in work with individuals, families, and small groups (direct practice) as well as with work units, organizations, and communities (community, management, and policy practice). Therefore, students are expected to carry a caseload where they can practice assessment, engagement, and intervention skills. Foundation placement students are also expected to participate in tasks that can improve a work unit, an organization, or some aspect of the community. In both kinds of activities, students should be able to demonstrate a beginning ability to evaluate their social work practice.

6. What are the goals of the second (Advanced) internship?

*In their second year, students select a placement in their **area of interest**. Students are expected to develop a depth of social work practice knowledge and skills sufficient for competent, self- evaluative, accountable, and ultimately, autonomous practice.*

7. What will the prospective field instructor know about the student before the pre-placement interview?

After a placement is recommended by the director of field education, the student must schedule a pre-placement interview with the field supervisor and other relevant agency or program staff. The prospective field supervisor is only provided the student's name before the interview. In some cases, prospective field supervisors call the Field Education Program to clarify information.

8. What is the purpose of the pre-placement interview?

The pre-placement interview gives the student and field supervisor an opportunity to get acquainted and explore each other's expectations about the placement. The goal of this interview is to determine if the match of student/agency/field supervisor is appropriate. The interview helps the student and field supervisor clarify and adjust their expectations and prepare for the internship experience. If the match of student and agency does not seem appropriate, the field supervisor will immediately notify the Field Education Office so that an alternate placement option can be explored.

The placement assignment process is not complete until the potential field supervisor and the student have met and the Field Education Office has received confirmation of placement acceptance from the field supervisor.

9. Can a student do a field placement in their current place of employment?

Employer-based field placements are one option that can be developed for students to fulfill their field education requirements while retaining a connection to their employing agency. Employer-based field placements can provide students with the opportunity to continue employment with their agency while completing their Foundation and/or Advanced Internship. Field placement assignments must be educationally appropriate to social work and engage students in new learning related to social work practice. An employer-based placement is possible only if the employing agency agrees to the placement and is willing and able to make accommodations to meet the student's learning needs. Students requesting approval for placement in their employing agency must submit an Employer-Based Placement Proposal.

10. Who needs to be involved in setting up an employer-based placement?

Setting up placements in employing agencies requires more effort than placement in non-employing agencies. This extra attention is necessary to ensure that the planned placement experience meets all program requirements, required competencies and behaviors, and does not duplicate learning that the student/employee has already mastered as part of their current or past job duties. Arrangement and approval of the placement plan requires involvement of the following individuals: Student/ employee, job supervisor, an agency executive or administrator, potential field supervisor, task supervisor (if applicable), and a field education faculty instructor. In most instances, the director of field education will visit the agency and meet with those listed above to determine if the proposed plan meets field placement requirements and to answer any questions. The Director of Field Education makes

the final decision regarding approval of requests for employer-based placements on a case-by-case basis.

11. What are the benefits of an employer-based field placement?

Because the student/employee already knows and is oriented to the agency, he or she might initially have a less steep learning curve relative to others placed in a new agency. The student/employee also brings new learning back to the agency, which can enhance agency practice. The agency demonstrates its commitment to the student/employee's professional development and education. The agency also retains a quality employee and protects its investment in the employee.

12. What are the challenges of an employer-based field placement:

Clearly separating student and employee roles can be difficult for both the student and other staff within the agency. It also can be challenging to ensure appropriate division of work load to accommodate student learning activities. As a result, the student role may be neglected or forgotten at times. The student/employee's work colleagues also may feel confused or even resentful of the employee in a student role. In addition, employer-based placements can sometimes create sensitive situations in the workplace because students/employees might have greater access to agency leadership, meetings, and information than they had in their previous role in the agency.

Additionally, when a student is terminated as an employee they will also be terminated as an intern. The student's internship placement is automatically suspended and the student is referred to the FWPPC for review and a final recommendation for field internship placement. Please see the FWPPC process in the manual.

13. Do students need to have a car?

Students are responsible for securing transportation to their field placements regardless of location. It is to the student's advantage to have a personal vehicle. Many of our local communities are small and have few resources for field placements.

14. Do students need insurance?

The Department of Social Work and Human Services carries a blanket professional liability insurance policy for students. Coverage is limited to \$2 million per incident, and \$4 million aggregate.

15. What if the placement doesn't work?

Occasionally it is necessary to terminate placements based on factors related to the agency, field instructor, or student intern. Termination requires as much planning as placement. The reasons for terminating the placement should be thoroughly discussed by the student and their field instructor, and in consultation with the field education faculty. Students are not relieved of their field responsibilities until the termination of the placement is approved by the Director of Field Education. See the Field Education Program Manual for specific procedures and guidelines.

16. Do I inform all clients that I have contact with that I am a student Intern?

Yes, it is part of their rights under informed consent.

17. Should I continue to work at my field placement during school breaks or holidays?

Many agencies do not require students to work during school breaks holidays. However, there are some agencies that do require students to continue their internship obligations during school breaks and holidays. It is the student's responsibility to obtain this

information during the interview process before the start of the internship. If the student and the field supervisor are unable to make arrangements the student must immediately notify their field faculty instructor for resolution.

18. Does it matter how many hours you work each day as long as you make 16 hours a week?

No, it is okay to have a variation of hours. This may be the case depending on the need of the internship site.

19. How do we make up hours if we miss days?

This should be negotiated with the agency supervisor, and you are responsible to complete all the hours of internship in semester in which the hours were missed.

20. If I have issues with my agency supervisor or another employee at my internship site, what are the steps I should take to resolve this issue?

Notify your field faculty instructor to discuss a plan of action.

21. If I am having an issue that is not being resolved through my field faculty instructor, who should I talk to next?

If you have met with your field faculty instructor and was unable to resolve the field internship issue you will contact the Director of Field Education for assistance.

22. What if I witness something I am uncomfortable with at my internship site?

Please immediately notify your agency supervisor and then your field faculty instructor.

23. Can I socialize with my supervisor and co-workers outside of the office?

Professional boundaries should be considered when assessing if it is appropriate to socialize outside of the work setting.

24. What if my internship asks me to use my own vehicle for agency business?

You can NEVER transport clients using your own vehicle. If you use the vehicle for agency business (trainings, errands, etc.) you can ask to be reimbursed for the mileage.

25. Do I get a gas stipend if my internship site is far away?

No, the MSW program does not reimburse students for any travel expenses related to the field internship placement.

26. Can I also shadow other professionals at the agency, such as, nurses, LPC's, case managers, etc.?

Yes, you may shadow other professionals to gain a better understanding of the agency and other professions. The majority of your internship hours, however, should be spent with a graduate level social worker with at least 2 years of post MSW experience for foundation students and an LCSW for advanced students.