

**SOUTHERN UNIVERSITY
AT
NEW ORLEANS**

SCHOOL OF SOCIAL WORK

MSW FIELD PROGRAM

FIELD EDUCATION MANUAL

REVISION: SPRING 2011

This program is fully accredited by the Council on Social Work Education

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Volume III - B

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IN APPRECIATION

The Office of Field Education of the School of Social Work at Southern University at New Orleans would like to thank the faculty and staff, who have been involved in the development of this field manual. The enthusiasm shown in creating a document that is both user-friendly and valuable is appreciated.

We would also like to take this opportunity to recognize our agency-based field supervisors for their interest and dedication to field education. Field supervisors function as our “faculty in the field” and are teachers and mentors to our students. Field education is one of the most important and influential aspects of social work education. The willingness shown by field supervisors to partner with the School of Social Work to provide students with high quality learning experiences is appreciated. As our students learn to become social work practitioners, we hope that the relationships that are developed can be lifelong in nature and rewarding for all. Thank you for your valuable contribution to all of our students, to our programs, to our School and most of all to the profession of social work.

INTRODUCTION

To Social Work Students, Field Faculty, and Field Supervisor:

Welcome to the Field Education Manual of the Social Work Program at Southern University at New Orleans. The field education process involves the active collaboration of three parties, the students preparing for and doing internship or field experience, the field faculty from the social work department who teach and monitor the students' progress during placement, and field supervisors who provide supervision to students at the agency. The goal is to provide a positive and educational experience for everyone involved.

Field education is different from other university courses our students' experience, as the instruction is primarily learning by doing. Students finally have a chance to apply their book knowledge to actual practice in the field, developing their social work skills and values in the process.

The Graduate Social Work Program at Southern University at New Orleans has been accredited by the Council on Social Work Education since 1985. The purpose of our program is to offer students a high quality education that teaches social work knowledge, skills, and values requisite for entry – level generalist social work practice. The Social Work faculty is committed to graduate social work education, and recognizes the field experience as an integral part of that education.

Equally committed to the field education program are the field supervisors, who work directly with our students in the field placements. Without their time, effort and expertise, our

student's would not receive that crucial part of their social work education. Thank you, field supervisors, for your personal and professional contribution to the Social Work Program at Southern University at New Orleans.

This manual is designed to provide students, field faculty and field supervisors all the information that is needed for the internship and field experience. Hopefully this manual will assist you and give clarification to your roles and responsibilities and facilitate a successful outcome.

The Social Work faculty at SUNO wishes all of you a very rewarding field education experience.

Sincerely,

Bonnie Blakely Alston
Director of Field Education

Dr. Beverly C. Favre
Dean

SCHOOL OF SOCIAL WORK MISSION

The Mission of Southern University at New Orleans School of Social Work is to prepare competent and effective social workers committed to address the strengths and challenges of a diverse population in a changing and evolving global community. Quality educational experiences, undergirded by the School's themes of advocacy, empowerment and transformation, prepare baccalaureate students for agency based generalist practice and master students for agency based advanced social work practice. Such practice is further guided by the School's dedication to critical practice knowledge and skills and the essential values of the profession: service, social and economic justice, the dignity and worth of the individual, and the importance of human relationships. This mission embraces the mission and goals of Southern University at New Orleans, a historically Black university. Part of its mission is to provide an environment conducive to learning and growth with one of its goals as preparing the student to demonstrate interest in and commitment to resolving civic and social community issues and problems.

THE EDUCATIONAL PROGRAM

The mission of the SUNO School of Social Work is to embrace and expand the philosophy and commitment of HBCU's by providing quality educational experiences which prepare MSW students for agency-based advanced social work practice. Such practice shall be guided by the commitment of the School to eliminate all forms of human oppression, mobilization for change (at the individual through institutional level) and for the equitable distribution of societal resources and opportunities.

The School is committed to advocacy, empowerment, and transformation, both as themes and

as methods which promote the processes of social change leading to social and economic justice. Emphasis is placed on the strengths and growth potential of people, individually and collectively. These concepts presume that individuals have the capacity for self-direction and self-actualization. They impose upon the curriculum the responsibility to produce graduates committed to the development and implementation of strategies directed toward change that is both liberating and transforming. We deem these concepts as appropriate reflection of the purposes and expected outcomes of social work education. These terms are defined by the way they are incorporated into the curriculum.

Central to social work theory and practice is the concept of empowerment. Barbara Solomon refers to empowerment both as a process and a goal in social work practice. In her book, Black Empowerment, Solomon defines empowerment as a process whereby the social worker engages in a set of activities with the client and client system, with the objective of reducing powerlessness created by negative valuations based on membership in a stigmatized group. Powerlessness is defined as the inability to manage emotions, skills, knowledge, and/or material resources so that effective performance of valued social roles leads to personal gratification. (Solomon, 1976, p. 16). She states: "Whereas the powerlessness of an individual has been defined as his inability to obtain and use resources to achieve his personal goals, powerlessness in groups and communities may be defined as the inability to use resources to achieve collective goals. (Solomon, 1976, p. 22).

The preeminence and pervasiveness of powerlessness among oppressed people in our society impels us to critically examine this phenomenon and its impact upon the lives of the people served by the profession, and to direct our attention to practice strategies which incorporate this concept of empowerment as a vehicle for effecting change. Through empowerment, individuals are able to take

control of their lives and shape their destinies. We see the goal of empowerment, therefore, as liberation from fear and immobilization.

Advocacy has historically been one of the essential characteristics of the profession's identity. Providing support and intervening in the interest of a client system within this context are directed towards the realignment of the power to effect change and achieve freedom from oppression-- whatever the nature of that oppression.

Because we perceive social action as an essential function of social work, the curriculum focuses on activities and processes at the institutional level as a means of effecting change. The goal of social action is in our view, a redistributing of power in a community in a more egalitarian way. Although the concept of pluralism is predicated upon a sharing of power among societal units, actual reality falls short of this definition. Thus, students are directed to understand the structural determinants of the distribution of resources and power. We feel that in order to become effective practitioners, students should broaden their perspective to include social systems analysis and a generic practice focus. The school therefore seeks to plant seeds of inquiry, which will ultimately lead to new ways of equalizing distribution of power, and to social and economic justice, rights, and resources. Further, the school guides students to adopt ways of viewing the client system beyond the traditional approach that tends to stress individual character defects and personality handicaps.

It is through the processes of empowerment and advocacy that transformation is achieved. This concept of transformation is derived from Paulo Freire whose basic assumption was "that man's ontological vocation is to be a subject who acts upon and transforms his world and in so doing moves toward every new possibility of a fuller and richer life individually and collectively." (Freire, 1970, pp. 19-20). In social work, we must assist and teach individuals, families, groups,

organizations and communities to change the structure of systems that adversely affect lives and inhibit the possibility for the achievement of liberation.

It is the intention of this curriculum to educate visionaries--social workers prepared "for all seasons," including the future. To do so, we have determined that we must go beyond the limits of our current realities in foresight and planning. We must educate people who are social activists, i.e., persons who "know and act" in contrast to persons who are "acted upon." The curriculum is therefore designed to meet the "wholeness" of people rather than focusing merely on dysfunctional areas. As opposed to the traditional emphases on pathology, deprivation, limitation, and other negative constructs, it is the mission of this program through its organization, its curriculum, its internal relationships-- to achieve transformation of ourselves, and of those whom we seek to help. In so doing, we can transform the realities of our world by moving individuals, families, groups, organization and communities to their highest possible levels of accomplishments.

**COUNCIL ON SOCIAL WORK EDUCATION (CSWE)
EDUCATIONAL POLICY AND ACCREDITATION
STANDARDS (EPAS)**

“Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. Social work education combines scientific inquiry with the teaching of professional skills to provide identification with the profession through their teaching, scholarship, and service.

The Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promote academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional

social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals and objectives.”

CODE OF ETHICS
Of the
NATIONAL ASSOCIATION OF SOCIAL WORKERS
Approved by the 1996 Delegate Assembly and Revised by the
1999 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to

articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct.

The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

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

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking

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

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

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

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

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

Ethical Principles

The following broad ethical principles are based on social work's core values of service,

social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there are a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of

services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling

concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in

any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

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

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

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed

consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

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

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

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

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

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

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

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

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

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

interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin,

color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

MASTER OF SOCIAL WORK FIELD PROGRAM OVERVIEW

The educational philosophy of the School of Social Work reflects our commitment to an integrated approach to social work practice and service delivery. It is our view that for MSW graduates to function in an effective and professional manner, they must have acquired core knowledge and experience that encompass direct practice as well as administration, planning, and organizing. The social work practitioner must be able to function at the direct service, organizational and community levels.

The field practicum experience provides for the integration of classroom learning with practical experience. It reinforces the mission, goals and objectives of the University and the School of Social Work. Students in the practicum are exposed to a progression of learning experiences, from the basic to the more complex, allowing for differences within the individual student as well as his/her learning style and practice readiness. For the field practicum to provide the essential process of integration, on-going exchange between the field practicum settings and the faculty must take place. This experience enhances the relationship between the School and the field agency supervisors and other agency staff. The mutual exchange allows the field agency supervisors to learn about the School's curriculum and for the faculty to learn about the field agency.

It is essential for professional development that students demonstrate the knowledge, values, and skills of social work practice in the context of a field setting. The range of the practicum experience is intended to provide a comprehensive experience which allows for the integration of

material presented in the classroom inclusive of the total curriculum. This may include content in the field of practicum problem areas as well as in intervention strategies and practice models available within the field practicum agencies.

During the first year, students' experiences are generalist-focused and include opportunities to work with individuals, families, groups, organization and community. During the advanced year, students' field experiences are assigned based on their concentration.

Field faculty is responsible for facilitating a weekly seminar. The seminar for first year students is focused on assisting the students to integrate classroom content from Human Behavior in the Social Environment, Direct Service and APO courses with their developing core social work skills which provide a generic practice foundation with an ecological and systems perspective. Emphasis is placed on assessment and planning and the application of practice models. The seminar reinforces the integration of the content presented within the classroom.

Advanced practice seminars focus on issues in the particular field of practice. Currently there are two such seminars: Health/Mental Health (H/MH), Children, Youth and Families (CYF).

Each seminar assists the student to integrate content from field of practice courses as well as other required courses. During the advanced year, agency selection must represent the students' concentration area. In addition, the students' field experience should generate a spirit of inquiry within the field agency and should provide the student with the opportunity to conduct his/her required research project. The advanced year seminar and field practicum build on the generic practice foundation to assist the student to develop more advanced assessment skills which aid her/him to identify, analyze, synthesize, understand, explore and implement intervention strategies within their chosen field of practice and practice role in an increasingly effective manner. The field

faculty assists the students with the integration of more advanced assessment and intervention skills. If necessary, students may be assigned practice experiences in more than one field agency to ensure exposure to appropriate experiences supportive of their chosen concentration.

Selection of an agency for individual placement is based upon the agency's willingness and ability to provide the appropriate educational experiences to contribute substantively to the field practicum objectives of the School of Social Work. Student placement within the agency is based upon the student's needs and interest and the agency's ability to meet these needs. The field faculty, the Director of Field Placement and the individual student are involved in the field placement assignment process.

On occasion, an agency may be utilized as a field site although it may not have a professional social worker among its personnel. Such an agency, of course, must have been found to demonstrate support for the school's mission and themes. In this instance, the provisions can be and have been made to contract with qualified individuals who have the professional training to function as agency field supervisors.

FIELD PROGRAM GOAL

The educational goal of the School of Social Work's Master of Social Work Program is to prepare social work practitioners at the beginning and advanced professional levels that have mastered the theory, knowledge, and skills necessary for competent practice. Advanced levels of practice include Children, Youth, Families, and Health/Mental Health.

MSW PROGRAM FIELD OBJECTIVES

Foundation Year Objectives

Foundation Year MSW students will demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value based of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanism of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals, families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differently across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Use opportunities of continuing professional education to enhance their professional development.

MSW Field Concentration Year Objectives

Advanced Practice Year MSW students will demonstrate the ability to:

1. The ability to apply effectively selected models and methods of advanced social work practice, consistent with social work values and ethics, in human service organizations.

2. The ability to use reflectively theoretical approaches and knowledge base underlying their practice with particular attention to the agency based perspective.
3. The ability to evaluate their own practice.
4. The ability to analyze the impact of social welfare policies on clients and practice situations.
5. The ability to practice in ways that are culturally and gender appropriate and with those who have experienced social and economic injustice.

FOUNDATION LEVEL FIELD PRACTICUM EXPECTATIONS

Learning Experiences (Generalist):

The Master's Program is characterized by the preparation of graduates for informed and integrated practice beginning at a generalist level and expanding to a specialized field of practice. During the Foundation practice year, the student will have an opportunity to learn skills used in developing and implementing strategies that can ultimately influence change in the functioning of the individual, families, small groups, organizations and communities.

The field practicum learning experiences give students opportunities to practice core social work skills from courses that provide a generalist practice foundation, such as Human Behavior in the Social Environment, Direct Service, and Administration, Planning and Organization. Emphasis is placed on learning experiences designed to develop skills in assessment, planning, and application of practice models. Case assignments afford opportunities to enhance skills involving work in areas such as crisis intervention, case management, agency networking, brokering, advocacy, program and policy analysis, and activities interfacing with community systems.

During the first semester in the field practicum, students are assigned cases primarily involving work with individuals and families. During the second semester, opportunities for learning experiences expand to include work with groups, organizations, and communities.

ADVANCED FIELD PRACTICUM EXPECTATIONS

Concentrations

The MSW program is designed to build on a generalist knowledge base, allowing students to develop competence in a specialized area of concentration that focuses on a broad range of alternatives for intervention. These students analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-reflecting, and synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. As a result, they refine and advance the quality of their practice and that of the larger social work profession.

Students must choose from the fields of (1) Health/Mental Health (H/MH) or (2) Children, Youth and Family (CYF).

Learning Experiences (Advanced):

Students enrolled in the advanced field practicum are assigned to agencies that can provide learning experiences supportive of the student's chosen concentration. Students interested in Direct Service will continue to build on skills learned in the foundation courses. Their assignments will expand to include a broader range of alternative interventions used in working with individuals, families, and groups within a specialized field of practice. Direct Service students will have at least one macro practice experience in an area of management including, but not limited to program development, supervision, consultation, or general administrative or community interventions.

Students interested in Administration, Planning and Organizing are given assignments that afford opportunities to continue to build on foundation knowledge, and which expand in scope and type to include learning experiences that focus primarily on macro practice areas such as quality assurance, community/organizational change, grant writing, research, policy analysis, program planning and implementation, program evaluation, and political, social and economic change.

Field Practicum Committee

This committee is composed of field faculty, classroom faculty, students, field agency directors, and field supervisors. The committee meets on a bi-monthly basis to review components of the field practicum program. The committee is responsible for developing the field curriculum to insure coordination and integration of field and course content.

FIELD PLACEMENT POLICIES AND PROCEDURES

MSW Part Time Program

Field Practicum Requirements

Students must register for both Seminar and Practicum the same semester, and each seminar and Practicum should be the same section.

SKILLS LAB

A required field skills lab is part of the field practicum program. Full time students enrolled in Field Practicum I are provided with a four (4) week skills lab prior to their field practicum experience. Students participate in the field skills lab two (2) days per week. Time will be given for skills lab 64 hours credited toward the required field hours.

TIME REQUIREMENT

Students are not expected to be at their agency during the final exam week. If a field agency has a holiday on a day the student is expected to be at the agency, the student is not required to report nor does he/she need to make up the time.

Student will be given field credit for attending any workshops or conferences that are related to the social work profession. Student must notify the field supervisor at least two weeks in advance of their planned absence from field.

Students are expected to continue participation at the field agency during the Spring break.

No student shall be allowed to report to field sites between semesters or at any time students are not officially enrolled in field practicum with the University.

If a student is absent from the agency for sick or personal emergency, he/she must work out a plan with the agency supervisor to make up the missed time.

Students are expected to report to the field agency on time as scheduled. If a student is going to be late, a courtesy call to the field supervisor is expected, attendance is important. Excessive absence and tardiness as determined by the field supervisor may negatively impact the student's grade.

Students must maintain a time sheet reflecting the hours earned at the field agency. The time sheets must be signed by the field supervisor weekly.

Following the skills lab, students begin the field practicum experience. Students are required to have field practicum each semester for six (6) semesters. The field experience is concurrent with course work.

Field practicum experience is a required component of the Graduate Social Work Program. From June through July at the end of your first year, you will be required to partake on an agency experience for ten (10) hours weekly and attend Field Seminar each semester.

Field I – II are divided into Field IA, Field IB, Field IIA and Field IIB respectively. You will complete a minimum of 225 hours over a two (2) semester period for Field I and for Field II each respectively. You will be assigned to a field agency for the time period and will have an assigned field supervisor who will be responsible for providing weekly supervision. The supervision will be educationally focused as opposed to work. Students in Field IA and Field IB will be evaluated at the end of the summer and end of fall semesters. Students in Field II will be evaluated at the end of spring and summer semesters. This evaluation will assess your acquisition and use of practice skills,

your orientation to the field agency, your use of field instruction, and your professionalism. This evaluation of your experience within the agency will be used by your assigned field seminar instructor in assigning a final grade for Field I and Field II.

Students are not expected to be at their field agency during the final exam week each semester. If a field agency has a holiday on a day in which the student is expected to be at the field agency, the student is not required to report nor does he/she need to make up the time. Please indicate this on your time sheet by writing **HOLIDAY** in the appropriate area.

Time missed for personal illness or personal emergency must be made up. Students are required to make a plan with their field supervisor to make up the missed time upon their return to the field agency following their absence.

Students **cannot** use hours accumulated during semester breaks.

Students will be required to submit time sheets to your field instructor. These time sheets must be signed by your agency field supervisor. The student field supervisor will inform you of the due date. Students are required to be present at the assigned field agency as scheduled.

SUPERVISION

Students will be assigned to a field agency and will have an assigned field supervisor who will be responsible for providing one hour per week individual supervision. The standards written by the Council on Social Work Education require the supervisor to have a minimum of two years post graduate experience, therefore it is **not necessary** for the field supervisor to be a Board Certified Social Worker (BCSW or LCSW). The supervision will be educationally focused as opposed to work focused.

USING EMPLOYMENT AS A FIELD PLACEMENT

Field Placement at your place of employment cannot occur unless approved by the Director

of Field Education.

For students already working full time in a social service program, arrangements can be made to complete one academic year of field requirement at the employing agency. These arrangements must be approved by the Director of Field Education on a case-by-case basis. Approval is conditional based upon the following:

- (a) practicum experiences must be qualitatively distinct from those in student's paid employment, and
- (b) supervision and instruction must be provided by an individual who is not the student's assigned supervisor and who meets the other requirements for a field agency supervisor.

SELECTION OF FIELD AGENCIES AND FIELD SUPERVISORS

Agencies selected as field settings provide the base practice experience necessary for our students. These agencies support the educational objectives of the field experience and are willing to provide the time and staff necessary to achieve our field experience objectives.

To ensure that agency field supervisors are introduced to our program in a planned and organized manner, a series of seminars for new field supervisors are offered. Individuals selected to serve as field supervisors receive information about the seminars and attendance expectations. This constitutes part of the agency working agreement with the School.

The seminars introduce the field supervisors to an overview of the School's mission, themes, and curriculum as well as the field practicum made. The seminars are led by the field faculty and span the academic year. Content is presented in four (4) two-hour sessions. In addition, the seminars focus on the principles of adult learning theory.

ADVANCED FIELD PRACTICUM

In regard to advanced field practicum curriculum (Field III), students are required to choose a

field of practice from two (2) areas: Health/Mental Health, and Children, Youth and Families. In addition, they choose a method of intervention Direct Services (DS) or Administration, Planning and Organizing (APO). The Field Seminars are available based on field of practice.

APO students are given assignments which afford opportunities to continue building on foundation core knowledge and expanding to include learning experiences which focus primarily on practice areas e.g. total quality management, community/organizational change, grant writing, research, policy analysis, program planning and implementation, program evaluation, and political, social and economic change.

Direct Service students will continue to build on skills learned in foundation courses. Their assignments will expand to include a broader range of alternatives of interventions used in working with individuals, families, and groups within a specialized field of practice.

EVALUATION

The assigned field seminar instructor will be responsible for working with the students, field supervisor, and field agency. He/she will conduct weekly field seminars and will be responsible for assigning final grades for the field practicum experience. The field supervisor will indicate a recommended grade on the Field Evaluation. The field seminar instructor will utilize the field supervisors recommended grade along with the seminar grade to determine the final field grade.

Because the field courses test the student's ability to apply knowledge and skill to actual client situations and aims to enhance his/her professional development, the field course grade is of special significance. A grade of "C" in the last semester will not permit a student to graduate with a BSW or MSW degree. A grade of "C" in practicum or instruction must be repeated before going to the next field course. A grade of "F" will not allow a student to continue in the MSW or BSW degree

program. A grade of “I” in Field Courses (instruction/practicum, seminar) must be completed by the end of six weeks of the next semester. If not, student must drop the field courses she/he is attending.

The assigned field seminar instructor will be responsible for working with the students, field supervisor, and field agency. He/she will conduct weekly field seminars and will be responsible for assigning final grades for the field practicum experience. The field supervisor will indicate a recommended grade on the Field Evaluation. The field seminar instructor will utilize the field supervisors recommended grade along with the seminar grade to determine the final field grade.

The field practicum seminar is a required component of the field practicum program. Attendance is mandatory and expected. Students must **attend** both Seminar and Practicum the same Semester.

Please review the Affiliation Agreement which delineates the School of Social Work, Agency, and Student responsibilities in the field practicum experience.

MSW Students
Full Time and Advanced Standing

FIELD PRACTICUM REQUIREMENTS

Students must register for both Seminar and Practicum the same semester, and each seminar and Practicum should be the same section.

SKILLS LAB

A required field skills lab is part of the field practicum program. Full time students enrolled in Field Practicum I are provided with a (4) four week skills lab prior to their field practicum experience. Students participate in the field skills lab two (2) days per week. Time will be given for skills lab 64 hours are credited toward the required 225 field hours.

TIME REQUIREMENT

Students are not expected to be at their agency during the final exam week

If a field agency has a holiday on a day the student is expected to be at the agency, the student is not required to report nor does he/she need to make up the time.

Student will be given field credit for attending any workshops or conferences that are related to the social work profession. Student must notify the field supervisor at least two weeks in advance of their planned absence from field.

Students are expected to continue participation at the field agency during the Spring break. No student shall be allowed to report to field sites between semesters or at any time students are not officially enrolled in field practicum with the University.

If a student is absent from the agency for sick or personal emergency, he/she must work out a plan with the agency supervisor to make up the missed time.

Students are expected to report to the field agency on time as scheduled. If a student is going to be late, a courtesy call to the field supervisor is expected, attendance is important. Excessive absence and tardiness as determined by the field supervisor may negatively impact the student's grade.

Students must maintain a time sheet reflecting the hours earned at the field agency. The time sheets must be signed by the field supervisor weekly.

Following the skills lab, students begin the field practicum experience. Full Time students are required to take field practicum and field seminar each semester for (4) semesters. **Advanced Standing Students** are required to take field practicum and seminar (2) semesters of their first year. The field experience is concurrent with course work. Students must complete a minimum of 225 hours each semester during Field Practicum I, II, and III.

In the final semester, students participate in the field practicum experience for a total of **280 hours** during the Field Practicum IV.

Students are encouraged to attend relevant professional conferences and workshops which will credit towards field hours. This is with agreement from the agency supervisor and the field seminar instructor. Permission from the agency to attend with a **statement** should be attached to the time sheet.

In Field IV students are required to attend the field placement site **20 hours** per week, (14) fourteen weeks, for a total of **280 hours**.

Students are not expected to be at their field agency during the final exam week each semester. If a field agency has a holiday on a day in which the student is expected to be at the field agency, the student is not required to report nor does he/she need to make up the time. Please indicate this on your time sheet by writing **HOLIDAY** in the appropriate area.

Time missed for personal illness or personal emergency must be made up. Students are required to make a plan with their field supervisor to make up the missed time upon their return to the field agency following their absence.

Students **cannot** use hours accumulated during semester breaks.

Students will be required to submit time sheets to your field instructor. These time sheets must be signed by your agency field supervisor. The student's field supervisor will inform you of the due date. Students are required to be present at the assigned field agency as scheduled.

SUPERVISION

Students will be assigned to a field agency and will have an assigned field supervisor who will be responsible for providing one hour per week individual supervision. The standards written by the Council on Social Work Education require the supervisor to have a minimum of two years

post graduate experience, therefore it is **not necessary** for the field supervisor to be a Board Certified Social Worker (BCSW or LCSW). The supervision will be educationally focused as opposed to work focused.

USE OF EMPLOYMENT AS A FIELD PLACEMENT

Field Placement at your place of employment cannot occur unless approved by the Director of Field Education.

For students already working full time in a social service program, arrangements can be made to complete one academic year of field requirement at the employing agency. These arrangements must be approved by the Director of Field Education on a case-by-case basis. Approval is conditional based upon the following:

- (a) practicum experiences must be qualitatively distinct from those in student's paid employment, and
- (b) supervision and instruction must be provided by an individual who is not the student's assigned supervisor and who meets the other requirements for a field agency supervisor.

SELECTION OF FIELD AGENCIES AND FIELD SUPERVISORS

Agencies selected as field settings provide the base practice experience necessary for our students. These agencies support the educational objectives of the field experience and are willing to provide the time and staff necessary to achieve our field experience objectives.

To ensure that agency field supervisors are introduced to our program in a planned and organized manner, a series of seminars for new field supervisors are offered. Individuals selected to serve as field supervisors receive information about the seminars and attendance expectations. This constitutes part of the agency working agreement with the School.

The seminars introduce the field supervisors to an overview of the School's mission, themes, and curriculum as well as the field practicum made. The seminars are led by the field faculty and span the academic year. Content is presented in four two-hour sessions. In addition, the seminars focus on the principles of adult learning theory.

ADVANCED FIELD PRACTICE

Students enrolled in the graduating year field practicum are assigned to agencies that can provide learning experiences supportive of the students' chosen concentration. However, the option of having at least one practice experience in some aspect of management such as program development, supervision, consultation or administration. Likewise, students selecting administration, planning, and organizing (APO) will have the opportunity to refine direct service skills by working with small groups.

In regard to advanced field practicum curriculum (Field III), students are required to choose a field of practice from two (2) areas: Health/Mental Health, and Children, Youth and Families. In addition, they choose a method of intervention Direct Services (DS) or Administration, Planning and Organizing (APO). The Field Seminars are available based on field of practice.

APO students are given assignments which afford opportunities to continue building on foundation core knowledge and expanding to include learning experiences which focus primarily on practice areas e.g. total quality management, community/organizational change, grant writing, research, policy analysis, program planning and implementation, program evaluation, and political, social and economic change.

Direct Service students will continue to build on skills learned in foundation courses. Their assignments will expand to include a broader range of alternatives of interventions used in working with individuals, families, and groups within a specialized field of practice.

EVALUATION

The assigned field seminar instructor will be responsible for working with the students, field supervisor, and field agency. He/she will conduct weekly field seminars and will be responsible for assigning final grades for the field practicum experience. The field supervisor will indicate a recommended grade on the Field Evaluation. The field seminar instructor will utilize the field supervisors recommended grade along with the seminar grade to determine the final field grade.

Because the field courses test the student's ability to apply knowledge and skill to actual client situations and aims to enhance his/her professional development, the field course grade is of special significance. A grade of "C" in the last semester will not permit a student to graduate with a BSW or MSW degree. A grade of "C" in practicum or instruction must be repeated before going to the next field course. A grade of "F" will not allow a student to continue in the MSW or BSW degree program. A grade of "I" in Field Courses (instruction/practicum, seminar) must be completed by the end of six weeks of the next semester. If not, student must drop the field courses she/he is attending.

The assigned field seminar instructor will be responsible for working with the students, field supervisor, and field agency. He/she will conduct weekly field seminars and will be responsible for assigning final grades for the field practicum experience. The field supervisor will indicate a recommended grade on the Field Evaluation. The field seminar instructor will utilize the field supervisors recommended grade along with the seminar grade to determine the final field grade.

The field practicum seminar is a required component of the field practicum program. Attendance is mandatory and expected. Students must **attend** both Seminar and Practicum the same semester.

Please review the Affiliation Agreement which delineates the School of Social Work, Agency, and Student responsibilities in the field practicum experience.

MSW FIELD PRACTICUM OPERATING POLICIES AND PROCEDURES

Field Skills Lab

A field skills lab is a requirement of the field practicum sequence. Full time students enrolling in Field Practicum I am provided with a four-week skills lab prior to their field practicum experience. Part-time students participate in a skills lab concurrently with their field practicum. For the first four weeks, full-time students participate in the field skills lab two (2) days per week. The skills lab is conducted by the field faculty. The lab experience is provided initially to introduce the student to the concept of generalist practice, community, assessment, interviewing skills, social work recording group process standards, and the values and ethic of the social work profession. The field skills lab further introduces to the beginning student a person in the environment perspective to social work practice as well as to the mission of the School and its themes of advocacy, transformation, and empowerment.

Since students start their field practicum experience at the same time as their classes, an introduction to the School's practice perspective and themes, as well as foundation knowledge of interviewing and recording skills are needed to facilitate entrance into the field agency. This content often comes in the course after students have already begun working with client systems in their assigned field agency; therefore the skills lab is intended to augment the field practicum experience.

NOTE: The course outline for the Field Skills Lab is included in the appendix.

Field Placement Selection

Students enrolling in Field Practicum I attend an orientation that includes information about choosing and applying for field placements. The Director of Field Placement obtains information relative to each of the student's interest and learning goals in order to assist him or her in making an informed decision. Those students enrolling in Field Practicum III attend a workshop in which

faculty of the School present information on options in regard to choice of area of concentration and field of practice, as well on available stipends. These choices and options will, of course, perforce drive the student's eventual choice of a field placement. In addition, these students benefit from the annual Field Placement Fair where they have the opportunity to meet with staff from a variety of agencies and inquire about the learning opportunities available each student is also encouraged to further discuss placement options with field faculty and/or the student's faculty advisor prior to making a final decision. The goal of this discussion is to explore the student's field learning interests, needs and expectations in light of his or her choice of area of concentration.

Prior to formal assignment to a field agency, practicum students are also required to meet with the potential field agency instructor and other agency staff in order to make a final determination of mutual suitability, after which each of the parties reports back to the Director of Field Placement. If the agency ensures support for the School's goals, objectives and availability of practice experiences, and the student and the field agency both favor placement, the Director of Field instructor then makes the final assignment.

Though practicum assignments are normally made for a two-semester period, concerns may arise subsequent to final assignment on the part of the student, the field agency, the field agency instructor and/or the field seminar instructor as to the suitability of the placement. Such concerns in regard to student expectations, performance, or other circumstances indicating possible need for change of placement will initially be addressed by the student, field agency and the field seminar instructor. If no resolution is achieved at this level, the situation will be referred to the Director of Field Instruction for a final decision. If a change in placement becomes necessary, the student must agree to an extended period of time in a new field setting.

Requirements for Field Placement Agencies and Field Supervisors

Agencies selected as field settings are expected and required to provide the broad-based practice experiences necessary for optimum student learning. These agencies are selected by the School based on their support of the educational objectives of the field experience and their willingness and preparedness to provide the time and instruction necessary to achieve the student's field experience objectives.

Negotiations for the development of field practice placements in an agency may be initiated by either the agency or the school. Information regarding the agency's program and the school's are exchanged.

The school will provide the agency with a field placement manual, school calendar description of courses and an overview of the field requirements. The agency will provide the school with a description of service programs and service delivery methods. The agency will identify persons willing to serve as field instructors. The school will be given the names, educational background and work experience of the staff selected to provide supervision.

When a decision is reached by the agency and the school, an affiliation agreement is signed by the designated agency staff, the school's Dean and the Director of Field Placement. The affiliation agreement delineates the specific responsibilities of the school, agency and student assigned to the field placement.

Individuals selected as field agency instructors are professional social workers who hold a CSWE accredited MSW degree with a minimum of two years of post-graduate work experience. Field agency instructors must express and demonstrate a willingness to render supervision, to provide on-going instruction and training, and to structure the learning situation so that students are provided with opportunities to utilize skills and practice models taught in their courses. Those students who are assigned to agencies where professional social work instruction and supervision are

not available will be provided with a university-funded field instructor in order to ensure the same high-quality experience that is available to other students.

Field Supervisor's Supervisory Training Seminars

To ensure that field agency instructors coordinate their instruction with the School's curriculum in a planned and organized manner, training seminars are offered by the field faculty to field agency instructors and agency directors each academic year. These individuals are informed upon their selection about the seminars, and attendance expectations. This constitutes part of the agency's working agreement with the School. These seminars have several goals, including familiarization of the field agency instructors and directors with the School's mission, themes, and curriculum, with emphasis on the field practicum model and the principles of adult learning theory. Seminars include specific working content on the skills of beginning, middle and ending process of social work practicum and student internship. At the initial seminar for each academic year, field agency instructors are provided with information on the various curriculum plan selections, course sequencing, and course descriptions and, upon request, course syllabi. The seminars also provide a mechanism for field agency instructors to interact with each other for learning and support, and also serve as a means through which concerns and questions related to the field practicum can be addressed. In addition, field agency instructors are introduced to the provisions of the current CSWE Educational Policy and Standards, and their input is solicited in order to ensure the continuing relevance of the field practicum, the curriculum and the overall program of the School to evolving conditions in the field.

Criteria for Entering MSW Field Program

All students admitted to Southern University School of Social Work are required to participate in the field practicum and are also required to attend a weekly Field Seminar for each year

in attendance. All students are required to maintain a full time field schedule in their first year of the program. Full time students participate in the Field Practicum concurrently with course work for each of the four regular semesters prior to graduation. Students enrolled in the part time program have a planned delay in entering the field. These students, having been admitted to the School of Social Work the preceding fall, enroll in Field Practicum I in the summer semester. By the time students complete Field Practicum I, all first semester courses will have been taken. The same holds true for the Field Practicum II and all second semester course work.

Full Time Students Time Requirements

For the first three semesters following admission to the School of Social Work, students are assigned to the field setting for two days per week for a minimum semester total of 225 clock hours. Students will remain at the same field site for two consecutive semesters and will be changed field sites at the beginning of their third semester.

Part Time Students Time Requirements

For the first field experience, the part time student is assigned an agency and is expected to remain at the same agency setting for an entire calendar year. The field placement begins during the summer semester and ends after twelve months at the end of the following summer semester. Students attend the field placement 10 hours a week for a minimum of 225 hours to be accumulated over a two semester period.

Advanced Standing

Students who graduate from an accredited School of Social Work undergraduate Program with an overall university grade point average of 3.0 may apply for admission to the SUNO Graduate School of Social Work in advanced standing status. Upon entering the field program, students with advanced standing status will enroll in the Field Practicum III course.

Using the Employment Site as a Field Placement

For students already working full time in a social service program, arrangements can be made to complete one academic year of field requirement at the employing agency. These arrangements must be approved by the Director of Field Instruction on a case-by-case basis. Approval is conditional based upon the following: practicum experiences must be qualitatively distinct from those in those in student's paid employment, and supervision and instruction must be provided by an individual who is not the student's assigned supervisor and who meets the other requirements for a field agency instructor.

Field Practicum Committee

This committee is composed of field faculty, classroom faculty, students, field agency directors, and field instructors. The committee meets on a bi-monthly basis to review components of the field practicum program. The committee is responsible for developing the field curriculum to insure coordination and integration of field and course content.

ACADEMIC INTEGRITY

The University has policies related to academic integrity, academic probation, dismissal, and the grievance and appeal procedures. Students are responsible for abiding by all policies and procedures related to the expectations of academic integrity. For a detailed description of the student grievance policies and procedures, refer to the University undergraduate or graduate catalog.

ACCOMMODATIONS FOR DISABILITIES

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services for Students at the beginning of the semester. A disability determination must be made by this office before any accommodations are provided.

PROBLEMS IN THE FIELD PLACEMENT

Some simple ways to avoid problems:

- Plan ahead.
- Make the learning contract reflect interests and needs.
- Review the learning contract/evaluation during weekly supervision.
- Request frequent and regular supervision from the field supervisor.
- If students have special constraints, i.e. pregnancy, illness in the family, transportation problems, childcare responsibilities etc., which may create future problems, these issues should be discussed with the field faculty and field supervisor early in the semester/session.
- Provide documentation regarding disabilities at the beginning of the semester so that appropriate accommodations can be made.
- Discuss and agree to a schedule in writing at the beginning of the semester.
- Students should prepare an agenda for each supervisory conference and seek input from the field supervisor.
- Students are encouraged to read all communication from the field supervisor and the field faculty carefully.
- Students should be sure they understand directions, instructions, and requirements clearly including agency policies, guidelines, expectations, requirements, etc., and ask for assistance.

The students must take the initiative and responsibility for their own learning and utilize the problem-solving model below to work on resolving problems in the field placement:

Procedures for Students to Follow When Problems Arise:

Step 1. The student first talk to the field faculty about concerns and problems concerning the placement. A student may choose to obtain advice from the field faculty before talking to the

field supervisor. Action Plans to remediate the situation should be developed, written, signed, and dated by all parties.

Step 2. If problems persist, the student should request a problem solving meeting with their field faculty and the field supervisor. Action Plans to remediate the situation should be developed, written, signed, and dated by all parties.

Step 3. If the field placement is going to be broken due to the student's performance, the student director of field and field faculty will participate in a meeting. Recommendations are then made to determine the student status.

THE FOLLOWING INFORMATION APPLIES TO ALL MSW, STUDENTS

Performance Issues: Competence Variables

During the course of the student's educational program, the field faculty and agency field supervisor will continuously evaluate the professional competence variables.

Students should be able to:

- Relate to people with warmth and empathy and communicate feelings appropriately.
- Recognize the essential worth and dignity of all human beings.
- Appreciate the value of human diversity and to offer services to persons in need of assistance regardless of race, religion, gender, sexual orientation, political affiliation, physical condition, and/or value system.
- Be willing to grapple with personal issues that include religion, sexual, and political preferences, etc., to ensure that their individual personal views are not imposed on clients.

Professional Incompetence Issues

Professional incompetence signifies that a student is not adequately or appropriately performing at his/her program level. The following list contains examples of behaviors that

constitute professional incompetence:

- Students who are not offered a field placement after three agency interviews will be referred to the Field Committee for evaluation and problem solving. This could result in a recommendation that the student be terminated from the School of Social Work Program.
- Lack of commitment to the values of the social work profession.
- Exhibiting professional inappropriateness.
- Inability to establish and maintain positive and constructive interpersonal relationships with clients and field instructors.
- Inability to perform professional duties due to personal problems.
- Refusal to accept and follow through on field placement assignments.
- Inability to accept constructive feedback from the field instructor and/or faculty liaison.
- Attendance problems or failure to communicate with field instructor about schedule difficulties.
- Consistent lateness in meeting deadlines and in completing work.
- Inability to apply professional skills and knowledge gained through classroom learning to the field experience.
- Additional areas may be identified.

Violations of the National Association of Social Workers (NASW) Code of Ethics

BSW and MSW students in the School of Social Work are required to conduct themselves according to the National Association of Social Workers (NASW) Code of Ethics. The Code of Ethics is used for making decisions about whether students have exhibited unethical behavior. Ethical behaviors as designated by the Code of Ethics are part of the requirements and standards for the program. All students have access to a copy of the NASW Code of Ethics upon entering the

program (NASW web site www.socialworkers.org for a copy). Discussion about the Code of Ethics occurs in social work field education labs, seminars and practice classes.

The following behaviors are examples, but not a complete list of behaviors, which constitute a violation of the NASW Code of Ethics or misconduct that could result in a meeting of the Field Committee, which could result in dismissal from the program:

- Engaging in sexual activities with clients.
- Participation in dishonesty, fraud, deceit, or misrepresentation.
- Exploitation of clients for personal advantage.
- Engaging in an inappropriate dual relationship.
- Convicted of a felony offense while in the School of Social Work Program.

Violations deemed to be of a serious nature will result in prompt termination from the School of Social Work Program.

Student Safety in the Field Placement

Safety of students in their field placement is a huge priority for the School of Social Work. While we do not want the student to be shielded from the realities of professional practice, immersing students in the realities of practice can also expose them to safety and security risks. Many students arrive at their field placement with concerns about personal safety that can significantly impact their learning opportunities and their experiences. The School of Social Work and all field placement agencies are encouraged to partner to reduce risks for students in field placement.

The safety orientation provided by the faculty liaison is organized around the following objectives:

- To raise student consciousness about potential violence and place such violence in a contextual frame so that students maintain empathy with clients.

- To place emphasis on preventing violence by providing students with knowledge of precautionary measures, including alertness to possible danger signals about the immediate environment and behavior of clients.
- To encourage students to assume responsibility for their own safety and to trust their own feelings and intuition.
- To help students develop a framework and various options for responding to potential danger.
- To provide activities for students to demonstrate how safety information is relevant in practice situations.
- To provide content that is consistent with social work values and principles and congruent with the curriculum.

The following information should help the student and the field supervisor frame discussions regarding safety in the field placement:

Situations That Require Assessment and Planning

For each situation a student will be assigned, an assessment of the following should be included:

- What does your involvement with the client mean to them?
- How does the client perceive you?
- How does the client perceive the alternatives?
- How does the client perceive the consequences?
- How does the client perceive their role and their responsibilities?

Considerations and Guidelines When Working with Individuals with Mental Illness (Griffin, W., et. al., 1995)

Fear of mentally ill, to a great extent, is unfounded. Mentally ill individuals usually exhibit

fear and confusion rather than assaultive behavior or aggression. The following may be helpful when working with individuals with mental illness:

- State clearly who you are and the purpose of your contact.
- Be empathetic, non-threatening, and sincere in your intention to help.
- Give honest, factual answers whenever necessary.
- If you do not know, say so.
- Do not belittle any concerns which the client raises.
- Particularly on the first contact, do not give advice.
- Be supportive in all comments and gestures and remember that nonverbal communication is extremely important.
- Assumptions are dangerous; don't assume that individuals with mental illness should "know better" and are in need of a good lecture.
- Keep all your promises, especially about appointments and following up; your credibility is on the line.
- Know how to activate emergency backup and use it if the client appears to be a danger to themselves or others.

Pre-Incident Indicators That Pose a Safety Risk (DeBecker, G., 1997)

- Is the person emotionally healthy?
- Is the person competent?
- Is the person substance free?
- Is the person trustworthy?
- Will the client or member of the family unit be removed from the family situation on this visit?

- Is the geographical location potentially dangerous (rural, isolated, neighborhood concerns, drug involvement)?
- Will the visit occur after normal working hours?
- Does the client have a life-threatening or serious injury?
- Are there animals present?
- Are weapons involved?

Be aware if the client exhibits the following: (Griffin, W., et al., 1995)

- Increased physical activity.
- A sudden cessation of the activity or forced eye contact.
- Acting in a bizarre manner (active state of mental illness?)
- Non-communicative, sullen, holding back
- Client physically moves back or tells you to move back
- Carrying a visible weapon
- Clenched fists, glaring eyes, coiled posture
- Dress that is inappropriate for the weather
- Nonverbal communication does not match verbal communication

Community Based Social Work: Personal Safety, Car and Street Safety, and the Home Visit
(Street Smarts, 1992)

- Anticipate the unexpected and always have a PLAN: Be a tough target, deny privacy, attract attention, and take action.
- Place yourself and don't schedule too many visits in one day.
- Be cautious of entering environments with large groups of people.
- Note all exits and stay near the door if possible.

- Allow people to “blow off steam,” use verbal ploys, and create cooling off time.
- Be vigilant for signs of escalation such as clenched fists, dilated pupils, etc.
- If the person has been using any substances, end the meeting and return another time.

Tips for Safety (Griffin, W., et al., 1995)

- Familiarize yourself with the area prior to leaving the office. Know where you are going, plan your route and become familiar with unknown geographic areas.
- Check out your car prior to entering it. Park in well-lit areas, lock your car, and leave all valuables in the trunk prior to leaving the office.
- Wear sensible clothing and limit use of jewelry. Carry your purse across your body and drive with your belongings on the floor of your car.
- Look alert, assertive, self-confident, and in control.
- Rely on your instincts.
- Do whatever will increase your chances of a safe escape.
- Refuse to go to a secondary crime scene.

Closing the Loop: Agency Issues

Agency are encouraged to have policies and procedures regarding employee and student safety. These policies should be reviewed, prioritized, and reinforced on a regular basis. Agency field instructors are encouraged to:

- Debrief the student after any incident.
- Help the student understand how a client’s cultural background and ethnicity could be vital to personal safety.
- Help the student understand individual and group differences when it comes to accurately interpreting behavior.

Supervision, the Learning Contract, and the Safety Check List

- All student learning contracts should contain a section regarding student/employee safety in the agency and community.
- In an effort to “close the loop” between the School of Social Work and community agencies who host student field placements, all students are **required** to complete the Safety Check List with their field instructor and turn it in to the Office of Field Education by the due date.
- Cases that are “at risk” should receive more intense supervision/consultation/monitoring.
- Students need to be exposed to triaging client situations, peer review (where possible), and the importance of seeking consultation in potentially unsafe situations.

Social workers nationwide are experiencing increased danger and students must recognize the potential for risk to personal safety. When in the field placement, students must be alert to environmental factors relative to personal safety.

Students are required to comply with the following:

- Agency standards regarding personal safety.
- Agency standards regarding building, office safety, and security.
- Agency infectious disease control procedures or OSHA requirements.
- Agency standards for working with high-risk clients.
- Agency policies related to the use of a personally owned vehicle specifying that the vehicle is insured and in good working order when making community-based visits and/or transporting clients on agency business.
- Agency safety protocols, including building and office security, emergency procedures, management of violent clients, and home visit safety procedures.

Field supervisors are encouraged to include the following during agency orientation:

- Information about the prevalence of, or potential for, violence while in field placement.
- Orientation to the surrounding community and neighborhoods, or areas where the student may work, and discuss concerns that students may have regarding their work in a community-based setting.
- Include opportunities for students to observe and shadow their field instructor on community-based visits.
- Allow field instructors opportunities to observe and mentor students on community-based visits.
- Provide resources (such as safety training, pagers, cellular telephones, etc.) to students for community-based visits if available to staff.
- Carefully consider all assignments given to students and assess the assignments' potential for risk, as well as the student's ability to perform the assignment, prior to the student accepting the assignment.

Health Care Preparation

There are established Federal guidelines regarding occupational health and safety in health care (OSHA). These guidelines are established to protect the working public and to help increase knowledge so that they can take the proper precautions, which will enhance their well-being.

Certain vaccinations and/or tests are recommended for anyone who plans to interact with clients in a hospital or community-based setting. Given the nature of our health care system, a majority of the clients many of our students may be working with may not have access to or utilize the health care options available to them. Therefore, students should consult with your health care provider regarding immunizations and any medical condition prior to entering field.

Please ask your specific agency if they require immunizations. If they do, inquire if you can obtain the vaccination at the agency where you are placed and whether the agency will cover the cost.

Please review this information carefully and take the appropriate steps to ensure your safety and well-being while in field placement.

The following situations warrant special attention by the field supervisor and the student:

- The physical restraint of clients.
- Transportation of clients in the student's personally owned vehicle.
- Transportation of clients who have a history of violent behavior.
- Interaction with clients who have a history of violent behavior.
- Work in a setting when agency staff is not present.

Any incident resulting in injury to a student must be reported to the field faculty and/or director of field education immediately.

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MEMO

TO: MSW Students
Part Time Program

FROM: Bonnie B. Alston
Director of Field

RE: FIELD PRACTICUM REQUIREMENTS

You are about to begin your field practicum experience which is a required component of the SUNO graduate social work program.

Students must register for both Seminar and Practicum the same semester, and each seminar and Practicum should be the same section.

SKILLS LAB

A required field skills lab is part of the field practicum program. Full time students enrolled in Field Practicum I are provided with a four (4) week skills lab prior to their field practicum experience. Students participate in the field skills lab two (2) days per week. Time will be given for skills lab 64 hours credited toward the required field hours.

TIME REQUIREMENT

Students are not expected to be at their agency during the final exam week

If a field agency has a holiday on a day the student is expected to be at the agency, the student is not required to report nor does he/she need to make up the time.

Student will be given field credit for attending any workshops or conferences that are related to the social work profession. Student must notify the field supervisor at least two weeks in advance of their planned absence from field.

Students are expected to continue participation at the field agency during the Spring break. No student shall be allowed to report to field sites between semesters or at any time students are not

officially enrolled in field practicum with the University.

If a student is absent from the agency for sick or personal emergency, he/she must work out a plan with the agency supervisor to make up the missed time.

Students are expected to report to the field agency on time as scheduled. If a student is going to be late, a courtesy call to the field supervisor is expected, attendance is important. Excessive absence and tardiness as determined by the field supervisor may negatively impact the student's grade.

Students must maintain a time sheet reflecting the hours earned at the field agency. The time sheets must be signed by the field supervisor weekly.

Following the skills lab, students begin the field practicum experience. Students are required to have field practicum each semester for six (6) semesters. The field experience is concurrent with course work.

Field practicum experience is a required component of the Graduate Social Work Program. From June through July at the end of your first year, you will be required to partake on an agency experience for ten (10) hours weekly and attend Field Seminar each semester.

Field I – II are divided into Field IA, Field IB, Field IIA and Field IIB respectively. You will complete a minimum of 225 hours over a two (2) semester period for Field I and for Field II each respectively. You will be assigned to a field agency for the time period and will have an assigned field supervisor who will be responsible for providing weekly supervision. The supervision will be educationally focused as opposed to work. Students in Field IA and Field IB will be evaluated at the end of the summer and end of fall semesters. Students in Field II will be evaluated at the end of spring and summer semesters. This evaluation will assess your acquisition and use of practice skills, your orientation to the field agency, your use of field instruction, and your professionalism. This evaluation of your experience within the agency will be used by your assigned field seminar instructor in assigning a final grade for Field I and Field II.

Students are not expected to be at their field agency during the final exam week each semester. If a field agency has a holiday on a day in which the student is expected to be at the field agency, the student is not required to report nor does he/she need to make up the time. Please indicate this on your time sheet by writing **HOLIDAY** in the appropriate area.

Time missed for personal illness or personal emergency must be made up. Students are required to make a plan with their field supervisor to make up the missed time upon their return to the field agency following their absence.

Students **cannot** use hours accumulated during semester breaks.

Students will be required to submit time sheets to your field instructor. These time sheets must be signed by your agency field supervisor. The student field supervisor will inform you of the due date. Students are required to be present at the assigned field agency as scheduled.

SUPERVISION

Students will be assigned to a field agency and will have an assigned field supervisor who will be responsible for providing one hour per week individual supervision. The standards written by the Council on Social Work Education require the supervisor to have a minimum of two years post graduate experience, therefore it is **not necessary** for the field supervisor to be a Board Certified Social Worker (BCSW or LCSW). The supervision will be educationally focused as opposed to work focused.

USING EMPLOYMENT AS A FIELD PLACEMENT

Field Placement at your place of employment cannot occur unless approved by the Director of Field Education. For students already working full time in a social service program, arrangements can be made to complete one academic year of field requirement at the employing agency. These arrangements must be approved by the Director of Field Education on a case-by-case basis.

Approval is conditional based upon the following:

- a. practicum experiences must be qualitatively distinct from those in student's paid employment, and
- b. supervision and instruction must be provided by an individual who is not the student's assigned supervisor and who meets the other requirements for a field agency supervisor.

SELECTION OF FIELD AGENCIES AND FIELD SUPERVISORS

Agencies selected as field settings provide the base practice experience necessary for our students. These agencies support the educational objectives of the field experience and are willing to provide the time and staff necessary to achieve our field experience objectives.

To ensure that agency field supervisors are introduced to our program in a planned and organized manner, a series of seminars for new field supervisors are offered. Individuals selected to serve as field supervisors receive information about the seminars and attendance expectations. This constitutes part of the agency working agreement with the School.

The seminars introduce the field supervisors to an overview of the School's mission, themes, and curriculum as well as the field practicum made. The seminars are led by the field faculty and span the academic year. Content is presented in four (4) two-hour sessions. In addition, the seminars focus on the principles of adult learning theory.

ADVANCED FIELD PRACTICUM

In regard to advanced field practicum curriculum (Field III), students are required to choose a field of practice from two (2) areas: Health/Mental Health, and Children, Youth and Families. In addition, they choose a method of intervention Direct Services (DS) or Administration, Planning and Organizing (APO). The Field Seminars are available based on field of practice.

APO students are given assignments which afford opportunities to continue building on foundation

core knowledge and expanding to include learning experiences which focus primarily on practice areas e.g. total quality management, community/organizational change, grant writing, research, policy analysis, program planning and implementation, program evaluation, and political, social and economic change.

Direct Service students will continue to build on skills learned in foundation courses. Their assignments will expand to include a broader range of alternatives of interventions used in working with individuals, families, and groups within a specialized field of practice.

EVALUATION

The assigned field seminar instructor will be responsible for working with the students, field supervisor, and field agency. He/she will conduct weekly field seminars and will be responsible for assigning final grades for the field practicum experience. The field supervisor will indicate a recommended grade on the Field Evaluation. The field seminar instructor will utilize the field supervisors recommended grade along with the seminar grade to determine the final field grade.

Because the field courses test the student's ability to apply knowledge and skill to actual client situations and aims to enhance his/her professional development, the field course grade is of special significance. A grade of "C" in the last semester will not permit a student to graduate with a BSW or MSW degree. A grade of "C" in practicum or instruction must be repeated before going to the next field course. A grade of "F" will not allow a student to continue in the MSW or BSW degree program. A grade of "I" in Field Courses (instruction/practicum, seminar) must be completed by the end of six weeks of the next semester. If not, student must drop the field courses she/he is attending.

The assigned field seminar instructor will be responsible for working with the students, field supervisor, and field agency. He/she will conduct weekly field seminars and will be responsible for assigning final grades for the field practicum experience. The field supervisor will indicate a recommended grade on the Field Evaluation. The field seminar instructor will utilize the field supervisors recommended grade along with the seminar grade to determine the final field grade.

The field practicum seminar is a required component of the field practicum program. Attendance is mandatory and expected. Students must **attend** both Seminar and Practicum the same Semester.

Please review the Affiliation Agreement which delineates the School of Social Work, Agency, and Student responsibilities in the field practicum experience.

MEMO

TO: MSW Students
Full Time and Advanced Standing

FROM: Bonnie B. Alston
Director of Field

RE: FIELD PRACTICUM REQUIREMENTS

You are about to begin your field practicum experience which is a required component of the SUNO graduate social work program.

Students must register for both Seminar and Practicum the same semester, and each seminar and Practicum should be the same section.

SKILLS LAB

A required field skills lab is part of the field practicum program. Full time students enrolled in Field Practicum I are provided with a (4) four week skills lab prior to their field practicum experience. Students participate in the field skills lab two (2) days per week. Time will be given for skills lab 64 hours are credited toward the required 225 field hours.

TIME REQUIREMENT

Students are not expected to be at their agency during the final exam week

If a field agency has a holiday on a day the student is expected to be at the agency, the student is not required to report nor does he/she need to make up the time.

Student will be given field credit for attending any workshops or conferences that are related to the social work profession. Student must notify the field supervisor at least two weeks in advance of their planned absence from field.

Students are expected to continue participation at the field agency during the Spring break. No student shall be allowed to report to field sites between semesters or at any time students are not

officially enrolled in field practicum with the University.

If a student is absent from the agency for sick or personal emergency, he/she must work out a plan with the agency supervisor to make up the missed time.

Students are expected to report to the field agency on time as scheduled. If a student is going to be late, a courtesy call to the field supervisor is expected, attendance is important. Excessive absence and tardiness as determined by the field supervisor may negatively impact the student's grade. Students must maintain a time sheet reflecting the hours earned at the field agency. The time sheets must be signed by the field supervisor weekly.

Following the skills lab, students begin the field practicum experience. Full Time students are required to take field practicum and field seminar each semester for (4) semesters. **Advanced Standing Students** are required to take field practicum and seminar (2) semesters of their first year. The field experience is concurrent with course work. Students must complete a minimum of 225 hours each semester during Field Practicum I, II, and III.

In the final semester, students participate in the field practicum experience for a total of **280 hours** during the Field Practicum IV.

Students are encouraged to attend relevant professional conferences and workshops which will credit towards field hours. This is with agreement from the agency supervisor and the field seminar instructor. Permission from the agency to attend with a **statement** should be attached to the time sheet.

In Field IV students are required to attend the field placement site **20 hours** per week, (14) fourteen weeks, for a total of **280 hours**.

Students are not expected to be at their field agency during the final exam week each semester. If a field agency has a holiday on a day in which the student is expected to be at the field agency, the student is not required to report nor does he/she need to make up the time. Please indicate this on your time sheet by writing **HOLIDAY** in the appropriate area.

Time missed for personal illness or personal emergency must be made up. Students are required to make a plan with their field supervisor to make up the missed time upon their return to the field agency following their absence.

Students **cannot** use hours accumulated during semester breaks.

Students will be required to submit time sheets to your field instructor. These time sheets must be signed by your agency field supervisor. The students field supervisor will inform you of the due date. Students are required to be present at the assigned field agency as scheduled.

SUPERVISION

Students will be assigned to a field agency and will have an assigned field supervisor who will be

responsible for providing one hour per week individual supervision. The standards written by the Council on Social Work Education require the supervisor to have a minimum of two years post graduate experience, therefore it is **not necessary** for the field supervisor to be a Board Certified Social Worker (BCSW or LCSW). The supervision will be educationally focused as opposed to work focused.

USING EMPLOYMENT AS A FIELD PLACEMENT

Field Placement at your place of employment cannot occur unless approved by the Director of Field Education. For students already working full time in a social service program, arrangements can be made to complete one academic year of field requirement at the employing agency. These arrangements must be approved by the Director of Field Education on a case-by-case basis.

Approval is conditional based upon the following:

- a. practicum experiences must be qualitatively distinct from those in student's paid employment, and
- b. supervision and instruction must be provided by an individual who is not the student's assigned supervisor and who meets the other requirements for a field agency supervisor.

SELECTION OF FIELD AGENCIES AND FIELD SUPERVISORS

Agencies selected as field settings provide the base practice experience necessary for our students. These agencies support the educational objectives of the field experience and are willing to provide the time and staff necessary to achieve our field experience objectives.

To ensure that agency field supervisors are introduced to our program in a planned and organized manner, a series of seminars for new field supervisors are offered. Individuals selected to serve as field supervisors receive information about the seminars and attendance expectations. This constitutes part of the agency working agreement with the School.

The seminars introduce the field supervisors to an overview of the School's mission, themes, and curriculum as well as the field practicum made. The seminars are led by the field faculty and span the academic year. Content is presented in four two-hour sessions. In addition, the seminars focus on the principles of adult learning theory.

ADVANCED FIELD PRACTICUM

Students enrolled in the graduating year field practicum are assigned to agencies that can provide learning experiences supportive of the students' chosen concentration. However, the option of having at least one practice experience in some aspect of management such as program development, supervision, consultation or administration. Likewise, students selecting administration, planning, and organizing (APO) will have the opportunity to refine direct service skills by working with small groups.

In regard to advanced field practicum curriculum (Field III), students are required to choose a field of

practice from two (2) areas: Health/Mental Health, and Children, Youth and Families. In addition, they choose a method of intervention Direct Services (DS) or Administration, Planning and Organizing (APO). The Field Seminars are available based on field of practice.

APO students are given assignments which afford opportunities to continue building on foundation core knowledge and expanding to include learning experiences which focus primarily on practice areas e.g. total quality management, community/organizational change, grant writing, research, policy analysis, program planning and implementation, program evaluation, and political, social and economic change.

Direct Service students will continue to build on skills learned in foundation courses. Their assignments will expand to include a broader range of alternatives of interventions used in working with individuals, families, and groups within a specialized field of practice.

EVALUATION

The assigned field seminar instructor will be responsible for working with the students, field supervisor, and field agency. He/she will conduct weekly field seminars and will be responsible for assigning final grades for the field practicum experience. The field supervisor will indicate a recommended grade on the Field Evaluation. The field seminar instructor will utilize the field supervisors recommended grade along with the seminar grade to determine the final field grade.

Because the field courses test the student's ability to apply knowledge and skill to actual client situations and aims to enhance his/her professional development, the field course grade is of special significance. A grade of "C" in the last semester will not permit a student to graduate with a BSW or MSW degree. A grade of "C" in practicum or instruction must be repeated before going to the next field course. A grade of "F" will not allow a student to continue in the MSW or BSW degree program. A grade of "I" in Field Courses (instruction/practicum, seminar) must be completed by the end of six weeks of the next semester. If not, student must drop the field courses she/he is attending.

The assigned field seminar instructor will be responsible for working with the students, field supervisor, and field agency. He/she will conduct weekly field seminars and will be responsible for assigning final grades for the field practicum experience. The field supervisor will indicate a recommended grade on the Field Evaluation. The field seminar instructor will utilize the field supervisors recommended grade along with the seminar grade to determine the final field grade.

The field practicum seminar is a required component of the field practicum program. Attendance is mandatory and expected. Students must **attend** both Seminar and Practicum the same semester.

Please review the Affiliation Agreement which delineates the School of Social Work, Agency, and Student responsibilities in the field practicum experience.

Revised: 12/20/10

School of Social Agency List

Armstrong Family Service	4326 Paris Ave	New Orleans	LA	70122
Assisted Hands	2783 Plank Road	Baton Rouge	LA	70805
Associate Catholic Charities Incarnate Word	8326 Arriquet St	New Orleans	LA	70118
Green Path Substance Abuse / Mental Health Agency	3308 Tulane Ave	New Orleans	LA	70119
Greenbrier Behavioral Health Hospital	201 Greenbrier Blvd.	Covington	LA	70433
Greenbrier Behavioral Healthcare Hospital	201 Greenbrier Blvd	Covington	LA	70433
Gulf Coast Teaching Family Services	5850 Florida Blvd.	Baton Rouge	LA	70806
Hammond Addictive Disorder Clinic	403 Market Street	Hammond	LA	70403
HANO / Housing Authority of New Orleans	4100 Turo Street	New Orleans	LA	70118
Harmony Hospice	3621 Ridgelake Drive	Metairie	LA	70002
Harney Spint of Excellence Academy	2503 Willow St.	New Orleans	LA	70113
Harney Elementary School				
Heart of God Community Outreach	625 Woodland Drive	LaPlace	LA	70068
Heritage Ranch	1010 S. Acadian Thruway Ste F.	Baton Rouge	LA	70806
HIV / AIDS Program	1010 Common St. # 1100	New Orleans	LA	70116
Office of Public Health				
Human Services LLC	6600 Plaza Dr.	New Orleans	LA	70127
Hynes Charter School	3774 Gentilly Blvd.	New Orleans	LA	70122
James Singleton charter School	2220 O.C. Haley Blvd	New Orleans	LA	70115
Jefferson Parish Public School System	3100 Maine Avenue	Kenner	LA	70062
John Clancy Elementary School for the Arts				
Job1 New Orleans	3400 Tulane Ave.	New Orleans	LA	70119
John J. Hainkel, Jr Rehabilitation Center	612 Henry Clay	New Orleans	LA	
John Martyn Alternative	1108 Shrewsbury Rd	Jefferson	LA	70121
Jefferson Parish School				
Juvenile Regional Services	1820 St Charles Ave	New Orleans	LA	70113
Juvenile Regional Services	1820 St. Charles Ave. Ste. 205	New Orleans	LA	70125
Kedila Family Learning Center	1917 Martin Luther King Blvd.	New Orleans	LA	70113
Kingsley House	1600 Constance St.	New Orleans	LA	70130
Kingsley House	1600 Constance St.	New Orleans	LA	70130
LA Association Cooperatives	623 Franklin	Gretna	LA	
LA Re-entry and Rehabilitation Center	1628 Carondelet St	New Orleans	LA	70126
Louisiana Reentry and Rehabilitation Center	1628 Carondelet St	New Orleans	LA	70126
LSU Ag Center	1300 Perdido St	New Orleans	LA	70112
LSU Ag Center Orleans Parish Youth Ser.	1300 Perdido Street	New Orleans	LA	70112
LSU HSC – Human Development Center Ready to Achieve’ Mentoring Program	1900 Gravier St.	New Orleans	LA	70112
LSU Ready to Achieve Mentoring Program (RAMP)	1900 Gravier St 8 th Floor	New Orleans	LA	
LSU St. Paul Mental Institute	1035 Calhoun Street	New Orleans	LA	70118
McDonogh 32 Literary Charter				
Metro Batter Women’s				
Metropolitan Center Women & Children	P.O. Box 10775	Jefferson	LA	70121
metrobat@bellsouth.net	3929 Jefferson Hwy			
Metropolitan Human Services District	2600 Tulane	New Orleans	LA	
Metropolitan Mental Health Services				
N.O. Charter Science & Math				
New Directions	1523 N. Dorgenois	New Orleans	LA	
New Orleans Council on Aging	2475 Canal St. Suite 400	New Orleans	LA	70119
New Orleans Council On Aging	2475 Canal St. Ste 400	New Orleans	LA	70119
New Orleans Job Corps Center	8825 Airline Dr.	New Orleans	LA	70118
New Orleans Parish Day Reporting Center	819 Broad St.	New Orleans	LA	70119
New Orleans Veterans Center	2200 Veterans Blvd Ste 114	Kenner	LA	70062
New Orleans Women’s Shelter	P.O. Box 3520	New Orleans	LA	70177
NO/AIDS Task Force	2601 Tulane Ave Ste 500	New Orleans	LA	70119
North Oaks Health System	1900 South Morrison Blvd.	Hammond	LA	70403
Odyssey House Louisiana	1125 N. Tonti	New Orleans	LA	70119
Odyssey House of LA. Mental Health	1125 N. Tonti	New Orleans	LA	70119
Office of Juvenile Justice	15200 Old Scenic Hwy.	Baton Rouge	LA	70874
OPS Family Care, LLC	1799 Stumpf Blvd. Bldg 3 Ste 43	Gretna	LA	70056
Options for Independence	1340 W. Tunnel Suite 212	Houma	LA	70360
Options for Youth (Division of	1340 W. Tunnel Blvd			
Options for Independence	Ste 212	Houma	LA	70300

Orleans Parish Juvenile Court / (FINS)	421 Loyola Avenue 1st Flr	New Orleans	LA	70112
Plaquemines Parish School Board	1484 Woodland Hwy	Belle Chase	LA	70037
Positive Living Treatment Center	3330 Canal St	New Orleans	LA	70119
Priestly Sr. High	2009 Palmyra St	New Orleans	LA	
Priority Healthcare	4700 Wichers Ste. 201	Marrero	LA	70072
Progressive Industries Adult Day Program	811 S. Causeway Blvd	Jefferson	LA	70121
Project Lazarus	P.O. Box 3906	New Orleans	LA	70177
Quality Support Coordination	3925 N. I-10 Service Road Ste 110	Metairie	LA	70002
Reconnection	2701 Street	New Orleans	LA	70131
Recovery and Resettlement Counseling Program (Kingsley House)	5640 Read Blvd	New Orleans	LA	70127
Recovery School District	1640 Poland St	New Orleans	LA	70130
Recovery School District (RSD)	1641 Poland Avenue	New Orleans	LA	70117
RENEW	1000 N. Morrison Blvd Ste F	Hammond	LA	70402
Resources for Human Development, Inc. (RHD) (Pathways)	1901 West Bank Exp.	Harvey	LA	70058
Resources for Human Development, Inc. (RHD) ACT	1901 West Bank Exp.	Harvey	LA	70058
Resources for Human Development, Inc. (RHD) Assertive Community Treatment	1901 W. Bank Expressway Ste 550	Gretna	LA	70058
River Parishes Addictive Disorders Clinic	421 East Airline Hwy, Ste L	LaPlace	LA	70068
S and M Outreach	1738 Wooddale Blvd	Baton Rouge	LA	70806
Sage Rehabilitation Hospital	8000 Summa Ave.	Baton Rouge	LA	70809
Salvation Army	4500 So Claiborne	New Orleans	LA	70125
Sims Social Services	401 Whitney Ave	Gretna	LA	70056
Slidell Memorial Hospital	1001 Gause Blvd.	Slidell	LA	70458
Sojourner Truth Academy	2437 Jena St.	New Orleans	LA	70115
St. James Parish School	P.O. Box 338	Lutcher	LA	
St. Tammany Parish Hospital				
SUNO / DSO	6801 Press Drive Bldg 35	New Orleans	LA	70126
SUNO / Educational Talent Search	6801 Press Dr.	New Orleans	LA	70126
SUNO / SOWK	6801 Press Dr. #33A	New Orleans	LA	70126
SUNO / VA / Student & Faculty Counseling	6801 Press Drive	New Orleans	LA	70126
Supreme Care LLC				
Tangipahoa Parish Health Unit	15481 W. Club Deluxe Road	Hammond	LA	70403
Children's Special Health Services				
Tender Love and Care Inc	Groom Road	Baker	LA	70714
Total Community Action, Inc.	1400 Jefferson Davis Pkwy	New Orleans	LA	
Travelers Aid Society	1615 Canal St Suite B	New Orleans	LA	70112
Unified Nonprofits on GNO	335 Girod St.	Mandeville	LA	70470
Unity of Greater New Orleans / Welcome Home Program	2407 Baronne St	New Orleans	LA	70113
V A Clinic	3434 Canal St	New Orleans	LA	70119
V.A. Southeast Louisiana Veteran's Health Care System	3426 Canal Street	New Orleans	LA	70119
Veterans Affairs/Counseling and Management				
VOA Perm Supportive Hosing Program	4200 Canal St. Suite C	New Orleans	LA	70119
Volunteers of America	302 Dulles Dr.	Lafayette	LA	70506
Volunteers of America Veterans Services	1002 Napoleon Avenue	New Orleans	LA	70115
West Jefferson Medical Center/in care	4500 Wichers Drive	Marrero	LA	70072
Westbank Therapeutic Services, Inc.	1301 Friedricks St	Gretna	LA	70053
Women with a Vision, Inc.	215 N. Jefferson Davis Pkwy	New Orleans	LA	70119
Youth Outreach Program /Old City Building Center	341 Hennessey Street	New Orleans	LA	70119
Youth Service Bureau	430 North New Hampshire	Covington	LA	70433

Total 156

MSW Curriculum Plan

New curriculum for students entering Spring 2011 (PT), Fall 2011 (FT, PT) & following admits

FULL-TIME PLAN
Students enter fall only

YEAR ONE

FALL

SOWK 601 (HBSE I)	3 hrs
SOWK 501 (Policy I)	3 hrs
SOWK 604 (Direct Service I)	3 hrs
SOWK 603 (APO I)	3 hrs
SOWK 606B (Field Practicum I)	4 hrs
SOWK 6060 (Field Seminar I)	0 hrs
	16 cr hrs

SPRING

SOWK 602 (HBSE 2)	3 hrs
SOWK 605 Research	3 hrs
SOWK 610 Direct Service 2	3 hrs
SOWK 620 APO 2	3 hrs
SOWK 607D Field Practicum 2	4 hrs
SOWK 6070 Field Seminar 2	0 hrs
	16 cr hrs

YEAR TWO

CYF Concentration SOWK 731, 735, 737

SOWK 502 (Policy 2)	3 hrs	SOWK Open Elective	2 hrs
SOWK 700 (Research 2)	2 hrs	SOWK ??? Human Diversity	2 hrs
SOWK 702E (Field Practicum 3)	4 hrs	SOWK 703F Field Practicum 4	6 hrs
SOWK 7020 (Field Seminar 3)	0 hrs	SOWK 7030 Field Seminar 4	0 hrs
SOWK 731 (Practice Issues)	3 hrs	SOWK 712 DS4 or 724 APO 4	2 hrs
SOWK 735 (Empower Practice)	2 hrs	SOWK 737 Empower Practice 2	2 hrs
SOWK 710 DS3 or 720 APO 3	3 hrs		
	17 cr hrs		14 cr hrs

H/MH Concentration SOWK 732, 751, 734, 750

SOWK 502 Policy 2	3 hrs	SOWK Open Elective	2 hrs
SOWK 700 Research 2	2 hrs	SOWK ??? Human Diversity	2 hrs
SOWK 732 (Practice Issues)	3 hrs	SOWK 703F Field Practicum 4	6 hrs
SOWK 751 (Chemical Dependency)	2 hrs	SOWK 7030 Field Seminar 4	0 hrs
SOWK 710 DS3 or 720 APO 3	3 hrs	SOWK 734 Empow Prac H/MH	2 hrs
SOWK 702E Field Practicum 3	4 hrs	SOWK 750 Empow Prac MH	2 hrs
SOWK 7020 Field Seminar 3	0 hrs		
	17 cr hrs		14 cr hrs

*****ADV

ANCED STANDING PLAN effective spring & summer 2012
Student enter spring or summer

YEAR ONE

<u>SPRING</u> or <u>SUMMER</u>	
SOWK 620 APO 2	3 hrs
SOWK 620 DS 2	3 hrs
SOWK 605 Research	3 hrs

YEAR TWO

CYF Concentration SOWK 731, 735, 737

SOWK 502 (Policy 2)	3 hrs	SOWK Open Elective	2 hrs
SOWK 700 (Research 2)	2 hrs	SOWK ??? Human Diversity	2 hrs
SOWK 702E (Field Practicum 3)	4 hrs	SOWK 703F Field Practicum 4	6 hrs
SOWK 7020 (Field Seminar 3)	0 hrs	SOWK 7030 Field Seminar 4	0 hrs
SOWK 731 (Practice Issues)	3 hrs	SOWK 712 DS4 or 724 APO 4	2 hrs
SOWK 735 (Empower Practice)	2 hrs	SOWK 737 Empower Practice 2	2 hrs
SOWK 710 DS3 or 720 APO 3	3 hrs		
	17 cr hrs		14 cr hrs

H/MH Concentration SOWK 732, 751, 734, 750

SOWK 502 Policy 2	3 hrs	SOWK Open Elective	2 hrs
SOWK 700 Research 2	2 hrs	SOWK ??? Human Diversity	2 hrs
SOWK 732 (Practice Issues)	3 hrs	SOWK 703F Field Practicum 4	6 hrs
SOWK 751 (Chemical Dependency)	2 hrs	SOWK 7030 Field Seminar 4	0 hrs
SOWK 710 DS3 or 720 APO 3	3 hrs	SOWK 734 Empow Prac H/MH	2 hrs
SOWK 702E Field Practicum 3	4 hrs	SOWK 750 Empow Prac MH	2 hrs
SOWK 7020 Field Seminar 3	0 hrs		
	17 cr hrs		14 cr hrs

PART-TIME PLAN
Students enter fall or spring

effective spring 2011 & fall 2011

YEAR ONE**FALL**

SOWK 601 HBSE I	3 hrs
SOWK 501 Policy I	3 hrs
	6 cr hrs

SPRING

SOWK 602 HBSE 2	3 hrs
SOWK 604 DS I	3 hrs
	6 cr hrs

SUMMER

SOWK 606A Field Prac1A	2 hrs
SOWK 606N Field Sem1A	0 hrs
SOWK 610 DS 2	3 hrs
SOWK 7301 Ind Study	1 hrs
	6 cr hrs

Student entering spring

SOWK 601 HBSE I	3 hrs
SOWK 604 DS I	3 hrs
SOWK 602 HBSE 2	3 hrs
	9 cr hrs

SOWK 606A Field Prac 1A	2 hrs
SOWK 606N Field Sem 1A	0 hrs
SOWK 610 DS2	3 hrs
SOWK 501 Policy I	3 hrs
	8 cr hrs

*** Student MUST find a faculty member and complete an Independent Study agreement prior to registering for SOWK 7301 or 730***

YEAR TWO

SOWK 502 Policy 2	3 hrs
SOWK 606B Fld Prac 1B	2 hrs
SOWK 606N Fld Sem 1B	0 hrs
SOWK 603 APO I	3 hrs
	8 cr hrs

SOWK 605 Research 1	3 hrs
SOWK 607A Fld Prac 2A	2 hrs
SOWK 607N Fld Sem 2A	0 hrs
SOWK ??? Open Elective	2 hrs
	7 cr hrs

SOWK ??? Diversity	2 hrs
SOWK 607B Fld Prac 2B	2 hrs
SOWK 607N Fld Sem 2B	0 hrs
SOWK 620 APO 2	3 hrs
	7 cr hrs

YEAR THREE**CYF Concentration SOWK 731, 735, 737**

SOWK 502 (Policy 2)	3 hrs
SOWK 700 (Research 2)	2 hrs
SOWK 702E (Field Practicum 3)	4 hrs
SOWK 7020 (Field Seminar 3)	0 hrs
SOWK 731 (Practice Issues)	3 hrs
SOWK 735 (Empower Practice)	2 hrs
SOWK 710 DS3 or 720 APO 3	3 hrs
	17 cr hrs

SOWK Open Elective	2 hrs
SOWK ??? Human Diversity	2 hrs
SOWK 703F Field Practicum 4	6 hrs
SOWK 7030 Field Seminar 4	0 hrs
SOWK 712 DS4 or 724 APO 4	2 hrs
SOWK 737 Empower Practice 2	2 hrs
	14 cr hrs

H/MH Concentration SOWK 732, 751, 734, 750

SOWK 502 Policy 2	3 hrs
SOWK 700 Research 2	2 hrs
SOWK 732 (Practice Issues)	3 hrs
SOWK 751 (Chemical Dependency)	2 hrs
SOWK 710 DS3 or 720 APO 3	3 hrs
SOWK 702E Field Practicum 3	4 hrs
SOWK 7020 Field Seminar 3	0 hrs
	17 cr hrs

SOWK Open Elective	2 hrs
SOWK ??? Human Diversity	2 hrs
SOWK 703F Field Practicum 4	6 hrs
SOWK 7030 Field Seminar 4	0 hrs
SOWK 734 Empow Prac H/MH	2 hrs
SOWK 750 Empow Prac MH	2 hrs
	14 cr hrs

New curriculum for students entering Spring 2011 (PT), Fall 2011 (FT) & following admits**Total MSW credit hours = 63****Total Advanced Standing credit hrs = 37**

**Southern University at New Orleans
School of Social Work**

FIELD SUPERVISOR TRAINING

I. DESCRIPTION:

The Field Supervisor Training series are expected: 1) familiarize field instructors with the goals, objectives and thrust of SUNO School of Social Work; 2) review and emphasize the learning skills which are to be emphasized by students in their placement settings; and 3) coordinate class and field activities for the total development of the student learner. This training is to be completed in four sessions, two of these sessions will occur during the first semester and two during the second semester. The training will utilize readings, some lecture, video tapes and group discussion to facilitate faculty-field instructors exchange.

II. RATIONAL:

The Field Supervisor Training series are designed to enhance the educational objectives of the field experience and provide for the cooperation of participation agencies and staff. The sessions will acquaint the agency staff with the school curriculum content and educational objectives as well as the field experience and objectives. They will provide an instructional and collaborative relationship important to the anticipated outcomes for the student learner for the school year.

III. OBJECTIVES

1. To enable Field Supervisors to develop core skills of:
 - a. Starting with the student
 - b. Helping the student begin with a client
 - c. The middle phase of field instruction
 - d. The student's impact on the agency system
 - e. Ending with the student
2. To provide a forum of exchange of problems areas and positive learning experiences between faculty and field supervisors.
3. To provide Field Supervisors with the educational objectives and thrust of the school with special emphasis upon empowerment, advocacy, and transformation.
4. To provide Field Supervisors with knowledge of methods of institutional change to enable them to intervene in their own systems to create broader practice experiences for SUNO students.

IV. PREREQUISITES

Directing or supervising SUNO students.

V. INSTRUCTIONAL METHODS

1. Lecture
2. Group Discussion
3. Assigned Readings
4. Video Tapes

Field Hours

Field work time is monitored by the field supervisor through the use of time sheets and contact with the field supervisor. If, at the end of the semester, a student is within 16 hours short of the required number of hours, the following steps must be taken:

1. The field supervisor should issue a grade of incomplete for the semester which is replaced at the completion of the hours.
2. The student must submit a written plan signed by the field supervisor, the student, and the field faculty addressing how and by when field hours will be completed.

Employed Students

Students who are employed need to be particularly aware that they must be able to commit the requisite number of field hours per work week to their field placement. Completing the field placement is a big commitment and requires upfront planning by the student and his/her employer. Students should start working with their employers early on to develop a plan to change their work schedule by either modifying their schedule during the week or utilizing vacation time so that the field hours can be accomplished during the work week. Field placement agencies that are able to provide learning opportunities and supervision for a student in the evenings and on the weekends are limited.

The Learning Contract/Evaluation

The learning contract and student evaluation are contained in one document. The learning contract is a plan for the field experience, which allows the student, the field supervisor and the field faculty to focus on the knowledge, values, and practice behaviors necessary for the student to develop competency as a social worker.

The learning contract/evaluation are designed as a single working document to be added to as needed throughout the duration of the placement. The final page contains lines for required signatures when the learning contract is written, as well as at the end of the each semester when the evaluation components of the document are completed. All persons involved with the field placement need to sign the learning contract including the student, field supervisor, and the field faculty. **All parties should keep a copy of this document each time it is signed.** The student's signature on the evaluation line means only that she/he has read the document, but does not necessarily connote agreement. Cooperation of the field in completing these forms by the deadline is extremely important as the student will receive a grade of incomplete if the form is late.

The level of field placement should be identified in the learning contract/evaluation as well as the concentration is applicable. Contact information for all parties should be included, i.e. student, field faculty, and field supervisor.

Each learning contract/evaluation contains the Ten Core Competencies identified by the CSWE as necessary for social workers to be able to demonstrate:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.

5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Under each competency, a minimum of practice behaviors are listed on the learning contract/evaluation. Each practice behavior listed should be demonstrated by the student via an activity or product specific to their placement. Additional practice behaviors and/or activities or products may be added if approved by the field supervisor. Any behavior or agency expectation which will be evaluated by the field supervisor that is not already a part of the evaluation form, should be added such as: confidentiality, computer use, record keeping, policy and procedures, dress code, and any other substantive requirements or expectations of the agency.

The activities or products that demonstrate competencies should include areas of professional and interpersonal; skill development, such as appropriate use of confrontation, supervision, self-awareness, and boundary development. Student attitude toward placement, clients and the student's level of comfort/discomfort should be areas to explore during placement. The student should identify any particular limitations or skills related to specialized interests as areas of potential growth.

The student should identify specific opportunities at the agency they will be involved in, e.g. work with groups, and community resources. These assignments may be those required by the faculty supervisor, those related to the student's interests, and/or those requested by the field

supervisor. The safety check list and how the student will incorporate safety into their practice must be included in this section.

In writing the learning contract/evaluation, students should give consideration to the type of agency, the needs of the clients served, agency limitations and boundaries, and what the community needs from this agency. In addition, the student's learning style and the field supervisor teaching approach will need to be taken into consideration. Students use this learning opportunity to stretch themselves professionally and create goals that will take them beyond their current knowledge base and push them into new areas of professional experience. Students should note the on-going use of the NASW Code of Ethics as the guide for the development of their value and skill base.

Role of the Director of Field Education

The Director of Field Education is responsible for the development, management, and evaluation of the practicum operation of the School of Social Work. The Director fulfills these roles through the following responsibilities:

1. Structures the practicum program in concert with the School's mission and Curriculum.
2. Arranges for notification to students and field faculty of the time frames and deadlines for planning and securing practicum placements and for developing a learning agreement with the field supervisor and evaluation of the student and experience.
3. Supports and monitors the activities of the Field Coordinator.
4. Organizes educational activities for field faculty related to the field instruction of students.
5. Relates to community agencies affiliated with the School of Social Work as practicum sites.
6. Promotes the development of and approves new practicum sites.
7. Monitors the quality of learning experiences offered by practicum sites.
8. Oversees the development of policies and practices for practicum operation.

9. Serves as an ex officio member of relevant curriculum committees.
10. Evaluates and approves practicum placements at the student's place of employment.
11. Evaluates and supervises revision of practicum forms including learning agreements and evaluation instruments.
12. Assures that the practicum program meets CSWE guidelines.
13. Networks with local and national field education programs within social work Programs.
14. Performs other duties as required to assure the smooth operation of the Practicum.

Role of the Field Advisory Committee

1. The Field Education Advisory Committee provides an arena for a more in-depth and thoughtful dialogue between the School and the field agencies.
2. The Advisory Committee facilitates greater communication to enhance field education and classroom instruction.
3. The Field Education Advisory Committee considers and advises the Office of Field Education on issues related to practicum policies, to include site and field criteria, evaluation of students and field supervisors and Integrative Seminar Development.
4. The Committee consists of the Director of Field Education, Field Coordinator, and Representatives from various Human Service Organizations within the region.

The Field Supervisor

Field Instruction requires not only experience and/or knowledge of the field of social work, but a desire to supervise a student. A field instructor should have positive feelings toward social work education as a process and be aware that student supervision can be frustrating, stressful, and time consuming as well as rewarding, energizing, and educational.

Field instructors are selected cooperatively by the coordinator of field education and the agency and should meet the following criteria:

- For the B.S.W. student, the field supervisor should possess a CSWE accredited baccalaureate or master of social work degree, and at least two or more years of post-degree experience (EPAS standard 2.1.4).
- For the M.S.W. student, the field supervisor should possess a CSWE accredited master of social work degree, and at least two or more years of post-degree experience (EPAS standard 4.3).
- A human service professional who desires to function as the student's primary field supervisor (task assignments, daily involvement, etc.) must work in concert with the consultation of a secondary field supervisor who does meet the above requirements. The human service professional must possess standards and values that are consistent with those of the social work profession and must demonstrate a competent and reasonable level of successful practice with appropriate experience. The secondary field supervisor must provide the student with regular supervision, co-sign the student's learning contract, all evaluation materials, and be present to meet with the faculty liaison, primary field instructor, and student during agency visits or during problem solving.
- All field supervisors should abide by the NASW Code of Ethics.

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CODE OF ETHICS
Of the
NATIONAL ASSOCIATION OF SOCIAL WORKERS
Approved by the 1996 Delegate Assembly and Revised by the
1999 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct.

The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

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

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them

responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

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

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

Value: *Dignity and Worth of the Person***Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

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

Value: *Importance of Human Relationships***Ethical Principle:** *Social workers recognize the central importance of human relationships.*

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

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

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

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

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

Ethical Standards

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients

consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This

applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

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

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

(h) Social workers should not disclose confidential information to third party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

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

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

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

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

- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating

that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should

consult with that colleague when feasible and assist the colleague in taking remedial action.

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

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to

provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should

take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.

- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor Management Disputes

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

physical disability.

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

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

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

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

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

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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



School of Social Work
 "Empowerment – Advocacy – Transformation"

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SOUTHERN UNIVERSITY AT NEW ORLEANS SCHOOL OF SOCIAL WORK

Student Affiliation Agreement **Effective January 16, 2007**

The agreement for field practicum placements ensures the acceptance of responsibilities from the School of Social Work, the Student and the undersigned field agency:

I. School of Social Work agrees to:

1. Academically prepare students for field practicum placements and select appropriate students for the particular agency.
2. Provide the agency with information about the CSWE Curriculum Policy Statement, the appropriate social work curriculum, the background of the specific student, and clear guidelines as to the School's expectations for evaluation, learning and field instruction.
3. Specify the knowledge and skills the student should possess upon entering the agency.
4. Provide regular contact through faculty, with close coordination and consultation when there are problem issues involving individual students in the field practicum experience.
5. Provide consultation to the agency field supervisor in designing appropriate learning experiences, carrying out teaching/instruction responsibilities, and evaluating professional growth and development.
6. Support practice learning through an ongoing integrative field practicum seminar with field practicum students.

7. Determine each student's final field practicum grade.
8. Assure the proper and expeditious termination of students from the agency whenever their activity within the agency is determined by the agency field supervisor to be detrimental to the field agency.

II. Field Agency/Field Instructor agrees to:

1. Students are expected to receive experience working with all five client systems, i.e. individual, family, group, agency and community.
2. Students should have the opportunity to gain experience as a Generalist Social Work practitioner. The assignment should include such things as individual assessments, social histories, crisis intervention, case management, developing client goals and intervention strategies. The student should be assigned a small case load and have the opportunity to follow the client from the intake process through termination. Students should be involved in group work. Students should also have some community involvement as well as organizational/management activities.
3. Students must receive at least one hour per week supervision. The supervision must be educationally focused as opposed to work focused. The supervisor must hold a masters degree from an accredited School of Social Work with a minimum of two years post graduate experience.
4. The supervisor will complete an evaluation on each student at the end of each semester. The field supervisor will submit a recommended grade for the field practicum experience.
5. Accept a pre-determined number of selected interviewed social work students as adult learners and professional colleagues, and follow through with them during the academic year by providing them with appropriate supervision and learning experiences consistent with the School's objectives for the field practicum experience.
6. Provide adequate physical facilities and support services for the accomplishment of the student's assigned tasks within the field agency.
7. Provide time for the students' field supervisor to meet regular with each student and to be involved in an ongoing professional relationship with the School of Social Work; including attendance and participation in meetings, seminars and workshops designed to enhance the field practicum program of the School.
8. Provide time for the agency field supervisor to meet with designated faculty on a regular as well as a need basis to discuss and evaluate the students' field practicum experience.

9. Provide each student with clear standard of expected professional performance for her/his placement within the agency. This standard must clearly designate what skills and knowledge a student needs minimally in order to function within the placement, and must distinguish generic skills and knowledge from skills and knowledge highly specific to the agency and/or the particular field of practice.
10. Provide each student a thorough orientation to the agency and its service delivery system.
11. Identify gaps between skills and knowledge needed to function in the agency and those actually possessed by each student upon entry, and design learning assignments and field instruction to fill these gaps.
12. Provide written documented evaluations of each student's performance within the field agency as required by the School.
13. Notify the faculty immediately of any problems arising within the field agency related to the field experience which cannot be resolved within the agency to the mutual satisfaction of both the student and the agency field supervisor.
14. Reserve the right to terminate any student in placement should it provide detrimental to the agency. This entails responsibility of the agency to notify and clearly explain the reasons for termination to the student and faculty.
15. ***Limit the time students report to field practicum sites to semesters students are officially enrolled in field practicum with Southern University at New Orleans. No student shall be allowed to report to field sites between semesters or at any time students are not officially enrolled in field practicum with the University.**

III. Student agrees to:

1. Accept placement in the agency only by virtue of his/her free choice and participate in a replacement interview at the proposed field agency.
2. Accept, as responsibilities, those assignments deemed appropriate for his/her learning by the agency field supervisor; in cases of disagreement, immediately seek assistance from the field supervisor in understanding the appropriateness of an assignment, and immediately seek the assistance of the School of Social Work faculty in situations not resolved with the agency field supervisor.
3. Accept the expectations of the field agency and agency field supervisor and the responsibilities for professional performance and conduct inherent in these expectations.

4. Provide the agency field supervisor with his/her learning needs, goals, and professional interest initially and throughout the duration of the placement.
5. Participate in the field supervisor's evaluation of his/her performance at the end of each semester.
6. Provide written documented evaluation of the agency and agency field supervisor at the end of the placement.
7. Notify the agency field supervisor immediately of any problems related to the field experience, and faculty of any problems that cannot be satisfactorily resolved with the assistance of the agency field supervisor.
8. Meet with the agency field supervisor and appropriate faculty as designed for supervision and evaluation.
9. Participate, throughout the placement experience, as an active adult learner, and assist the agency field supervisor in identifying the skills and knowledge needing improvement and in setting appropriate learning objectives.
10. Attend meetings related to the field program as required by the School and faculty.
11. Terminate from the field placement in a professional manner.
12. Accept constructive criticism and make use of such to grow and develop professionally.
13. ***Limit the time they report to field practicum sites to semesters they are officially enrolled in field practicum with Southern University at New Orleans. No student shall be allowed to report to field sites between semesters or at any time they are not officially enrolled in field practicum with the University.**

IV. Liability Insurance

The Southern System provides Malpractice Liability Insurance covered for social work student interns:

- a. Not receiving remuneration in the form of hourly wages or stipend from the business or institution to which they are assigned; and
- b. During each semester students are officially enrolled in field practicum.

All officially enrolled field practicum students are covered by the State of Louisiana, Office of Risk Management Liability coverage. Refer to 1950 Louisiana Revised statute 40:1299.39

with subsequent amended Acts. The terms of the policy do not provide liability coverage for students either receiving remuneration from their placement agency or between semesters or at any time students are not officially enrolled in field practicum with Southern University at New Orleans. Students covered by Southern University System Malpractice Liability Insurance are only to report to field practicum sites during semesters they are officially enrolled in field practicum with Southern University at New Orleans. Under this coverage students will not receive credit for hours between semesters.

V. Health and Accident Insurance

In addition to the on-campus health service program, the University offers a Student Accident and Health Insurance Plan for all enrolled students. The cost of the plan is included in the registration fee paid by students. Students are covered at home, at school, or while traveling 24 hours a day throughout each school term in which they are enrolled. Refer to SUNO "Student Handbook, page 43." Brochures describing the coverage and benefits are available at the Student Health Services and Division of Student Affairs.

PRINT Student Name

Student Signature

Date

**Southern University at New Orleans
Field Director**

Date

Agency Field Supervisor

Date

Please return to Field Director after signature from agency.

AGENCY INFORMATION

AGENCY NAME

AGENCY ADDRESS

CITY STATE ZIP CODE

PHONE NUMBER FAX NUMBER

AGENCY DIRECTOR E-MAIL ADDRESS

Agency Field Supervisors Name _____

E-MAIL ADDRESS

MSW DEGREE: Yes () No ()

Student Date

Field Supervisor Date

Director of Field Date

**SOUTHERN UNIVERSITY AT NEW ORLEANS – STUDENT TIME SHEET
SCHOOL OF SOCIAL WORK**

STUDENT’S LAST NAME FIRST MI MONTH / YEAR

1ST WEEK	DATE	IN	OUT	IN	OUT	IN	OUT	IN	OUT	TOTAL HOURS
SUNDAY										
MONDAY										
TUESDAY										
WEDNESDAY										
THURSDAY										
FRIDAY										
SATURDAY										

2ND WEEK

TOTAL _____

1ST WEEK	DATE	IN	OUT	IN	OUT	IN	OUT	IN	OUT	TOTAL HOURS
SUNDAY										
MONDAY										
TUESDAY										
WEDNESDAY										
THURSDAY										
FRIDAY										
SATURDAY										

I certify that I have worked the hours shown

TOTAL _____

Student Signature _____

I hereby certify that the above is a true statement of the hours worked by the student and to the accuracy of the report.

Signature of Supervisor _____

Date _____

Southern University at New Orleans

School of Social Work

Date _____

AGENCY REQUEST FOR STUDENTS

Agency Name _____

Address _____

City & Phone _____ (____) _____

Agency's Website _____

Director's Name/Phone: _____ (____) _____

MSW Supervisor's Name _____

Supervisor's Phone (____) _____

Supervisor's E-Mail _____

Supervisor's Fax # _____

Supervisor's MSW (Yr & School) _____

Student requested for next semester or next academic year

Spr 20__ Fa 20__ Sum 20__

1. Undergraduate Seniors (16 hrs/week)..... _____

2. First Year Full Time Graduate students (16 hrs/week)..... _____

3. First Year Part Time Graduate students (10 hrs/week) . _____

4. Advanced Graduate students (16 hrs/week – 20 hrs/week) _____

Total Number of Students Requested _____

Evening and Weekend Student Assignments

Does your agency offer assignments with evening and/or weekend hours? ___ Yes
 ___ No

Agency Hours of Operation

Monday: _____

Friday: _____

Tuesday: _____

Saturday: _____

Wednesday: _____

Sunday: _____

Thursday: _____

Does your agency require:

Drug Testing Yes No Finger Printing Yes No

Criminal Background Check Yes No

Does agency pay for these requirements? Yes No

Other requirements or considerations for placing students at your agency;

Please describe your agency's access for disabled students.

Signature of Student Supervisor or Agency Designee

Title

Date

Return completed form to:

SUNO
School of Social Work
Field Unit
6801 Press Drive # 33
New Orleans, LA 70126

Email: dtyler@suno.edu

**Southern University at New Orleans
School of Social Work**

Field Supervisor Application

(Please print)

Name _____

Phone _____ Email _____

Agency of Employment _____

Address _____

Supervision:

Have you supervised BSW students? _____ Yes _____ No

Have you supervised MSW students? _____ Yes _____ No

Education:

BSW Degree _____ Yes _____ No

Name of University _____

Year Degree Received _____

MSW Degree _____ Yes _____ No

Name of University _____

Year Degree Received _____

License Type:

RSW _____ Yes _____ No License Number _____

Provisional GSW _____ Yes _____ No License Number _____

GSW _____ Yes _____ No License Number _____

LCSW _____ Yes _____ No License Number _____

LCSW-BACS _____ Yes _____ No License Number _____

Thank you for your willingness to supervise our students.

FIELD PRACTICUM INCIDENT REPORT

STUDENT

Southern University at New Orleans
School of Social Work

Two copies of the Field Practicum Incident Report will be completed: one by the student and one by the Field Supervisor. The Reports will be completed as reasonably possible following the problem with a student's practicum placement. Each completed form is to be submitted to the student's Field faculty for review and any follow-up action as appropriate or required.

Name of Student _____ I D # _____

Date of Incident _____ Time of Incident _____

Name of Practicum Supervisor _____

Name of Field Faculty _____

Agency staff involved or present _____

Student's description of the incident (accident, stolen property, physical or verbal harm or threat of harm) and what was the response: (please be detailed)

Where was the location of the incident? _____

Was medical care required? If so, describe injury. Have you been released by the attending physician?

Was there police involvement? Explain. _____

Do you feel the incident was satisfactorily resolved? _____

Do you feel safe returning to your field placement? _____

Other comments.

Student's Signature and Date

FIELD PRACTICUM INCIDENT REPORT

AGENCY

Southern University at New Orleans
School of Social Work

Two copies of the Field Practicum Incident Report will be completed: one by the student and one by the Field Supervisor. The Reports will be completed as reasonably possible following the problem with a student's practicum placement. Each completed form is to be submitted to the student's Field faculty for review and any follow-up action as appropriate or required.

Name of Student _____ ID # _____

Date of Incident _____ Time of Incident _____

Name of Practicum Supervisor _____

Name of Field Faculty _____

Agency staff involved or present _____

Field Supervisor's description of the incident (accident, stolen property, physical or verbal harm or threat of harm, code of ethics violation) and what was the response: (please be detailed)

Where was the location of the incident? _____

Was medical care required? If so, describe injury. Has the student been released by the attending physician?

Was there police involvement? Explain. _____

If relevant, describe specific section(s) of the NASW Code of Ethics, or School of Social Work policies and procedures allegedly violated. _____

Do you feel the incident was satisfactorily resolved? _____

Should student return to this field placement? _____

Field Supervisor's comments: _____

Field Faculty's comments _____

Field Director's comments _____

Field Supervisor's Signature and Date

Field Faculty Signature and Date

Field Director's Signature and Date

MSW Foundation Field Learning Contract and Evaluation

Field 1 _____

SW606N/606A - Field 1A - Part-Time
 SW606P/606B - Field 1B - Part-Time
 SW606O/606C - Field 1 - Full-Time

Field 2 _____

SW607N/607A - Field 2A - Part-Time
 SW607M/607B - Field 2B - Part-Time
 SW607O/607D - Field 2 - Full-Time

Student Name: _____

Field Placement Agency/Organization Name: _____

Agency Field Supervisor: _____

School Faculty Seminar Instructor: _____

Semester(s) Covered by this Contract: _____ and _____

Note: Full Time SW 6060 Field I (4 credits) and SW 6070 Field II (4 credits) consists of 450 clock hours. 225 hours must be completed in the first semester. 225 hours must be completed in the second semester.

Part Time SW606N Field IA (2 credits) and SW607N Field 2B (2 credits) consists of 225 clock hours. 112 hours must be completed in the first semester. 113 hours must be completed in the second semester.

Part Time SW606P Field 1B (2 credits) and SW607M Field 2B (2 credits) consist of 225 hours. 112 hours must be completed in the first semester. 113 hours must be completed in the second semester.

*****All semesters must be successfully completed in order to get credit for the MSW Foundation Year Field Placement.*****

As Part Of This Agreement, Please Specify The Following:

Work schedule (include days & hours, make-up arrangements for absences):

Supervision (include days, times, and with whom):

Other staff with whom the student is expected to work to complete assignments (include names and titles).

The Learning Contract is completed and signed by the field supervisor and the student, who submits a copy of the Contract to the Faculty Seminar Instructor by the assigned deadline. This signature indicates agreement with the Learning Contract

Field Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Faculty Seminar Instructor Signature: _____ Date: _____

- *Students should make a copy of this Learning Contract for their records*
- *This instrument serves as the student's Learning Contract and Evaluation for the current year only*

HOW TO USE THIS DOCUMENT:

This document is both the Learning Contract and the Evaluation form for all students who are in the MSW FOUNDATION level of field instruction.

Learning Contract Activities

Students are to work in concert with their field supervisor to create educationally sound learning experiences that demonstrate how the student has *achieved* the objectives of the MSW Foundation field curriculum. *Provide a copy of the completed Learning Contract to your Faculty Seminar Instructor.*

Evaluation

Please use this form for both mid-term and final evaluation. Forward a copy (not the original) of this form to the faculty seminar instructor at the end of the 1st semester. Keep the mid-term original form and add the final evaluation to it at the end of the placement before submitting the final completed evaluation.

This evaluation instrument addresses the minimum objectives for SW 606N/606A; 606P/606B; 606O/606C and SW 607N/607A; 607M/607B; 607O/607D. These provide a guide for the evaluation of the student's performance and represent competencies to be achieved by the end of the placement.

Ratings of each competency must be supported by content in the "Evidence to support rating" section. "Evidence to support rating" may also serve to highlight outstanding abilities. The "Strategies to increase competence" should include ways in which the specific competency can be further addressed.

Please use the rating scale below and rate performance by placing an X at the most appropriate point along the continuum.

In determining the rating, please review the completion of the identified activities/tasks.

- AC Advanced Competence**
Expertly demonstrates awareness, knowledge and skills as a graduate social work intern
- C Competence**
Consistently demonstrates awareness, knowledge and skills as a graduate social work intern
- EC Emerging Competence**
Demonstrates beginning awareness, knowledge and skills as a graduate social work intern
- IP Insufficient Progress**
Rarely demonstrates awareness, knowledge and skills as a graduate social work intern
- UP Unacceptable Progress**
Never demonstrates awareness, knowledge and skills as a graduate social work intern

Evaluation continues to be a critical component in professional development. Therefore, the student must participate in self-evaluation throughout the semester, and particularly at the midterm and ending phases of field practicum. If a student's performance demonstrates either insufficient or unacceptable progress by mid-semester, a written plan for the remainder of the semester is essential. A copy of the mid-term evaluation should be submitted to the faculty seminar instructor.

SOUTHERN UNIVERSITY AT NEW ORLEANS SCHOOL OF SOCIAL WORK
MSW Foundation Year Field Learning Contract and Evaluation

SW606N/606A – Field 1A – Part Time: _____
 SW606P/606B – Field 1B – Part Time: _____
 SW606O/606C – Field 1 – Full Time: _____

SW607N/607A – Field 2A – Part Time: _____
 SW607M/607B – Field 2B – Part Time: _____
 SW607O/607D – Field 2 – Full Time: _____

Student's Name: _____

Agency: _____

Agency Supervisor: _____

Supervisor's Phone Number: _____

Semester: _____

Supervisor's Email: _____

INSTRUCTIONS: All of the following fourteen learning objectives must be addressed in each student's Learning Contract with some identified activities that will be completed during the two-semester placement. Some suggestions for activities are provided and others need to be developed that are specific to the agency in which the student is placed. An outcome statement for each objective must be written; this should be observable and measurable, i.e., what evidence the student will present that will show that each objective has been met. All objectives should be met by the end of the second semester of the placement. Field supervisors will evaluate students based on their progress toward meeting the objectives and on social work skills and professional behavior at the end of each semester. This contract covers a two-semester field placement, but is reviewed and updated as needed at the beginning of the second semester of placement. A mid-term Evaluation Form has been included.

A minimum of two activities per objective is required in addition to the "required activities".

Social work skills and professional behaviors that are **EXPECTED** of all students and are identified as required activities:

Demonstrate the ability to assess one's own interactions with others

Take responsibility for own actions

Comply with the NASW Code of Ethics Standards, such as confidentiality, respect for others, integrity and honesty, and client self-determination

Maintain professional boundaries with clients

Demonstrate the ability to work effectively with diverse people

Demonstrate an understanding and use of strengths-based assessment and/or intervention

Complete written documentation as required by the agency

Demonstrate appropriate oral and written communication skills with clients and agency staff

Accept and apply feedback from field supervisor

Demonstrate assertiveness in asking questions when appropriate

Take responsibility for preparation for and utilization of supervision with field supervisor

Seek supervisory consultation when appropriate

Demonstrate an understanding of how the agency functions

Maintain appropriate professional time standards, i.e. being on time for field and appointments, completing tasks on time, completing scheduled hours

Maintain appropriate attire for a professional setting

Maintain professional demeanor with clients, agency staff, field supervisor

STUDENTS: DO NOT WRITE IN SHADED AREAS

FIELD SUPERVISORS: WRITE EVALUATION RATINGS AND COMMENTS IN SHADED AREAS USING THE NUMERICAL SYSTEM BELOW:

1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Learning Objective #1	Outcome Statement for Objective #1	Date Added	Date Completed	Semester Evaluations	
				First	Second
Apply critical thinking skills within the context of professional social work practice					
Required activities:					
Demonstrate the ability to reflect on own interactions with Others					
Take responsibility for own actions					
Suggested activities:					
Articulate theories/models relevant to practice and policy within the agency setting					
Compare and contrast practice theory with actual practice within the agency					
Demonstrate beginning ability to assess client systems of various sizes (individuals, families, groups, organizations, communities)					
Demonstrate problem identification abilities in client assessment and discussion with field supervisor					
Demonstrate problem-solving skills in field activities and in discussion with field supervisor					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Learning Objective #2	Outcome Statement for Objective #2	Date Added	Date Completed	Semester Evaluations	
				First	Second
Practice within the values and ethics of the social work profession					
Required activities:					
Comply with the standards in the NASW Code of Ethics					
Maintain professional boundaries with clients					
Suggested activities:					
Articulate how the agency’s policies and practices carry out the core values and ethics of the social work profession					
Identify ways that the agency’s policies and practices challenge and/or maintain social injustice					
Identify any ethical dilemma(s) that arise in client situations and discuss with field supervisor					
Identify any ethical dilemma(s) related to the provision of services in the agency and discuss with field supervisor					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Learning Objective #3	Outcome Statement for Objective #3	Date Added	Date Completed	Semester Evaluations	
				First	Second
Practice without discrimination and with respect, knowledge, and skills related to clients' diversity					
Required activities:					
Demonstrate ability to work effectively with diverse people					
Suggested activities:					
Describe diversity among agency's clients with respect to race, ethnicity, age, gender, religion, disabilities, etc.					
Evaluate agency practices in terms of relevance to diverse groups served					
Obtain empirical literature describing populations served by the agency and discuss with field supervisor					
Describe agency programs that address populations-at-risk (e.g., those living in poverty, persons with a disability) with strategies to combat discrimination, oppression, and economic deprivation or strategies that promote social and economic justice					
Identify how values and beliefs are grounded in different cultural perspectives					
Seek and articulate an understanding of client perspectives different from one's own					
Articulate in supervision personal assumptions made based on a lack of knowledge of any area of diversity					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Learning Objective #4	Outcome Statement for Objective #4	Date Added	Completed by	Semester Evaluations	
				Fall	Spring
Understand the forms and mechanisms of oppression and discrimination and explore and understand strategies of advocacy that advance social and economic justice					
Suggested activities:					
Articulate forms of oppression that impact agency clients					
Identify policies that might oppress or discriminate against agency clients					
Describe policies and projects at the agency that work to advance social and economic justice					
Become familiar with legislative initiatives that advance social and economic justice					
Participate in Legislative Day at the state capital					
Write letters of support for state house and senate bills to representatives that advance social and economic justice					
Provide information to a client regarding his/her rights					
Advocate for a client system within the agency or within the Community					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Objective #5:	Outcome Statement for Objective #5	Date Added	Completed by	Semester Evaluation	
				First	Second
Understand and apply an ecological framework to understand individual development and behavior across the life span, and to understand the interactions among individuals, and between social systems.					
Suggested activities:					
Articulate the methods of client assessment to be used in the agency					
Articulate the theoretical framework used to understand clients at the agency					
Complete a genogram on a client's family					
Complete a ecomap on a client					
Complete a biopsychosocial assessment of a client					
Apply your knowledge of individual development and behavior in formulating client intervention plans					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Objective #6:	Outcome Statement for Objective #6	Date Added	Completed by	Semester Evaluation	
				First	Second
Apply the knowledge and skills of generalist social work practice to systems of all sizes					
Required activities:					
Demonstrate an understanding and ability to work with client systems at more than one level (i.e., individuals, families, groups, organizations, communities)					
Suggested activities:					
Complete a case plan for an individual or family system					
Provide information and referral to an individual or family					
Complete a needs assessment for a group, organization, or community					
Develop a proposal for a task or support group at the agency					
Teach life skills through a didactic group or by modeling behaviors with a client system					
Demonstrate active listening skills with client systems and agency staff					
Demonstrate the use of verbal interventions, such as reframing and reflection of feelings, with clients or agency staff					
Develop an agenda, lead, and/or take minutes for a task group Meeting					
Lead a team-building activity with a group of clients, staff of an organization, or members of a community					
Advocate for an individual, family, group, organization, or Community					
Complete an evaluation of an intervention with an individual, family, group, organization, or community					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Learning Objective #7	Outcome Statement for Objective #7	Date Added	Completed by	Semester Evaluation	
				First	Second
Analyze the impact of social policies on all levels of client systems, workers, and agencies					
Suggested activities:					
Articulate the social policies, federal, state, and/or local, which impact agency functioning and clients					
Analyze the strengths and weaknesses of these policies and their implication for practice					
Become familiar with legislative initiatives that might impact the agency or agency's client population					
Attend a city council meeting					
Participate in Legislative Day at the state capital					
Write letters of support for state house and senate bills to representatives that advance social and economic justice					
Demonstrate knowledge of agency policies and procedures					
Attend an administrative meeting during which policies are being developed or changed and discuss with Field Supervisor					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Learning Objective #8	Outcome Statement for Objective #8	Date Added	Completed by	Semester Evaluation	
				First	Second
Understand and evaluate research studies, identify evidence-based practice methods relevant to the field setting, and understand how evaluation of practice is completed in the field placement agency					
Suggested activities:					
Articulate the types of data that the agency collects to evaluate its effectiveness in providing services					
Describe research projects that are currently occurring within the agency					
Observe/participate in a focus group within the agency					
Collect or review data (e.g., client satisfaction surveys) gathered within the agency					
Discuss with field supervisor the results of any research completed at the agency					
Describe evidenced-based practice that is utilized in the provision of services at the agency					
Discuss how agency social workers are evaluating their own practice with field supervisor					
Evaluate one's own practice with a client system					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Learning Objective #9	Outcome Statement for Objective #9	Date Added	Completed by	Semester Evaluation	
				First	Second
Use communications skills differentially across client populations, colleagues, and communities					
Required activities:					
Complete written documentation as required by agency					
Demonstrate appropriate oral communication skills with clients and agency staff					
Suggested activities:					
Complete an oral case presentation to field supervisor or in field seminar using professional standards					
Participate in case planning meetings or interdisciplinary team meetings within the agency					
Complete a videotape or audiotape of a contact with a client and review during supervision					
Complete an interview with a client while being observed by the field supervisor					
Observe the use of verbal and non-verbal communication by other agency staff and process these observations with field supervisor					
Discuss own use of verbal and non-verbal communication in contact with clients or agency staff with field supervisor					
Discuss classroom content that is being applied in your field practice					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Learning Objective #10	Outcome Statement for Objective #10	Date Added	Completed by	Semester Evaluation	
				First	Second
Use supervision appropriate to social work practice at the generalist level					
Required activities:					
Appropriately accept feedback from field supervisor/agency staff					
Demonstrate assertiveness in asking questions when appropriate					
Take responsibility for preparation for and utilization of supervision with field supervisor					
Seek supervisory consultation when appropriate					
Suggested activities:					
Discuss expectations for supervision					
Prepare agendas for supervisory meetings					
Complete an oral case presentation to field supervisor					
Discuss any instances of value or ethical conflicts with field supervisor					
Discuss during supervision any stress reducing techniques that could be used					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Learning Objective #11	Outcome Statement for Objective #11	Date Added	Completed by	Semester Evaluation	
				First	Second
Function within the structure of organizations and demonstrate an understanding of how agency mission, operational policy and procedures, resources, organizational structure and funding impact upon the delivery of social services					
Required activities:					
Demonstrate an understanding of how the agency functions					
Maintain appropriate professional time standards					
Maintain appropriate attire for a professional setting					
Suggested activities:					
Meet field supervisor’s expectations for timeliness and attendance in the field placement					
Follow agency procedures for absences from planned field time					
Articulate the agency’s mission and how that mission guides service delivery					
Review and discuss with field supervisor the agency’s/department’s policy manual					
Review and discuss with field supervisor the agency’s/department’s procedures for delivering services					
Review and discuss the agency’s organizational chart/structure with field supervisor					
Identify organizational strengths and weaknesses of the agency delivery system					
Participate in agency meetings as appropriate to your placement					
Review and discuss with field supervisor the agency’s funding sources and impact on service delivery					
Demonstrate the ability to utilize information technology as appropriate to the agency’s practices and needs					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Learning Objective #12	Outcome Statement for Objective #12	Date Added	Completed by	Semester Evaluation	
				First	Second
Establish, maintain, and manage effective helping relationships using appropriate problem-solving methods and demonstrating the professional use of self					
Required activities:					
Maintain professional demeanor with clients and agency staff					
Suggested activities:					
Articulate how professional behavior at the agency is defined and practiced					
Demonstrate a working knowledge of the various professional roles necessary in practice situations in the agency					
Demonstrate appropriate listening skills in contacts with clients					
Display problem identification abilities in client assessment and in discussion with field supervisor					
Display problem-solving skills in case planning in client interventions and in discussion with field supervisor					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Learning Objective #13	Outcome Statement for Objective #13	Date Added	Completed by	Semester Evaluation	
				First	Second
Practice within the inter-professional environment of health and human services and demonstrate an awareness of community resources and an ability to appropriately utilize these resources on behalf of clients					
Suggested activities:					
Articulate an understanding of life-cycle issues that impact health in human development specific to the agency's clientele					
Participate in interdisciplinary team meetings within the Agency					
Identify several community agencies that work in coordination with the agency and discuss this collaboration with field supervisor					
Visit several community agencies that work with the agency and articulate to your field supervisor the services they provide					
Articulate an understanding of how various professions and various agencies work together to provide multiple services					
Provide field supervisor with a list of several instances of client contact during which external referrals for service were provided					
Observe/participate an intra-agency collaboration					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Evaluation Ratings: 1 = Significantly below expectations

2 = Below expectations

3 = Met expectations satisfactorily

4 = Above expectations

5 = Significantly above expectations

N/A = Not applicable, explanation required in comments

Learning Objective #14	Outcome Statement for Objective #14	Date Added	Completed by	Semester Evaluation	
				First	Second
Demonstrate the ability to assess potential risk to oneself, client(s), and others and develop appropriate safety plans					
Required activities:					
Complete Safety Checklist and give a signed copy to field supervisor					
Suggested activities:					
Participate in agency orientation that includes information regarding safety policies and plans					
Participate in verbal de-escalation training as offered by the Agency					
Participate in physical defensive training as offered by the Agency					
Articulate an understanding of emergency-preparedness procedures for various situations					
Practice procedures in compliance with agency policies regarding safety					
Practice verbal de-escalation with field supervisor or in role Plays					
Agency-specific activities:					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Comments:

Personal professional growth is an important part of the field experience. The final section of the Learning Contract allows students to identify their own personal professional growth issues that need improvement. Examples of these types of issues include:

- Time management skills
- Assertiveness
- Public speaking skills
- Stress management skills
- Identifying areas of personal discomfort in working with clients who are different from oneself
- Examining personal assumptions based on a lack of knowledge or understanding of any area of social work practice, e.g. diversity

Please identify at least two areas of personal growth in which you would like to improve.

PROFESSIONAL GROWTH	Outcome Statements	Date Added	Completed by	Semester Evaluation	
				Fall	Spring
Objective:					
Activities:					
Objective:					
Activities:					

Comments: _____

MID-TERM EVALUATION

SUMMARY OF STUDENT’S ABILITIES

AREAS WHERE GROWTH WAS MOST EVIDENT

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

STUDENT COMMENTS

MID-TERM

STUDENT’S READING & SIGNATURE ARE REQUIRED

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. *At the time of this signing I certify and my Field Supervisor verifies that I have completed the following number of field hours:* _____.

Criteria:

Recommended Letter Grade _____

- A = Significantly Above Expectation
- B = Above Expectations
- C = Met Expectations Satisfactorily
- F = Significantly Below Expectation
- I = Incomplete Grade, Explanation Required
- N/A = Not Applicable, Explanation Required in comments

Signature of Student Date

Signature of Agency Field Supervisor Date

Signature of School of Social Work Faculty Seminar Instructor Date

Note to Students: Submit a copy of this document – keep the original – to your Faculty Seminar Instructor.

FINAL EVALUATION

SUMMARY OF STUDENT’S ABILITIES

AREAS WHERE GROWTH WAS MOST EVIDENT

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

STUDENT COMMENTS

FINAL EVALUATION

****STUDENT’S READING & SIGNATURE ARE REQUIRED****

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. *At the time of this signing I certify and my Field Supervisor verifies that I have completed the following number of field hours: _____.*

Criteria:

Recommended Letter Grade _____

- A = Significantly Above Expectation**
- B = Above Expectations**
- C = Met Expectations Satisfactorily**
- F = Significantly Below Expectation**
- I = Incomplete Grade, Explanation Required**
- N/A = Not Applicable, Explanation Required in comments**

Signature of Student Date

Signature of Agency Field Supervisor Date

Signature of School of Social Work Seminar Instructor Date

Advanced Field Learning Contract and Evaluation

Field 3 _____
SW7020/702E

Field 4 _____
SW7030/703F

Student Name: _____

Field Placement Agency/Organization Name: _____

Agency Field Supervisor: _____

School Faculty Seminar Instructor: _____

Semester(s) Covered by this Contract: _____ and _____

Note: SW 7020 Field III (4 credits) and SW 7030 Field IV (6 credits) consists of 505 clock hours. 225 hours must be completed in the first semester. 280 hours must be completed in the second semester. Both semesters must be successfully completed in order to get credit for the Advanced Year Field Placement.

As Part Of This Agreement, Please Specify The Following:

Work schedule (include days & hours, make-up arrangements for absences):

Supervision (include days, times, and with whom):

Other staff with whom the student is expected to work to complete assignments (include names and titles).

The Learning Contract is completed and signed by the field supervisor and the student, who submits a copy of the Contract to the Faculty Seminar Instructor by the assigned deadline. This signature indicates agreement with the Learning Contract

Field Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Faculty Seminar Instructor Signature: _____ Date: _____

- Students should make a copy of this Learning Contract for their records
- This instrument serves as the student's Learning Contract and Evaluation for the current year only

HOW TO USE THIS DOCUMENT:

This document is both the Learning Contract and the Evaluation form for all students who are in the ADVANCED level of field instruction.

Learning Contract Activities

Students are to work in concert with their field supervisor to create educationally sound learning experiences that demonstrate how the student has *achieved* the objectives of the Advanced field curriculum. *Provide a copy of the completed Learning Contract to your Faculty Seminar Instructor.*

Evaluation

Please use this form for both mid-term and final evaluation. Forward a copy (not the original) of this form to the faculty seminar instructor at the end of the 1st semester. Keep the mid-term original form and add the final evaluation to it at the end of the placement before submitting the final completed evaluation.

This evaluation instrument addresses the minimum objectives for SW 7020 and SW 7030. These provide a guide for the evaluation of the student's performance and represent competencies to be achieved by the end of the placement.

Ratings of each competency must be supported by content in the "Evidence to support rating" section. "Evidence to support rating" may also serve to highlight outstanding abilities. The "Strategies to increase competence" should include ways in which the specific competency can be further addressed.

Please use the rating scale below and rate performance by placing an X at the most appropriate point along the continuum.

In determining the rating, please review the completion of the identified activities/tasks.

- AC Advanced Competence**
Expertly demonstrates awareness, knowledge and skills as a graduate social work intern
- C Competence**
Consistently demonstrates awareness, knowledge and skills as a graduate social work intern
- EC Emerging Competence**
Demonstrates beginning awareness, knowledge and skills as a graduate social work intern
- IP Insufficient Progress**
Rarely demonstrates awareness, knowledge and skills as a graduate social work intern
- UP Unacceptable Progress**
Never demonstrates awareness, knowledge and skills as a graduate social work intern

Evaluation continues to be a critical component in professional development. Therefore, the student must participate in self-evaluation throughout the semester, and particularly at the midterm and ending phases of field practicum. If a student's performance demonstrates either insufficient or unacceptable progress by mid-semester, a written plan for the remainder of the semester is essential. A copy of the mid-term evaluation should be submitted to the faculty seminar instructor.

Objective 1: Identify as a professional social worker, apply social work ethical principles to guide professional practice and conduct one-self accordingly.

Practice Behaviors/ Expected Outcomes

- a) Identify and provide client access to the services of social work, demonstrating the value base of the social work profession, its ethical standards, and relevant laws including the NASW Code of Ethics
- b) Engage in self-reflection, self-monitoring, and self-correction
- c) Critically evaluate social work roles and articulate the rationale for adhering to professional boundaries in diverse practice situations
- d) Demonstrate professional demeanor in behavior, appearance, and communication
- e) Develop a plan for continuing education and self care
- f) Apply in practice, knowledge derived from supervision and consultation
- g) Demonstrate accountability to and leadership within the profession regionally, nationally, and/or internationally
- h) Demonstrate in practice an awareness of the relevance of human rights to professional social work
- i) Practice professionally in accordance with social work ethics, the core values, and universal human rights

Activity / Learning Experience #1

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #1
 (Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #1
 (Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objective 1

Activity / Learning Experience #2

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #2

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #2

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student comment on learning experience:

Objective 2: Engage diversity and difference in practice to advance human rights and social and economic justice.

Practice Behaviors/ Expected Outcomes

- a) Demonstrate an ability to act in accordance with professional values, rather than personal biases and values
- b) Engage expert informants, research, and other resources to enhance one’s learning and practice
- c) Demonstrate the ability to use policy, research, theory, and practice to redress social injustices and human rights violations
- d) Initiate action to counter mechanisms of oppression and discrimination, to promote human rights, and to advance social justice

Activity / Learning Experience #1

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #1

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #1

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objective 2

Activity / Learning Experience #2

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #2

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #2

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student comment on learning experience:

Objective 3: Apply advanced engagement skills (with individuals, groups, families, organization, and communities).

Practice Behaviors/ Expected Outcomes

- a) Exhibit the ability to tailor interpersonal skills and empathic responses to the unique, situation- specific presentation of client systems
- b) Incorporate an evidence-based perspective in engagement with client systems
- c) Articulate the rationale for employing a particular strategy behind engagement of client systems

Activity / Learning Experience #1

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #1
 (Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #1
 (Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objective 3
Activity / Learning Experience #2

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #2
 (Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #2

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student comment on learning experience:

Objective 4: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Practice Behaviors/ Expected Outcomes:

- a) Analyze, influence, formulate, and advocate for policies that respond to emerging local, regional, and societal trends to advance well-being and attenuate the impact on client systems
- b) Engage in practice-informed and human rights-oriented policy practice

Activity / Learning Experience #1

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #1

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #1

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objective 4
Activity / Learning Experience #2

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #2
 (Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #2
 (Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student comment on learning experience:

Objective 5: Engage in research-informed practice and practice-informed research

Practice Behaviors/ Expected Outcomes:

- a) Evaluate practice and programs and use findings to strengthen these
- b) Employ an evidence-based process to practice and service delivery

Activity / Learning Experience #1

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #1
 (Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #1

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objective 5**Activity / Learning Experience #2****MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #2**

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #2

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student comment on learning experience:

Objective 6: Apply critical thinking to inform and communicate professional judgments to assess, intervene and evaluate individuals, families, organizations and communities

Practice Behaviors / Expected Outcomes

Assessment

- a) Integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
- b) Demonstrate the ability to modify communication style depending on the relevant setting, stakeholders, and purpose
- c) Collect, organize, interpret client data while drawing on evidence-based practice knowledge as well as theories of human behavior, and human rights

Intervention

- a) Demonstrate the ability to collaborate with client systems in order to develop innovative and creative intervention goals and objectives
- b) Articulate a theory and evidence-based rationale for selecting a particular intervention strategy
- c) Demonstrate the ability to adapt and adjust interventions in accordance with the changing needs of the target system evaluation

Evaluation

- a) Apply interdisciplinary knowledge and methods consistent with evidence-based, practice-informed, and human right perspectives

Activity / Learning Experience #1

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #1
 (Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #1
 (Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objective 6
Activity / Learning Experience #2

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #2
(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #2
(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student comment on learning experience:

Objective 7: Additional site specific learning experiences not covered elsewhere in this agreement. Given the field site, what other activities do you want to perform to enhance your professional development?

Activity / Learning Experience #1

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #1
(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #1

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objective 7

Activity / Learning Experience #2

MID-SEMESTER EVALUATION OF LEARNING EXPERIENCE #2

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION OF LEARNING EXPERIENCE #2

(Field supervisor comment on learning experience. Include evidence to support rating; strategies to increase competence.)

AC	C	EC	IP	UP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student comment on learning experience:

MID-TERM EVALUATION

SUMMARY OF STUDENT’S ABILITIES

AREAS WHERE GROWTH WAS MOST EVIDENT

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

STUDENT COMMENTS

MID-TERM

****STUDENT’S READING & SIGNATURE ARE REQUIRED****

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. *At the time of this signing I certify and my Field Supervisor verifies that I have completed the following number of field hours: _____.*

Criteria:

Recommended Letter Grade _____

- A = Significantly Above Expectation**
- B = Above Expectations**
- C = Met Expectations Satisfactorily**
- F = Significantly Below Expectation**
- I = Incomplete Grade, Explanation Required**
- N/A = Not Applicable, Explanation Required in comments**

Signature of Student

Date

Signature of Agency Field Supervisor

Date

Signature of School of Social Work Faculty Seminar Instructor

Date

Note to Students: Submit a copy of this document – keep the original – to your Faculty Seminar Instructor.

FINAL EVALUATION

SUMMARY OF STUDENT’S ABILITIES

AREAS WHERE GROWTH WAS MOST EVIDENT

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

STUDENT COMMENTS

FINAL EVALUATION

****STUDENT’S READING & SIGNATURE ARE REQUIRED****

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. *At the time of this signing I certify and my Field Supervisor verifies that I have completed the following number of field hours: _____.*

Criteria:

Recommended Letter Grade _____

- A = Significantly Above Expectation**
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- C = Met Expectations Satisfactorily**
- F = Significantly Below Expectation**
- I = Incomplete Grade, Explanation Required**
- N/A = Not Applicable, Explanation Required in comments**

Signature of Student Date

Signature of Agency Field Supervisor Date

Signature of School of Social Work Seminar Instructor Date

**SOUTHERN UNIVERSITY AT NEW ORLEANS
SCHOOL OF SOCIAL WORK
MSW FIELD PRACTICUM APPLICATION**

Deadline for submission of Application: Last Day of Pre-Advisement for Summer and Fall

I. APPLICANT INFORMATION

Name: _____

Address: _____

City/State/Zip Code: _____

Phone: _____ Email: _____

Are you in need of special accommodations? Yes No

If yes, please contact the Disabled Student Organization (DSO) at (504) 286-5357

II. CURRENT MSW PROGRAM

1st Year Foundation (Full Time)

1st Year Foundation (Part Time)

Advanced Standing

Transfer Student

III. Social Work Field Experience Prior to enrolling at SUNO MSW program

MSW Site, Year and Grade _____

BSW Site, Year and Grade _____

IV. List Relevant Employment/Volunteer Experiences you have had in the past 5 years:

Attach additional information on separate sheet, if needed.

1. Agency, Title, Dates _____

Responsibilities: _____

2. Agency, Title, Dates _____

Responsibilities: _____

3. Agency, Title, Dates _____

Responsibilities: _____

V. Foundation Status:

1. Indicate Your Interest in the Following Learning Experiences: Check All That Apply

Individuals Families Groups Community
 Children (Birth to 12) Adolescents Elderly All Ages
 Other (Specify) _____

2. Identify Agencies or Placement Opportunities in which you are interested :

a. _____
 b. _____
 c. _____
 d. _____

VI. MSW last year only (Advance Practice)

1. Concentration area selected (Please check one):

Children, Youth & Family _____ Health/Mental Health _____

2. Learning Interest: Please rank in order your top
- three**
- learning Interests (1=highest). Select no more than 3 interests total.

Children, Youth & Families

Foster Care
 Child Welfare
 Juvenile Justice
 Domestic Violence
 Child Abuse Investigation
 Early Childhood Services
 Education/School-Based Services
 Services to Families
 Other (specify) _____

Health

Aging Services
 Developmental Disabilities
 Disability Services
 Medical Social work
 Substance Abuse Services/Drug Courts
 Housing/Shelter
 Other (specify) _____

Mental Health

Community Mental Health
 Criminal Justice/Forensic Social Work
 Mental Health Services
 Individual, Families & Groups
 Crisis Intervention Services

____ Residential Services

____ Other (specify) _____

Revised: 11/2010

**Southern University at New Orleans
School of Social Work
STUDENT EVALUATION OF FIELD PRACTICUM**

Please Print

Student's Name _____

Semester/Year _____

Agency/Program _____

Agency Field Supervisor _____

SUNO Field Instructor _____

Please check: BSW Field

MSW Part Time Field

MSW Field Time Field

Frequency Rating
Scale
1 – Strongly Agree
2 – Agree
3 – Disagree

I. Field Practicum Setting

Please Circle

	SA	A	D	SD
1. <i>My field practicum setting</i>				
a. Provided adequate resources for good learning (private area, phone, computer access.....	1	2	3	4
b. Provided orientation to agency's mission, goals, standard operating procedures.....	1	2	3	4
c. Reflected the values of social work	1	2	3	4
d. Provided orientation to risk factors/safety issues associated with working in the agency and with clients.....	1	2	3	4
e. Provided me with experiences with diverse client populations.....	1	2	3	4

f. Provided an atmosphere that made me feel accepted as a student... 2 3 4

Frequency Rating
Scale
1 – Strongly Agree
2 – Agree
3 – Disagree

II. Agency Field Supervisor

		Please Circle			
		SA	A	D	SD
2.	My agency Field Supervisor				
	a. Was effective in helping me understand my role and tasks within the agency setting.....	1	2	3	4
	b. Was effective in helping me understand the agency setting.....	1	2	3	4
	c. Was effective in providing information on cultural competency issues.....	1	2	3	4
	d. Allotted sufficient time for supervision and honored scheduled meetings with me.....	1	2	3	4
	e. Periodically reviewed my learning contract with me.....	1	2	3	4
	f. Facilitated my opportunity to develop critical thinking skills in the assessing and evaluating interventions.....	1	2	3	4
	g. Encouraged exchange of ideas.....	1	2	3	4
	h. Informed me of my expectations regarding my performance.....	1	2	3	4
	i. Was readily available and accessible.....	1	2	3	4
	j. Gave constructive feedback.....	1	2	3	4
	k. Helped me integrate classroom knowledge with field learning.....	1	2	3	4
	l. Provided diverse learning tasks and assignments.....	1	2	3	4
	m. Demonstrated good social work knowledge.....	1	2	3	4
	n. Demonstrated a commitment to social work values.....	1	2	3	4
	o. Provided support and encouragement.....	1	2	3	4

SOUTHERN UNIVERSITY AT NEW ORLEANS

SCHOOL OF SOCIAL WORK

MSW PROGRAM

REQUEST FOR FIELD INTERNSHIP IN PLACE OF EMPLOYMENT

1. Student Name _____
 _____ Foundation Year _____ Concentration Year _____ Advanced Standing
 Student's Contact # _____ E-mail _____
 Length of Employment _____
2. Agency Name _____
 Agency Division/Unit/School _____
 Agency Contact Phone _____
 Agency Contact E-mail _____
 Is the agency currently an approved School of Social Work Field Agency? ___ Yes ___ NO
3. Student's present employment status and job description: _____

4. Type of assignment/work responsibilities student has currently: _____

5. Type of new assignments student will be given for field practice arrangement: _____

6. What will be the new or changing emphasis in the student's field internship? _____

7. Student's field internship time will consist of _____ days per week, totaling _____ hours. How many of these field internship hours will be given from employment hours? _____
8. For foundation and advance practice concentration students, indicate how workload will be divided: approximately _____ cases, _____ families and/or _____ groups.

9. Will student be able to meet with the Field Supervisor for a minimum of 1 hour each week?
_____ Yes _____ No

10. Will student have adequate time for internship-related responsibilities? _____ Yes _____ No

Signatures:

Agency Executive Director _____ Date _____

Print Name: _____

Employment Supervisor _____ Date _____

Print Name: _____

Field Supervisor _____ Date _____

Print Name: _____

Student _____ Date _____

Director of Field Education _____ Date _____

Please return to: Director of Field Education
Field Education Office
Southern University at New Orleans
School of Social Work
6801 Press Drive
Bldg. 32A
New Orleans, Louisiana 70126

Policy Regarding Academic Dishonesty

Policy-Definitions- Procedures

CHEATING

Academic dishonesty may take a variety of forms. The most common are cheating on tests or examinations, and plagiarism. However, the accessibility of technology may raise questions about others or whether using a media element constitutes cheating (Seneca, 2009). Students are strongly encouraged to obtain and read The SUNO Student Handbook which is available on the SUNO website.

Cheating involves behaviors and activities which are deceptive and sometimes fraudulent. Below are examples of cheating in four areas: tests and examinations, essays and assignments, laboratory and field assignments, and a general category of aiding and abetting cheating. The School of Social Work has identified these examples to firmly establish those areas that constitute cheating (many of which are also covered in the SUNO Handbook).

Tests and Examinations

- Taking a test or examination for another student or permitting a student to take a test or examination for you.
- Copying from another student
- Giving students answers to exam questions during the exam or while exiting the examination room.
- Using unauthorized material during a test or exam. Including “cheat sheets”, notes, electronic devices (including cell phones) or other devices inappropriate to proscribed test conditions.
- After taking an exam, informing other students in a later section of the questions that appear on the exam.
- Discussion of answers, responses, ideas related to an exam/quiz unless discussion is authorized by instructor.
- Obtaining unauthorized materials, i.e., copy of an examination before it is given

Essays and Assignments

- Submitting as your own any material prepared by another student or from uncited sources, including texts, reference and internet sources.
- Allowing your essay or assignment to be copied by another student.
- Copying an essay or assignment.
- Buying or selling of essays or assignments.

Laboratories, Fieldwork and Computer Files

- Fabricating information, i.e., data from a lab report or data for an empirical study. **** check with research teachers for ideas
- Indicating field placement hours which have not actually been completed with the assigned agency. (Here we may want to find out if Bonnie has thoughts/needs/ideas)****
- Copying a laboratory or field report as your own.
- Allowing students to copy your report.
- Allowing another student to do the laboratory or field work for you.
- Misrepresenting assignments or attendance carried out in field placement.
- Copying a student's work from a disk or hard copy.
- Providing a student with your disk or hard copy.
- Using information or devices that are not allowed by the faculty, i.e., using formulas or unauthorized data; using cell phones and/or hand-held computers with stored information to answer test questions

Aiding or Abetting Others

- Knowingly helping another student to commit an act of cheating or plagiarism.
- Communicating with another student or students during online examinations.
- Allowing a student to copy your answers during an exam.
- Giving your essay or assignment to another student to copy.
- Taking a student's place in an exam.
- Leaking test information to other students.
- Letting a student use your work as their own.

(Seneca, 2008)

Students should avoid any appearance of cheating by sitting apart from one another in examinations. Students should also be prepared to remain in the testing site once the exam has begun.

Although we have strived to be comprehensive, there may be situations which have not been detailed in this writing. To avoid any appearance or act of cheating students are encouraged to read the tips below.

PLAGIARISM

Writing someone else's words and claiming them as your own is plagiarism. Plagiarism, a Code Three offense under the Southern University at New Orleans Code of student conduct, is defined in the Southern University at New Orleans Student Handbook as follows:

“Plagiarism includes, but is not limited to:

- Directly quoting from a source without using quotation marks;

- Presenting or paraphrasing information without identifying the source; or
- Submitting reports essays, term papers, test, etc., of another person as if it were the work of the presenter.”

Code Three offenses are major violations subject to a maximum sanction of expulsion from the university.

(SUNO Student Handbook,2008)

➤ **TIPS TO AVOID CHEATING OR PLAGIARISM**

- Familiarize yourself with the SUNO "Cheating and Plagiarism Policy". (See above)
- Prepare thoroughly for examinations and assignments.
- Take the initiative to prevent other students from copying exams or assignments; for example, shield answer sheets from other students during examinations, and do not loan completed assignments to other students.
- Check your subject outlines dealing with cheating/plagiarism for the subject. Ask the faculty member what his or her expectations are, particularly concerning collaboration and citation.
- Do not look in the direction of other students' papers during examinations.
- Utilize a recognized handbook for instruction on citing source materials in papers. Consult with faculty or academic departments when in doubt. (The School of Social Work Recommends the APA Writing Manual). Cite the source of all ideas of another person in your written work using the style of citing source material the course instructor directs you to use. The American Psychological Association (APA) style and Modern Language Association (MLA) style are frequently used styles.
- Discourage dishonesty among students.
- Refuse to assist students who cheat.
- Inform the faculty if you are aware of other students cheating.

➤ **Tips to help you protect your work:**

- Never loan or show your assignments to other students for any reason.
- Do not work on assignments together, unless indicated to do so by the instructor; particular assignments are group focused;
- Do not loan or show your assignment to other students "just to show them how it works", which may lead to plagiarism. All students involved in a plagiarism incident will be held equally responsible, regardless of who claims to have created the work or who admits to plagiarism.
- Do not get involved in detailed assistance to another student on an assignment. If a student is having trouble with an assignment, encourage them to see their instructor. When you try to help them, you may do more harm than good - you may inadvertently

- provide them with your solution, and your instructor will not know which students need extra help.
- Ask your instructor for help on an assignment, don't ask another student.
Do not discard printouts of your work without destroying them first. Shred

copies of work before discarding them.
 - If you are working on a SUNO computer, make sure that you logout as appropriate and delete your personal files from that computer. Do not leave your portable/ micro drives behind and do not loan drives containing assignments to other students.
 - Change the permissions on any SUNO accounts that will contain any part of your assignments so that members of the same group as you do not have access to your files and directories. Only grant read and execute permission to 'other' when it is necessary for web-based work.
 - When submitting an assignment via the web, make sure that it is password-protected. Submit online through Bb and or the designated site specified by the professor.
 - Make sure your course account passwords are secure, and never share them with other students.

(Excerpts from Seneca, CSULB, and SUNO Website Handbooks)

References: *(Parts of this document was abstracted and or modified from the following sources):*

CSULB: http://www.csulb.edu/divisions/aa/catalog/2008-2009/academic_information/cheating_plagiarism.html

Seneca: cs.senecac.on.ca/bullets/cheating.html

SUNO Student Handbook 2008, pgs 71-72

Acknowledgement of review and understanding of the policy, standards, definitions, and consequences associated with academic dishonesty with particular attention to Cheating and Plagiarism:

I _____ have read the above information relative to academic dishonesty and have been allowed to ask questions pertaining to the information presented. I fully understand the policy, standards, definitions, and consequences associated with academic dishonesty with particular attention to Cheating and Plagiarism.

Student Signature

Date

Faculty Signature

Date

09.17.09

JSM LGF HAR

Exhibit 1



SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

J.S. CLARK ADMINISTRATION BUILDING

BATON ROUGE, LOUISIANA 70813

Office of the President
(225) 771-4680

Fax Number:
(225) 771-5922

March 16, 2009

TO WHOM IT MAY CONCERN:

The Southern University System declares and reaffirms that its institutions subscribe to a policy of equal educational/employment opportunity and nondiscrimination in the provision of educational and other services to the public.

The Southern University System will make all decisions regarding recruitment, hiring, promotion and all other terms and conditions of admission and employment without discrimination on the grounds of race, color, creed or religion, sex, national origin, age, physical or mental disability or other factors which cannot lawfully be the basis for such decisions.

The Southern University System is an Equal Opportunity/Affirmative Action Employer.

Sincerely,

Ralph Slaughter, Ph.D., CPA
President
Southern University System

RS/LAP/ss

An Equal Educational Opportunity Institution