



MASTER OF SOCIAL WORK PROGRAM

FIELD EDUCATION MANUAL

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MASTER OF SOCIAL WORK FIELD EDUCATION MANUAL

INTRODUCTION

The School of Social Work at Fayetteville State University (FSU) offers the professional Master of Social Work (MSW) degree. The FSU MSW Program is accredited by the Council on Social Work Education Commission on Accreditation (CSWE) through June 2018

The On-Campus MSW Program is located within the School Social Work in the College of Arts and Sciences at FSU. The Off-Campus Program is located at Army Medical Department Center and School (AMEDDC&S), Health Readiness Center of Excellence (HRCoE) in Fort Sam Houston, Texas. Both MSW Programs seeks to educate and prepare graduate students to become professional social workers and to assume advanced competent practice and leadership roles in a dynamic, global, and multicultural society. The major purpose of the MSW program is to prepare students for competent generalist and advanced social work practice in Children and Family Services and Mental Health and Substance Abuse Services.

Field Education is an integral component of social work education at FSU. The Field Education program is governed by the mission, goals, objectives, foundation curriculum, advanced curriculum, and the policies and standards of the CSWE. The Field Education experience affords students the opportunity to promote the development of professional competence and to integrate and apply knowledge, skills and values of generalist and advanced social work practice. It is designed so that students demonstrate competency of the MSW Program objectives.

Purpose of MSW Field Education Manual

The MSW Field Education Manual (*Manual*) is the primary guide for Field Instructors, Faculty Liaisons, and MSW students use during the entire Field Experience. The *Manual* contains the official policies, procedures, and current guidelines for Field Education, in the agency and classroom. Please read the *Manual* carefully and use it as a guide to enhance your understanding of Field Education. It is designed to provide direction and assistance, and facilitates all involved in Field Education.

MISSION

Mission of Fayetteville State University

The mission of FSU is to be a public comprehensive regional university offering degrees at the baccalaureate, masters, and doctoral levels. The primary mission of FSU is to provide quality education to its students through basic liberal arts foundation, specialized professional training, and specific graduate programs. Committed to excellence in teaching, research, and service to the community, the university seeks to prepare its students and graduates to lead meaningful and productive lives. In doing so, FSU strives to produce creative thinkers and leaders who will reach beyond current intellectual and cultural boundaries to become the change agents for shaping the future of the United States and the world. As part of its broader mission, the university extends its services as a regional institution providing life-long learning experiences and opportunities to the immediate and extended communities and serving as a resource for business, education, and culture in North Carolina.

Mission of Master of Social Work Program

The mission of the Master of Social Work (MSW) Program at Fayetteville State University is to prepare students for advanced social work practice and leadership with a focus on issues concerning children, families, mental health and substance abuse. The program is designed to prepare students to practice with individuals, families, groups, communities, and organizations in rural, military and urban, settings. Students are prepared to engage in prevention, treatment, intervention, clinical practice, research, and administration activities that promote human well-being. The program seeks to equip students with knowledge, skills, and values to respond to the needs of alleviating oppression, poverty, and discrimination in a multicultural society and in the global community. Students will matriculate in an environment that promotes diversity, stimulates desire for lifelong learning, and brings together faculty, field instructors, social work professionals, and students for collaborative learning.

The Off-Campus Program

The FSU Off-Campus MSW program is located within the US Army Medical Department Center and School (AMEDDC&S), Health Readiness Center of Excellence (HRCoE). The AMEDDC&S, HRCoE is located in Fort Sam Houston, Texas. The Center is where the Army Medical Department formulates its medical organization, tactics, doctrine, and equipment. The School is where the Army educates and trains all of its medical personnel. Together, the Center and School fulfills its mission and vision.

Mission We envision, design and train a premier military medical force for full spectrum operations in support of our Nation.

Envision means looking at what the Army's medical force should look like and what it should be able to accomplish given the missions it can be expected to receive.

Design means building the tactical medical units, approving their equipment sets and developing the medical doctrine needed to provide quality healthcare in the field: whether the battlefield or the humanitarian assistance field.

Train means providing the education and training to develop military and civilian students into proficient and ready members of the military healthcare team.

Vision To be the foundation on which the AMEDD is built, sustained and transformed.

Mission of the US Army–FSU Master of Social Work Program

The US Army Masters of Social Work Program will produce Army Social Work Officers who provide advanced clinical social work practice to Soldiers, families, groups, organizations, and military communities. Graduates of this program will be prepared to work in a broad spectrum of military specific environments; combat stress, hospitals, research, healthcare policy agencies, and a variety of non-traditional assignments that may require a Social Work Officer.

MSW GOALS, COMPETENCIES, CONCEPTUAL FRAMEWORK, AND CURRICULUM

MSW Program Goals and Competencies

The program goals and competencies for the MSW Program are operationalized through the mission statement of the university and the social work program. There are three program goals and several program objectives.

Goal 1. Prepare students for advanced social work practice, research, and leadership by concentrating in children and family services or in mental health and substance abuse services.

Competencies

Students will:

- 1.1. Understand and interpret the history of the social work profession and relate it to contemporary structures and issues
- 1.2. Utilize theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span, and the interactions among individuals and families, groups, organizations, and communities.
- 1.3. Analyze, formulate, and implement social policies, services and programs that promote human well-being.
- 1.4. Exhibit commitment to ethical decision making within the values and ethics of the social work profession.
- 1.5. Communicate effectively with clients, military populations, colleagues, and communities in rural, urban, and military settings.
- 1.6. Function as social workers, administrators, and advocates within the structure of organizations and service delivery systems.
- 1.7. Utilize supervision and consultation techniques for children and family services or mental health and substance abuse.
- 1.8. Utilize critical thinking skills within the context of professional social work practice.
- 1.9. Evaluate research studies, in the area of concentration, apply research findings to practice, evaluate interventions, and generate research in rural, urban, and military settings.
 - 1.9.1 Evaluate research studies in the area of children and family services, apply

research findings to practice, evaluate interventions, and generate research on children and families in rural, urban, and military settings.

1.9.2. Evaluate research studies in the area of mental health and substance abuse, apply research findings to practice, evaluate interventions, and generate research on mental health and substance abuse in rural, urban, and military settings.

1.10. Demonstrate ability to use technology to promote effective social work practice with different client systems.

Goal 2. Equip social work students with the knowledge, skills, and values to respond to the needs of oppressed and at risk populations in a multicultural society.

Competencies

Students will:

2.1 Acquire an understanding of the forms and mechanisms of poverty, oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

2.2 Practice with respect to knowledge, and skills without discrimination of clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, gender, and sexual orientation.

2.3 Apply and evaluate knowledge and skills of a generalist social work perspective to practice with individuals, families, groups, military populations, communities and organizations in rural, urban, and military settings.

Goal 3. Cultivate students' pursuit of lifelong learning by emphasizing participation in professional development, involvement in professional and community organizations.

Competencies

Students will:

3.1. Evaluate one's professional growth.

3.2 Demonstrate reasonable efforts toward making arrangements to participate in continuing education endeavors and education beyond the master's degree.

3.3 Join and participate in professional organizations and activities.

Master of Social Work Program Conceptual Framework

The concentration areas adopted for the MSW Program are based on the findings of the feasibility study conducted in 2001 as well as the review of literature. Findings indicated the service region has considerable demand for children and family services, and mental health and substance abuse programs. The Metro Vision Community Benchmark study (2001) identified significant community problems. These problems include infant mortality, low birth weight babies, child fatalities, child abuse, and neglect. In addition, more than 37,400 persons were served by mental health and substance abuse facilities in the FSU region during the 1999-2000 fiscal year. Because of the need to address social problems such as those described above, there has been an increase in the demand for social workers at both the national and state levels (Gardner, 2001). These needs were also reflected in the prospective student and agency surveys for choice of area of concentration.

The conceptual framework of the MSW Program is grounded in and is built upon several theoretical approaches. Primary theoretical frameworks of the program are systems theory, strength-based perspective, and multicultural practice with specific attention to client systems of all sizes in rural, urban, and military settings.

Within the MSW Program, systems theory is based on the following definition put forth by Barker (1999):

Those concepts that emphasize reciprocal relationships between the elements that constitute a whole. These concepts emphasize the relationships among individuals, groups, organizations or communities and mutually influencing factors in the environment. Systems theories focus on the interrelationships of elements in nature, encompassing physics, chemistry, biology, and social relationships (Barker, 1999, p. 477).

The theoretical perspective of strengths-based social work practice stems from the following definition:

An orientation in social work and other professional practices that emphasizes the client's resources, capabilities, support systems, and motivations to meet challenges and overcome adversity. This approach does not ignore the existence of social problems, individual disease, or family dysfunction; it emphasizes the client's assets that are used to achieve and maintain individual and social well-being (Barker, p. 468).

The MSW Program's following definition of multicultural social work practice theoretical framework is based on the definition put forth by the National Association of Social Workers NASW Standards for Cultural Competence in Social Work Practice (NASW, 2001):

Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes,

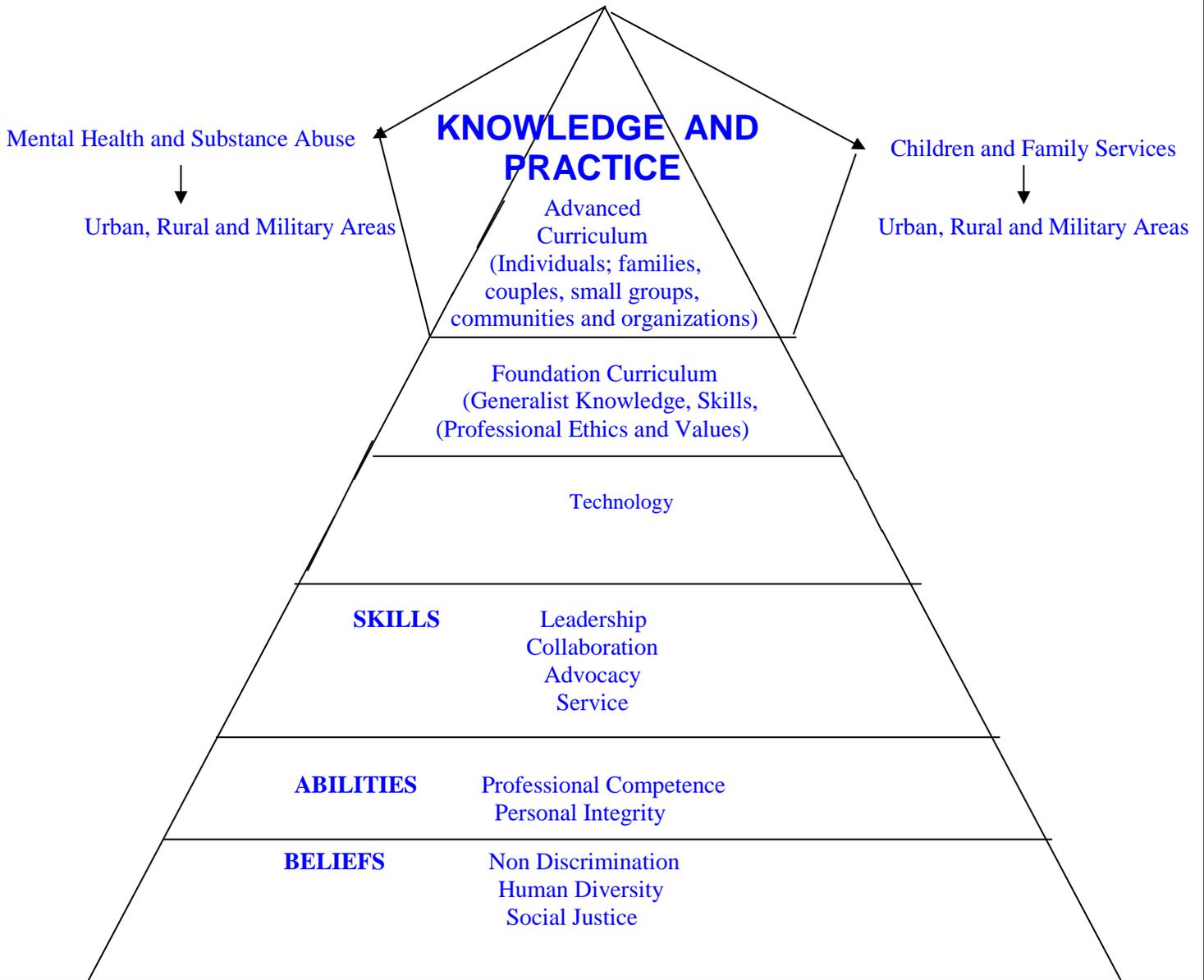
racess, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (p.11).

According to Davis and Donald (1997) cultural competence is operationally defined, as the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes.

The conceptual framework of the MSW Program is based on these three theoretical frameworks. The MSW Program equips social work students with knowledge, skills and values utilizing systems theory, strengths perspective, and multicultural social work practice to further students' knowledge in alleviating oppression, poverty, and discrimination in a multicultural society and in the global community. The conceptual framework is built on the mission of the MSW Program, which is to produce "social workers as leaders and advocates for socio-economic justice in a multicultural society."

The MSW Program builds on its and the University's belief in building a just society free of discrimination which promotes human diversity and social and economic justice. Thorough familiarity and use of technology in advancing social work education and practice are integral to the MSW Program's implementation and achievement of its mission and curricular goals. The foundation curriculum is conceived of as being guided by a generalist practice perspective where the presentation of knowledge and advancement of skills are guided by professional values. Building on this foundation, the advanced curriculum is designed to prepare competent social workers to be leaders in the profession who will practice collaboratively and be advocates in providing social work services to individuals, couples, families, small groups, communities and organizations in rural, urban and military areas. The foundation and advanced curriculum prepare students to provide client systems of all sizes in need of: 1) family and children services; and/or 2) mental health and substance abuse services. The conceptual framework serves as a guide for purposeful teaching with the respect to infusing knowledge, skills, values ethics, and technology throughout the professional foundation and advanced curriculum. The MSW Program foundation and advanced curriculum stems from the Educational Policy Statement, and MSW Program Goals and Competencies.

**Fayetteville State University
Master of Social Work Program Conceptual Framework**



“Social workers as leaders and advocates for socio-economic justice in a multicultural Society.”

MSW Foundation Curriculum

The first year or Foundation curriculum consists of thirty-one (31) semester credit hours (SCH) of courses. This includes a minimum of 460 clock hours of Field Education. The curriculum builds on a broad liberal arts foundation and provides students with a generalist social work practice foundation. The curriculum includes content on social work values and ethics, populations-at-risk, human behavior and the social environment, social welfare policy and services, diversity, social and economic justice, social work practice, and research. The Foundation content is required of all students. Courses in ethics and writing are being phased in for all students.

MSW Advanced Curriculum

The second year or Advanced curriculum has two specialties that build on the foundation curriculum content. These specialties are Children and Family Services and Mental Health and Substance Abuse Services. The Children and Family Services specialty provides knowledge, skills and values for students who are interested in direct social work practice with children and families. This area of practice offers courses that facilitate practice with children; adolescents; adults; geriatric consumers; families; small groups; and rural, urban, and military communities. It includes programs such as adoptions and foster care, protective services, the juvenile justice system, and services to schools. Within the Mental Health and Substance Abuse specialty, areas of focus are knowledge, values, and skills in the area of mental health and substance abuse. This specialty includes classroom content on in-patient and outpatient services to children, adolescents, adults, elders, and families in mental health settings. The AMEDDC&S, HRCoE Off-Campus MSW Program utilizes only the Mental Health and Substance Abuse Services concentration. The Advanced Field Education requires a minimum of 500 clock hours.

FSU Curriculum: *(Note: Subject to change. Always refer to most current graduate catalog).*

The MSW program has sixty-one (61) SCH in the regular program. The Advanced Standing Program is limited to those with the Bachelor of Social Work degree earned within the last five years with a minimum GPA of 3.0. All courses listed in the foundation, advanced, and concentrated areas are required with the exception of course electives. All students must complete a research proposal.

Foundation Courses (35 SCH- Courses on Ethics and Writing are being phased in for all students)

SWRK 601 [510] Social Welfare Policy & Service
SWRK 602 [520] Human Behavior & the Social Environment I
SWRK 603 [525] Human Behavior & the Social Environment II
SWRK 607 [530] Social Work Statistical & Data Analysis
SWRK 611 [540] Social Work Intervention with Individuals & Families

SWRK 560 Applied Social Work Research Methods
SWRK 612 [570] Social Work Intervention with Groups, Communities and Organizations
SWRK 613 [574] Multicultural Practice with Diverse Populations
SWRK 626 Substance Abuse Intervention
SWRK 651 [580] Social Work Field Instruction I
SWRK 652 [585] Social Work Field Instruction II

Advanced Courses (All Students, 14 SCH)

SWRK 635 Management of Human Service Organizations
SWRK 609 Social Work with Groups
SWRK 656 [650] Social Work Field Instruction III
SWRK 657 [655] Social Work Field Instruction IV

SWRK Electives (2)* (6 SCH)

*Off-Campus students will take the following for electives:

605 Contemporary Issues in Military Social Work
621 Social Work Practice with Military Families

Specialty Courses (6 SCH) *(These will be changing. Refer to latest Graduate Catalog for Specialty/Concentrations and follow courses outlined).*

Children and Family Services Specialty

The specialty in Children and Family Services provides students opportunities to acquire specific knowledge and skills in preparation for work with children and families. Students gain knowledge about case management, advocacy, administration, self-help groups, and building community partnerships in rural and urban settings. The curriculum is designed to educate students for advanced social work practice in adoptions, schools, adult services, shelters, foster care, protective services, courts, hospitals, community action agencies, domestic violence programs, policy development, advocacy, and administration. These Specialty courses are:

SWRK 610 Social Work Practice with Families
SWRK 620 Social Work Practice with Children & Adolescents

Mental Health and Substance Abuse Services Specialty (6 SCH)

The Mental Health and Substance Abuse services specialty focuses primarily on preparing students for clinical social work practice with individuals, families and small groups. This specialty emphasizes advanced social work practice with populations who have interpersonal issues, psycho-social problems, and serious mental illness. Students are exposed to advanced social work practice approaches to include prevention, crisis intervention, brief problem solving, and treatment of mental disorders and substance abuse. The prevalence of substance abuse is emphasized and

assessment and intervention is addressed. Students gain knowledge about case management, advocacy, administration, self-help groups, and building community partnerships in rural and urban settings. Students are prepared to work in community mental health centers, residential facilities, rehabilitation programs, in-patient psychiatric programs, and military settings.

The Mental Health and Substance Abuse Specialty courses are:

SWRK 615 Social Work Practice in Mental Health

SWRK 630 Assessment of Mental Disorders

Advanced Standing Curriculum Plan (35 SCH)

Advanced standing status is awarded to eligible graduates of CSWE accredited baccalaureate social work programs. Advanced standing is a one-year full-time academic program. Students must have completed their bachelors' degree in social work within five years of expected enrollment in the MSW Program. It is expected advanced standing students will have mastered the fundamentals and demonstrated the ability to perform in an accelerated learning program.

The student will then choose one of the specialties outlined above, referring to most current graduate catalog for changes as appropriate. The Off-Campus MSW Program's sole specialty is Mental Health and Substance Abuse Services.

2015 EPAS Field Education Competencies and Behaviors

Competency	Behaviors
1. Demonstrate Ethical and Professional Behavior	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
	2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
	4. Use technology ethically and appropriately to facilitate practice outcomes; and
	5. Use supervision and consultation to guide professional judgment and behavior.
2. Engage Diversity and Difference in Practice	Behaviors
	a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
	b) Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
	c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance Human Rights and Social, Economic, and Environmental Justice	Behaviors
	1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
	2. Engage in practices that advance social, economic, and environmental justice.
4. Engage In Practice-informed Research and Research-Informed Practice	Behaviors
	1. Use practice experience and theory to inform scientific inquiry and research;
	2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
	3. Use and translate research evidence to inform and improve practice, policy, and service delivery
5. Engage in Policy Practice	Behaviors
	1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

	2. Assess how social welfare and economic policies impact the delivery of and access to social services;
	3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6. Engage with Individuals, Families, Groups, Organizations, and Communities	Behaviors
	1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
	2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Behaviors
	1. Select and use appropriate methods for evaluation of outcomes;
	2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
	3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
	4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

FIELD EDUCATION MODEL

Concurrent Field Model

The On-Campus Master of Social Work Program utilizes the standard concurrent model for Field Education that requires students to be enrolled in field seminar classes at the same time they are in field placements whether during the regular academic year or during approved summer Block Placements. Regular track (two-year program) students typically have assignments in two different social work and human services agencies in Cumberland and surrounding counties within an eighty miles' radius of campus – one in the Foundation year and one in the Concentration/Advanced Field year. The MSW Off-Campus Program in Fort Sam Houston, TX utilizes block placements for both Foundation and Advanced Field Education. Field Assignments for the Off-Campus MSW Program are in the San Antonio, Texas area.

MSW BROAD FIELD EDUCATION COMPETENCIES

The competencies of Field Education for the Foundation and Advanced placement years are similar. The learning competencies are different in terms of ability and depth of the first and second-year students to understand and differentially apply theoretical conceptualization to practice situations. The primary goal of Field Education is to provide students with the practical knowledge and skills to become an Advanced social worker. The broad competencies of the Field Education are to:

1. Provide students with opportunities for internships that will further develop the integration of knowledge, skills, and theories learned in the classroom to practical agency settings.
2. Promote the development of self as a professional and self-sufficient social worker.
3. Promote students' abilities for continued self-understanding and self-awareness.
4. Promote students' ability and commitment to work effectively with oppressed and at risk population to support economic and social justice in a multicultural society.
5. Present an opportunity for students to apply theories, techniques and strategies learned in the classroom to target populations and client systems in different settings using a range of prevention approaches and treatment modalities.
6. Promote students' ability to develop the capacity to critique and evaluate own practice and to assess agency effectiveness in the delivery of services.
7. Promote the ability to foster an understanding and commitment to apply ethical decision-making to the ethics and values of the social work profession.
8. Provide knowledge of and develop skills in the use of professional supervision.
9. Promote the use of research, single system designs, and technology to assess, implement

and evaluate program policies and procedures within agencies and systems.

10. Provide knowledge of and develop skills in oral and written professional communications that are consistent with language of the agency setting and profession.
11. Promote students' understanding and pursuit of lifelong learning for continued professional growth and development.

FOUNDATION FIELD EDUCATION COURSE DESCRIPTIONS AND COMPETENCIES

Field Education is a teaching laboratory in which social work students are given the opportunity to apply social work values, knowledge, and skills that are learned in the classroom to placement settings. It is the signature pedagogy in Social Work education. During the Foundation year of the MSW program, the curriculum emphasizes a generalist social work practice perspective. Field Education is designed to engage students in applying social work practice and classroom learning in a supervised agency setting.

SWRK 651 [580] Social Work Field Instruction I

This course is the first of two courses that constitute the Foundation Field Education. Students enroll in this course concurrently with other foundation courses and with placement in field. The foundation placement is intended to help students develop basic knowledge and skills that provide the ground work for their area of specialty. During the foundation year students are in the field for 230 clock hours per semester. They are assigned to social service agencies and are supervised by experienced professionals. Field Education provides students the opportunity to integrate knowledge and skills within an agency setting and community context. Students will have experiences in working with individuals, families, groups, and organizations. Seminars will provide students an opportunity to enhance practicum learning experiences by helping students further develop understanding knowledge, skills, self-awareness, and professional use of self in advanced social work practice.

SWRK 652 [585] Social Work Field Instruction II

This course is the second of two courses that constitute the foundation placement year. The foundation placement experience is intended to help students develop knowledge and skills that provide the ground work for their area of specialty. During the foundation year students are in the field for 230 clock hours. This amounts to two full days a week. Students are assigned to social services agencies and supervised by experienced professionals. Field Education provides students opportunity to integrate knowledge and skills within an agency setting and community context. The Field Education placement is offered concurrently with seminar classes. Seminar classes enhance placement learning experience by helping students further develop understanding of knowledge, skills, self-awareness and professional use of self. The Field Education placement in

conjunction with the seminar provides students a series of and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students may select rural or urban settings.

Field Education Foundation Competencies

Field Education during the Foundation year of the MSW program focuses on helping students develop a broad perspective of social work practice. It seeks to provide students with a broad range of practice situations such as case planning, interviewing, conducting research, policy analysis, and implementation, developing reports, and participation in supervisory exchange.

After completion of the Foundation Field Education, student will be able to:

1. Critically evaluate implementation of agency policies and procedures.
2. Demonstrate ability to coordinate services between the practicum agency and other social service agencies in rural, urban, and military settings to enhance client functioning.
3. Demonstrate ability to apply, integrate and synthesize classroom theories and knowledge in the agency and within the context of community human service networks.
4. Demonstrate competence in working with client systems in relation to client engagement, planning, developing, assessments, intervention, and evaluation that reflect sensitivity to human diversity.
5. Demonstrate self-awareness in the process of providing intervention, including examining commitment to social work values, ethics, social and economic justice, and the delivery of services to at risk populations.
6. Demonstrate understanding of the forms and mechanisms of poverty, oppression, and
7. Discrimination in a multicultural society, and can apply strategies of advocacy and social change.
8. Demonstrate proficient use of oral, written, technological skills that are consistent with the agency and the social work profession.
9. Demonstrate ability to effectively use supervision and other resources for continued professional development in the knowledge, skills and values of the social work profession.

ADVANCED FIELD EDUCATION COURSE DESCRIPTIONS AND COMPETENCIES

Advanced, or Concentration Field Education, builds on the foundation year placement experience. It is an integral component of the social work curriculum. The Advanced Field Education course and placement utilizes experiential learning within a supervised social work practice experience in Children and Family Services or Mental Health and Substance Abuse Services. The assignment experience seeks to provide students with opportunities to demonstrate the ability to prepare advanced assessments and interventions, and critically evaluate practice, policies, and procedures. The Off-Campus MSW Program Advanced Field Education utilizes agencies that will provide opportunities with Mental Health and Substance Abuse services.

Course Descriptions and Competencies of Advanced Practicum Field Courses

SWRK 656 [650] Social Work Field Instruction III

This course is the first of two courses that constitute the advanced practicum in students' areas of concentration. The advanced practicum is intended to help students develop expanded knowledge and skills in their area of concentration. During the advanced practicum students are in the field for 500 clock hours for the academic year or 250 clock hours per semester. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The Field Education seminar is offered concurrently with placement. The Field Education, seminar classes, and assignments are consistent with students' chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organizations.

SWRK 657 [655] Social Work Field Instruction IV

This course is the final of two courses that constitute the advanced practicum in students' areas of concentration. The advanced practicum is intended to help students develop expanded knowledge and skills in their area of concentration. During the advanced practicum students are in the field for 500 clock hours for the academic year or 250 clock hours for the semester. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The Field Education placement is offered concurrently with seminar classes. The Field Education, seminar classes, and assignments are consistent with students chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organizations.

Advanced Field Education Competencies

The advanced or concentration Field Education provides students with the opportunity to specialize in two areas of practice: Children and Family Services and Mental Health and Substance Abuse Services. After the Advanced Field Education, students will be able to:

1. Demonstrate an understanding of how social welfare policies impact children and families/or mental health and substance abuse and how these policies impact the field placement agency.
2. Demonstrate purposed and consistent application of research and single system designs in practice with children and families/or mental health and substance abuse in rural and urban settings with particular attention to ethical dilemmas, oppression, and social and economic injustice.
3. Continue to demonstrate proficient use of oral, written, and technological skills that are consistent with the practicum agency to which the student is assigned and the social work profession.
4. Continue to demonstrate efficient self-awareness in the process of providing intervention, including examining commitment to social work values, ethics, social and economic justice, and the delivery of services to at risk populations.
5. Demonstrate ability to critically, purposefully, and consistently use theoretical frameworks that support client engagement, assessments and practice interventions, evaluation and termination in relation to children and families/or mental health and substance abuse.
6. Demonstrate ability to work collaboratively with colleagues and other professionals.
7. Demonstrate knowledge, skills, values, and leadership to practice and advocate for clients to promote equity and access to resources in rural, urban, and military settings.
8. Demonstrate purposeful, consistent, and proficient use of oral, written, technological skills that are consistent with the agency and the social work profession.
9. Exhibit commitment to establishing career goals.
10. Demonstrate commitment to lifelong learning with plans to continue professional development, and involvement in professional and community organizations.

FIELD EDUCATION STANDARDS

Field Education will take place only in an approved social work or human service agency, organization, or program with an approved Field Instructor. It is the sole responsibility of the Director/Coordinator of Field Education to approve the Field Education sites and the Field Instructors or task supervisors. This approval process occurs prior to the placement of the student. The Field Education standards (policies and procedures) are outlined in this portion of the manual.

Roles and Responsibilities

Director of Field Education

The Director of Field Education provides leadership in all aspects of the MSW Field Education Program and works in collaboration with the Chair of the MSW Program, Faculty and Faculty Liaisons. The Director of Field Education responsibilities are as follows:

1. Recruit, assess, and approve Field Education agencies and Field Instructors.
2. Finalize and file Memorandums of Agreement between field agencies, community organizations, programs and the University
3. Assigns students to Field Education agencies.
4. Monitors and evaluate student's progress in Field Education.
5. Maintains Field Education records.
6. Resolves problems and concerns related to Field Education.
7. Identify training needs of Field Instructors.
8. Plan and implement Field Instructor orientations and training sessions.
9. Plan and implement student orientations.
10. Administers and updates the *Master of Social Work Program Field Education Manual* as needed and make students, faculty, Faculty Liaisons, and Field Instructors aware of any changes.
11. Serves as a conduit between the MSW Program and the Field Education agencies by transmitting significant information pertaining to the operation of Field Education and the overall operation of the MSW Program.
12. Ensures the overall administration of the Field Education is in compliance with the Council on Social Work Education Accreditation Standards.
13. Assigns students to Faculty Liaisons.
14. Be available as consultant to Faculty Liaisons.
15. Responsible for overseeing the overall evaluation of the Field Education program.
16. Responsible for developing and updating Field Education evaluation tools.

Field Coordinator

The Field Coordinator for the MSW Off-Campus MSW Program has responsibilities similar to that of the FSU Director of Field Education, although at Fort Sam Houston. The Field Coordinator consults on a regular basis with the Field Director.

Faculty Liaison

The Faculty Liaison is a critical and most consistent link between the agency, the school, and the student. This person provides ongoing support and information to the student and Field Instructor. The Field Seminar will also perform the role of Faculty Liaison unless circumstances indicate this is not possible and

Responsibilities of the Faculty Liaison are as follows:

1. Faculty Liaison Field Visits.
 - a. In the On-Campus Program, the Faculty Liaison maintains contact with students assigned Field Instructor (two field site visits and one phone call to Field Instructor per semester). More frequent site visits/telephone calls will be made for those students needing more attention.
 - b. Off-Campus Faculty Liaisons work within a block placement model. The assignment will require two field visits: one in the beginning of Field I and III and one at the end of end of Field II and IV. One telephone call to Field Instructor at end of Field I & III.
2. Monitors students' progress
3. Reviews and signs off on Learning Plan and Student Performance Evaluation Forms.
4. Be available as a consultant to Field Instructor on educational matters. Provides assistance in dealing with concerns and issues the agency may have in regard to the student's performance
5. Documentation of Hours/Time Sheets
 - a. On-Campus MSW Program Seminar Instructor/Field Liaison will monitor students' field placement hours and advise Director of Field Education if there are problems on concerns that need to be addressed.
 - b. The Off-Campus MSW Program Field Coordinator is responsible for Time Sheets.
6. Discuss and resolve problem situations involving the practicum with the Field Instructor.
7. Consults with Director/Coordinator of Field Education regarding situations that may require intervention. Evaluates and recommends grades to the instructor teaching the Integrative Seminar for the student based on Field Instructor evaluations of student and course requirements.
 - a. Upon receipt, Off-Campus MSW Program Field Coordinator recommends a grade

to the instructor(s) teaching the Integrative Seminar.

8. Submit a Faculty Liaison report form concerning assigned field students.
9. Evaluates the quality of field experiences and opportunities provided each student and Field Instructor. Makes recommendations for continuation or changes to the Director/Coordinator of Field Education.

Student

The effectiveness of student learning is largely dependent on the student. It is the student's responsibility to become an active learner and to have a sense of ownership in the field experience. Active learning involves the student developing a learning plan, evaluating practice, confronting personal biases and prejudices, and assessing one's professional development.

Students are expected to meet the following additional responsibilities:

1. Submit the following forms to the Field Office in a timely manner.
 - a. Student Placement Request & Personal Data
 - b. Planning Guide
 - c. Resume
 - d. Statement of Understanding
2. Attend and participate in
 - a. Orientation to Field Education
 - b. All Field Education seminar classes
3. Participate in the learning process by completing educational objectives and the Learning Plan and submit a copy of the Learning Plan one month after field placement.
4. Prepare for regularly planned weekly hourly supervision with Field Instructors and submit documentation of social work performance through the Field Instructor Weekly Supervision Log/Notes form found on the Department website. Prepare an agenda, if required, by Field Instructors.
5. The MSW On/Off-Campus Programs require a minimum of 960 clock hours for both Field Education Assignments.
 - a. The Foundation requires a minimum of 460 clock hours.
 - b. The Advanced requires a minimum of 500 clock hours.
6. Weekly Structure of Field Education. Complete the minimum clock hours using the following:
 - a. On Campus
 - i. Foundation students will be in the Field two (2) days per week.
 - ii. Advanced students will be in the Field three (3) days per week.
 - b. Off-Campus
 - i. Foundation and Advanced students will be in the Field 4.5 days per week, typically Monday through Friday. Friday is a half day in the morning and the afternoon is spent in Integrative Seminar.
7. Alteration of Field Education placement arrangement will be made with the written

consent of the Field Instructor, Faculty Liaison, and Director/Coordinator of Field Education.

8. Make up of loss of time due to Field Education agency closings, sickness, religious holidays, or emergencies is required.
9. Maintain confidentiality of agency records and field information (field agency material used for class discussion/assignments should be fully disguised).
10. Read and abide by the National Association of Social Workers Code of Ethics (See Appendix B).
11. Abide by all agency policies, rules, regulations and procedures. As a graduate student in a professional social work program in the College of Arts and Sciences and the Social Work Department (includes the Off-Campus MSW Program), you may be asked by a field agency to undergo screening related to health, drug testing, immunizations and /or have a criminal background check prior to being allowed to participate in a field placement experience at that agency. Any cost associated with the health screening, drug testing, immunizations and background criminal check is the sole responsibility of the student.
12. Submit two process recordings (one at midterm of each semester), monthly reports, time sheets, and any other required forms.
13. Participate in a collaborative effort with Field Instructor and Faculty Liaison to evaluate self and complete all agency and class assignments.
14. Comply with all policies and procedures as outlined in the *Manual*, FSU Student Handbook, the MSW Student Handbook and FSU Graduate Catalog.
 - a. The MSW Off-Campus Program also follows Policies and Procedures for the Department of Defense, US Army, and the AMEDDC&S, HRCoE Student Handbook and Student Evaluation Plan (SEP).
15. Participate in the evaluation of the overall MSW Field Education Program and submit evaluations at the end of the year.

Field Instructor

The Field Instructor is a vital participant in the educational learning process of social work students. The Field Instructor assists the student in applying theories learned in class to practice situations. The student and the agency supervisor collaborate in the development of an educational Learning Plan through the assignment of appropriate tasks and activities. The Field Instructor is responsible for the weekly supervision, evaluation of the student's progress in placement, and the recommendation of a grade to the Faculty Liaison. The Field Instructor is also expected to:

1. Complete the Agency Database and Planning Information Form for Field Instructors and maintain a current resume on file with the Director/Coordinator of Field Education.
2. Assist the student in developing the Learning Plan within the first four weeks of placement and a copy provided to the Faculty Liaison.
3. Arrange for orientation to agency policies, procedures to include introduction to agency administration and staff, and training for student safety.

4. Develop learning opportunities in relation to the curriculum and design assignments. Consultation with the Faculty Liaison is strongly encouraged.
5. Maintain field guidelines in recommending grades and evaluating the performance of the student. The Field Instructor should involve the student in the evaluation and student is expected to sign it at the end of the semester evaluation. Three copies of the Student Performance Evaluation are completed (copies for the Field Instructor, student, and Faculty Liaison or Field Office).
6. Maintain a teacher-student learning relationship in order to enable the student to develop as a generalist social worker at the Foundation Level and an Advanced Practitioner at the Advanced Level.
7. Notify the Faculty Liaison and Director/Coordinator of Field Education verbally and in writing immediately regarding any problems or concerns with the performance of the student or the agency's ability to meet the expectations of providing a Field Education for the student.
8. Evaluate the field placement experience and submit evaluations to the Seminar Instructor/Faculty Liaison who will then submit to the Director/Coordinator of Field Education before the end of each semester.
9. Attend field placement training seminars. New Field Instructors are required to attend Field Instructor's Orientation.
10. Meet with the student at least one hour per week for supervision and provide feedback to the student on an ongoing basis about their performance using assessment tools such as process recordings, audio tapes and taped interviews (with permission), notes of meeting, seminars and workshops, if necessary. Group supervision is allowed; however, there must be at least one hour/month of individual supervision.
11. Monitor the student's daily activities on-site either in person or through an assigned Task Supervisor. Direct observation of the student's work is encouraged and expected. If the Field Instructor is not able to directly observe the student's work on site, there must be written documentation of communication with the Task Supervisor on at least a monthly basis.

Task Supervisors

Task Supervisors are non-MSW or MSWs who do not have the required two years experience, agency employees who are highly experienced in the area or program to which the student will be assigned. They work in coordination with the off-site Field Instructor and the Faculty Liaison. They are utilized under extreme circumstances in special field placements to provide training and supervision to field interns. The responsibilities and role functions of the Task Supervisor are monitored by the Faculty Liaison and the Director/Coordinator of Field Education to ensure that field placement standards are maintained.

The Task Supervisor is expected to:

1. Consult with the Field Instructor in identifying learning assignments (Learning Plan) for

- the students.
2. Provide guidance to the Field Education student when they are completing assigned tasks for the practicum experience.
 3. Consult and maintain contact with the Field Instructor and Faculty Liaison to monitor student field placement progress.
 4. Consult with the student and Field Instructor in completion of the student evaluation.
 5. Attend Field Instructor Training.

FIELD EDUCATION POLICIES AND PROCEDURES

Selection of Field Education Agencies

The FSU MSW Program adheres to the standards and guidelines of the Council on Social Work Education and set forth policies, procedures and processes accordingly. An agency is mutually selected as a Field Education site to provide an environment where students learn to integrate the knowledge, values, and skills of the social work profession. Selected Field Education agencies must meet the following requirements:

1. Demonstrate commitment to the purpose of social work education and interest in working with MSW Field Education students.
2. Demonstrate commitment to the mission, goals, and objectives of the MSW Program.
3. Model understanding, commitment, and respect for diversity and social and economic justice.
4. Exhibit support of social work values and ethics in policies and services impacting employees and individuals served by the agency.
5. Provide reimbursement for travel expenses incurred by students while utilizing personal car to conduct agency business (if applicable).
6. Make available to students' appropriate face-to-face experiences with individuals, groups, and agency or community projects for selection and assignment to students.
7. Provide direct practice opportunities related to concentration areas offered by the MSW Program.
8. Allow Field Instructors time to prepare for student instruction, provide students supervision, participate in Field Education training sessions, and engage in consultations with MSW Faculty Liaisons.
9. Ensure students will not be discriminated against on the basis of race/ethnicity, sex, color religion, national origin or ancestry, age, marital status, handicap, or sexual orientation.
10. Provide adequate office space, work materials, equipment, secretarial support, and other accommodations needed for students' instructional needs.
11. Provide agency orientation that will include policy, procedures, and personal safety.

The Director/Coordinator of Field Education approves new Field Education agencies. All Field Education agencies are required to complete a *Field Education Agency Database*

Information Form and the *Memorandum of Agreement (MOA)* before assignment of student interns. The Off-Campus Program has a similar Memorandum of Understanding (MOU) document, “Medical Training Agreement (MTA),” that includes signatures from AMEDDC&S, HRCoE, Chief of Staff and FSU Department of Social Work Chair. If interested in viewing this document, contact the Director/Coordinator of Field Education.

The *Field Education Agency Database Information Form* provides information pertaining to the agency, its administration, Field Contact Person, and Field Instructor. Information regarding the type of agency, population served, agency function and purpose, learning opportunities, types of programs, target group served, and demographics (population served, characterizes, etc.) are also included.

Selection of Field Instructors

Field Instructors are identified by the agency and are approved by the MSW Field Program to provide Field Education to students. The Field Instructor must have earned a master’s degree from a CSWE accredited Master of Social Work Program. If the agency does not employ a social worker with a MSW degree, arrangements may be made with other agencies or with the MSW Program to meet this educational requirement. Field Instructors are responsible for completing the Field Instructor Information Form. Additionally, Field Instructors are expected to:

1. Have a minimum of two years’ post-master of social work experience. It is preferred that the Field Instructor has six months of work experience in the Field Education agency. If this is not possible, it is expected that the Field Instructor have similar experiences or be familiar with the Agency through review of written materials, a site visit or communication prior to the placement, with either the on-site Task Supervisor or Executive Director.
2. Have a commitment to the purposes of social work education.
3. Maintain a commitment to teaching and working with students.
 - a. Have time available to provide regular contact and direction to students during their practicum hours in the agency.
 - b. Possess the ability to instruct students with a wide range of backgrounds and interests.
 - c. Interest in participation in students’ research.
 - d. Coordinate students’ orientation to the agency including policies, procedures, and personal safe
 - e. Work closely with students in the development of their Learning Plan.
 - f. Schedule students’ work assignments, monitor performance of these assignments, and assist students in meeting professional responsibilities.
 - g. Work closely with students while in the practicum in providing delivery of services to client target systems.
 - h. Provide weekly, one clock hour of supervision. The date and hour should be mentioned in the Learning Plan. When unable to do so, make special arrangements for supervision.

- i. Submit Weekly Supervisory Log/Notes to Field Office
 - ii. Participate in oral and written evaluations of students' performance.
4. Demonstrate competent communication skills and the ability to communicate knowledge to students.
5. Attend MSW Program Field Instructor orientation and training sessions (new Field Instructors are required to attend Field Orientation).
6. Evaluate MSW Program curriculum and Field Education program and return forms to the Director/Coordinator of Field Education at the end of the year.
7. Maintain current resume on file with the School's Director/Coordinator of Field Education as required by the Council on Social Work Education (CSWE) for documentation purpose.

Continuing Education Credits for Field Instructors

The Fayetteville State University Center for Continuing Education is eligible to offer CEU credits for workshops and seminars. The Social Work Department will offer field training to field instructors and in some instances other agency personnel. CEU credits for training will be opened to agency Field Instructors through the Continuing Education Center. There may also be some other seminars that are available for agency Field Instructors offered by the University. Interested agency Field Instructors should contact the Director/Coordinator of Field Education to determine the availability of the free seminars.

Field Advisory Board

The Field Advisory Board serves the field program as a supportive and advocacy function. It helps to identify agencies and agency services for the social work field program. The board consists of social work professionals from numerous social work and human service agencies.

Block Placement

Concurrent placements are customary and the standard for students in the Social Work program at the On-Campus site. The Off-Campus MSW Program at Fort Sam Houston has block placements for Foundation and Advanced Field Education. A block placement at the On-Campus site represents an exception to the standard rather than a routine option.

Field Education assignments that are arranged during evenings or weekends are the exception to the Standard Field Education Model. The MSW Program is aware of the many obligations students may have to families and employers. However, students cannot be exempt from requirements of the MSW Program because of these obligations. Students are encouraged to make personal arrangements with whomever necessary prior to entering Field Education.

Nevertheless, there are occasions when a block placement is an educationally sound alternative to the concurrent model. Each written request by a student is considered individually. In order to be considered for this exception, the student must submit a proposal to the Director of Field Education that will address and provide documentation of the following eligibility

requirements:

1. Request must be written as a supplement to the Foundation/Advanced Field Placement Guide (Appendix A – Field Forms; Forms C and D)
2. Provide evidence the request is educationally sound.
 - Requests solely based for personal reasons will not be considered.
3. Completion of Foundation or Advanced course work.
 - a. A grade of “B” or better must have been earned in all classes.
 - b. No incompletes (“I” grades).
4. Document meeting with and receive approval from Faculty Advisor.
5. Proposal must be submitted three (3) months prior to the semester in which the Field Education assignment would take place.
6. Student commits to completion of the minimum clock hours for the respective Field Courses. (Foundation or Advanced).
 - Includes willingness to complete the clock hours during the Monday through Friday workweek during business hours as defined by the agency.
7. Student commitment to attend and participate in all Field Seminars.
 - Includes satisfactory completion of all assignments in a timely manner.

Approval of the proposal is based on:

1. Student meeting the above requirements.
2. Adequate resources in the Field Office.
 - a. Includes time and effort in setting up a block placement, coordinating seminar, and visits by a Faculty Liaison.
2. Proposed Field Education site must have an established Memorandum of Agreement.
3. Proposed Field Instructor is willing to serve in this capacity.
 - a. She/he has met all requirements and has been approved as such by the Field Office.
 - b. Has the time and effort necessary for an abbreviated field experience.
 - c. Is willing to accept a block student.
4. Recommendation of Faculty Advisor.

Students approved for Summer Block Placements must register for the Field Seminar Courses during the time period of the placement. Summer Block Placement students will register for the two seminar courses (SWRK 651 [580]/652 [585] or SWRK 656 [650]/ 657 [655]) to be taught in Summer Sessions I and II. They should not register for these courses during the regular academic year.

Two Field Placement Assignments in the Same Agency

Students are assigned to different agencies for Field Education to enhance the ability of the student to transfer knowledge and skills from one practice setting to another. Students or Field Instructors may submit a written request for exception to this policy to include compelling reasons for

both Foundation and advanced year placements to be in the same agency. This is not an option for the Off-Campus site.

Requests for a placement experience in the same agency for On-Campus students are approved by the Director of Field Education in consultation with the Faculty Liaison and/or appropriate Field/Faculty Advisor.

Employment-Based Field Education

The primary purpose of an Employment-Based Placement for On-Campus students is to permit a student to utilize their place of block as the site for Field Education. This is not an option for the MSW Off-Campus Program. Students interested in completing a field placement in their employing agency must complete the Proposal for Placement in an Employing Agency (Appendix A; Forms C and D), attach the form to the Field Placement Planning Guide, and discuss the proposal with the Director of Field Education three months before their field is to begin. If the proposal is not approved the student will be considered for field placement in another agency. Approval of an employment-based Field Education is based on the following requirements.

1. Proposal is due to the Director of Field Education three months prior to beginning Field Education.
2. The agency must be an approved Field Education site by the MSW Program.
3. Field Education assignments must be clearly delineated and separate from employment responsibilities (i.e., field placement assignments should reflect different tasks, and the assignments are in a different program or division).
4. Field Instructor and employer supervisor are two different persons. The agency designated Field Instructor must meet MSW Program requirements as previously stipulated.
5. Field Education assignments and supervision must be educationally focused rather than agency service centered and considered as contracted learning based upon the Learning Plan and the Memorandum of Agreement.
6. Field Education activities are to be supervised by a Field Instructor assigned specifically for the student's educational activities.
7. A schedule or outline of the differentiation between the Field Education activities and work.

Assignment of Students to Field Education Sites

The Director/Coordinator of Field Education is responsible for assigning students to Field Education sites and does so with collaboration with MSW Faculty, Liaisons, prospective agencies, and Field Instructors. A step-by-step process for assigning students to Field Education Agencies has been developed over time and is continuously improved upon based on student, Field Instructor, and Faculty Liaison feedback. Basically, the steps are as follows.

- A list of agencies is reviewed by the Director/Coordinator of Field Education.
 - These agencies have signed the Memorandum of Agreement/Medical Training

Agreement with FSU's Graduate Social Work On/Off-Campus Program.

- Student materials are reviewed.
- **In collaboration with the student, an agency is identified.**
- Student resume, Request Form, and Planning Guide are sent to the agency.
- The student contacts the agency and schedules an interview with the potential Field Instructor.
- Upon completion of the interview, the student and Field Instructor informs the Director/Coordinator of Field Education of the outcome by e-mail. The MSW Field Placement Assignment form must be submitted to Field Office if the student is accepted for placement.
- The Director/Coordinator of Field Education approves the placement or refers the students to another placement interview.

Criminal Background Checks/Drug Screens

Agencies typically require students to complete a criminal background check and/or urine drug screen prior to beginning their placement with the agency. At times the cost of the check is borne by the field placement agency. If the agency does not assume the cost of the background check/drug screens as a part of the interview/acceptance process, the cost is borne by the student. A positive return on a background check or on the drug screen could result in loss of placement option(s) or the difficulty in securing field placements for the student(s). Failure to disclose situations that might result in a positive return on a criminal 65 check may also impact placement. In the event these checks are conducted subsequent to the initial placement result in a positive result there may be grounds for consequences up to and including dismissal from the field and potentially from the program.

FIELD EDUCATION REQUIRED DOCUMENTATION AND EVALUATIONS

The Learning Plan

The Learning Plan (Appendix A; Form B) is a teaching and learning tool that articulates the areas of learning for the Field Education experience should provide. It is a very important aspect of social work education in the field and is a basis for accountability. The Learning Plan is used as a focus throughout the placement for agency visits and for any issues that may require additional clarification or problem solving related to student's performance or the specific tasks and assignments given to students. Students, in consultation with the agency Field Instructor, prepare a formal written Learning Plan that specifies learning objectives.

The Learning Plan states clearly and concisely outlines the practicum experience to include:

- student expectations for learning at the Field Education site;
- the competencies to be developed;
- responsibilities and tasks to be assumed by student; and
- measurement criteria.

Upon completion of the Learning Plan students must submit it to the Faculty Liaison or Director/Coordinator of Field Education and maintain a copy for themselves. The Faculty Liaison approves the Learning Plan with her/his signature. Due dates for submission of the Learning Plan is indicated in the calendar provided by the Field Office.

Instructions for Completion of the Learning Plan

The Learning Plan should be developed by the student and the Field Instructor within the first four weeks of placement at the agency and is written for the entire Field Education experience. The Learning Plan provides essential information for supervision meeting between the student and the Field Instructor. It also provides an opportunity for the Field Instructor to provide feedback and evaluative information based on a student's desired goals. It creates a basis for the student evaluation process. The Faculty Liaisons provide consultation in the development of the Learning Plan and it includes:

1. Goals and objectives, indicators of progress and learning activities are developed that reflect the learning expected and desired in field placement. The learning activities are identified according to activities available in the agency which can help the student accomplish desired outcomes
2. Measurement criteria may include written material appropriate to the agency. The indicators of progress should describe behaviors, assignments, and tasks.
3. The Learning Plan should be reviewed and signed in conference with the Agency Field Instructor, Faculty Liaison and the student. The Learning Plan may be modified during

- Field Education experience, but only with the consent and approval of the Field Instructor and the Faculty Liaison
4. The Learning Plan should be reviewed at least monthly by the student and the Field Instructor. Progress is reported on the Student Monthly Report (See Appendix A; Forms K and L).
 5. Direct observation of the student's work is expected. The Learning Plan must address how and when this will be accomplished.

Monitoring of Field Education

There are several methods of monitoring the Field Education. These include field seminar classes, agency on-site visitations, evaluative conferences, and other contacts as needed with students, Field Instructor, and Faculty Liaison. Regular telephone, fax, or e-mail contacts are expected to occur for the purpose of monitoring field placement. All parties involved with Field Education must agree to maintain regular contact and address, in a timely manner, any issues and/or concerns that may occur. When there are issues, the Faculty Liaison will be responsible for monitoring the progress of any solutions attempts. The progress of any attempts at problem resolution should be provided by the Field Liaison with consultation with the Director/Coordinator of Field Education.

The Field Instructor is the primary person to monitor the performance of the student. Monitoring will include:

- Regularly scheduled supervisory conferences and meetings
- Minimum of one clock hour per week.
- Completion and submission of Weekly Supervisory Log/Notes to the Field Office.
- Direct observation of student work-related activities with client and organizational systems.
- Direct observation of student interactions with other professionals.
- On-going review of written work required within the agency.
- Review and constructive feedback for written and oral reports.
- Communicate concerns immediately to the Faculty Liaison.

Student Monthly Reporting Forms

The following documents from the student inform the final grade. Upon receipt of these forms, the Director/Coordinator will submit the recommended grade accordingly. These forms are submitted to the Faculty Liaison or to the Field Office by the dates specified on the Field calendar. Students are expected to complete the following forms:

- Student Monthly Statistical Report (Appendix A; Form L) provides information regarding the monthly caseload (adults, adolescents, children, family, group, community), and types of service (intake, etc.). There is also a place to record the number of supervisory sessions in that time period, number of presentations (if any),

types of meetings attended, and clientele demographics.

- Student Field Education Monthly Report (Appendix A; Form K). This form must be discussed with and reviewed by the Field Instructor during a supervisory session. In this report, the student records significant learning experiences, challenges, and progress toward attainment of the Learning Plan competencies. *These forms are due no later than the fifth of the month, even if that date falls on a holiday or week-end. Manner of submission will be defined by the Field Seminar Instructor.*
 - Indicates if contact is requested from Faculty Liaison.
 - This form is signed by student and Field Instructor.
- Documentation of Hours (Appendix A; Form M). Also, known as the Time Sheet, the student records daily hours at the agency.
- The student will include any Weekly Supervision Logs with their Field Education Monthly Report. Other Weekly Supervision Logs
- Upon completion, the student obtains the signature from the Field Instructor and/or Task Supervisor. It is suggested the form be initialed or signed weekly by the supervisor

All students are encouraged to keep a copy of these forms for their own records.

Evaluations

The formal mechanisms for evaluation of student performance are the Learning Plan and the Student Performance Evaluation form (appendix A; Form O) in conjunction with compliance to guidelines established for performance in Field Seminar. However informal, Field Education evaluation is an ongoing process that must be discussed by the student and the Field Instructor weekly. The Field Instructor formally evaluates students in placement at the end of each semester using the Student Performance Evaluation form. At the end of the form, the Field Instructor invites input from the Faculty Liaison. This recommendation is forwarded to the Coordinator of Field Education at the Off-campus program and to the Seminar Instructor on the Main Campus who then forwards to the Director of Field Education.

The Student Performance Evaluation

The Field Instructor and the student must prepare, discuss, sign, and submit a completed Student Performance Evaluation at the end of each semester. Each semester, the student and the Field Instructor meet for an evaluative conference that also includes input from the Task Supervisor. The Faculty Liaison attends this meeting to discuss the student evaluation as available. During the conference, students are provided an evaluation report that includes comments by the Field Instructor. The evaluation provides a mechanism for assessing student's performance and professional strengths and weaknesses. After completion of the evaluative conference, the Field Instructor forwards the Evaluation to the Seminar Instructor who incorporates this information into the overall grade for Field Education for the semester.

- On-Campus students forward information to the Director of Field Education.
- Off-Campus students forward one copy of the Evaluation to the Field Coordinator. A

signed copy of the Student Performance Evaluation is kept on file in the Field Office. Students will refer to the Field Calendar for due dates of the Student Performance Evaluation.

Grading Standards

Evaluation of student performance is graded A, B, C, and F, and “IP” (in progress). The field grade is a combination of the Field Placement Performance Evaluation grade and incorporates completion of the required hours for the placement, class attendance, participation and timely submission of required documents to their Seminar Instructor. A grade of “A” indicates a student has excelled in field, and a grade of “B” indicates the student has met expectations, and a “C” means the student met minimal expectations in field. An “IP” grade is issued to students who were unable to complete hours in the previous semester and are approved to continue in field by the Field Director/Coordinator. Course requirements are met no later than the end of the following semester. When course requirements are completed, a letter grade is recorded. Grading Policies for Field Education are as following:

1. A student who receives an “F” in Field Education I, II, III, or IV will be administratively withdrawn. A student cannot repeat Field Education if a grade of “F” is received.
2. A student receiving an “IP” in a Field education course must complete all requirements to resolve the “IP” by the next semester.
 - a. The Off-Campus MSW Program has additional policy and procedure for the “Incomplete Grade” which may be found in the Student Evaluation Plan.

Appeals to grades submitted for field/seminar classes should follow guidelines documented in the Graduate Catalogue and the Student Handbook and the Off-campus MSW Program guidelines.

Evaluation of Field Education Experience

Students, Field Instructors, Faculty Liaison and the Director/Coordinator of Field Education all have an active role in the evaluation of Field Education (Appendix A; Forms I and J). Each, except the Director/Coordinator of Field Education, will provide evaluations of the Field Education program as previously stated in this *Manual*. The feedback will be collected and reviewed by the Director/Coordinator of Field Education to facilitate program quality improvement.

OTHER FIELD EDUCATION POLICIES AND PROCEDURES

The Off-Campus MSW Program has policies and procedures established by Department of Defense (DoD), US Army, SEP, and AMEDDC&S, HRCoE that require adherence.

Field Education Days, Hours and Attendance Policy

In order to benefit effectively from field education, students are expected to adhere to the regular work hours of the Field Education agency and the Field Calendar. Students should treat their fieldwork as they would formal employment. Students are expected to be present in their assigned placements the normal hours the agency operates unless a special schedule has been worked out and approved by the Field Instructor and the Field Faculty. The days, times, and the required number of hours of placement in the field agency are documented in the Learning Plan. Typically, on-campus student field placement days are Tuesday-Wednesday 8-5 for Foundation Year placements and Tuesday-Thursday 8-5 for Concentration Year placements. Exceptions to these days and times are considered on a case by case basis.

Once a Field Education schedule has been established any changes or modifications must be approved by the Field Instructor, Faculty Liaison, and Director/Coordinator of Field Education in writing. As a part of placement, students must attend Field Education Seminar classes for the entire semester. Students may not begin Field Education before the start of the semester nor end Field Education early. Students who choose not to accept the established placement provided may have a lengthy delay in placement or may not be placed for the academic year.

Attendance is a beginning benchmark of the developing professional social worker. Lunch is not counted as field hours unless it is an agency required "working" luncheon meeting. Likewise, time spent commuting to and from the agency at the beginning and end of each scheduled work session may not be counted as field hours.

Transportation Policy

Field students are responsible for transportation to and from the agency and for all school related activities. The agency assumes the expense for all delegated activities that involve travel and the use of the student car for agency related travel. Because of safety and liability issues, students cannot transport consumers/clients in their personal vehicles.

Vacation and Holiday Policy

On-Campus MSW program Field Education students are expected to follow the holiday and vacation schedule designated by Fayetteville State University. The Off-Campus MSW students are required to follow the academic, holiday, and training schedule of AMEDDC&S, HRCoE. They are not expected to complete placement duties during these designated dates, unless otherwise approved by the Department. However, students may elect to complete placement on the days designated as holidays in order to complete the clock hours. When a student is required to attend a special University/AMEDDC&S, HRCoE activity which requires the attendance of the student, the Field Education Director/Coordinator will inform the agency.

Policy on Dropping the Field Education Course

There may be nonacademic or nonperformance circumstances that confront a student and requires her/him to drop the Field Education Course. A student may initiate this process by contacting the Field Liaison and Faculty Advisor who notify the Field Director/Coordinator. To return to Field the student would submit a placement request for the level of field requested 3 months prior to the semester he/she desires to return to Field.

There are also circumstances in which a student withdraws or drops a field course following substantial performance problems as documented by the Faculty Liaison and/or the Field Instructor. That student will not be permitted to enroll in the field course the following semester without special review and permission of the Director/Coordinator of Field Education.

The usual procedure in this circumstance is for the student:

- To take time off from field (at least a semester) to address the problems (such as insufficient knowledge, problems with interpersonal skills, personal problems, personality or maturity factors, attendance problems, etc.) which impair their performance in field as noted by the Field Instructor, Faculty Liaison or Field Director/Coordinator.
- To reenter field placement/Field Seminar, the student must submit a written request to the Director/Coordinator of Field three months prior to the beginning of the semester he/she desires to return to field.
- In initiating the request for reentry, the student must document their efforts towards growth and change which support the possibility of satisfactory performance in the field. The Director/Coordinator of Field Education will make the determination for reentry with consultation with the Faculty Liaison and Faculty Advisor.

Change in Field Education Assignment

Students (or Field Instructors) who request a change in placement due to a concern about the ability of a placement agency to meet the student's educational needs should express their concerns to the Faculty Liaison. The student must complete the Request for Change of Placement form found on the website (See Appendix A: Form H). These concerns are reported by the Faculty Liaison to the Director/Coordinator of Field Education. The agency Field Instructor, Faculty Liaison, and Director/Coordinator of Field Education and the student will work together to seek resolution to the concern(s). The Director/Coordinator of Field Education will make the final determination regarding the request for change of placement. If, based upon the request, a student is reassigned to a new agency, there will be a delay in securing another placement for the student. The timing of the delay is dependent upon the time that it takes to secure the new placement and may be several weeks. For reassignment to a new agency a new Learning Plan must be completed within the first month of placement. A mid-semester evaluation is also required from the initial placement agency.

Inadequate Field Education Performance

Field Education in the community involves not only the social work program's educational objectives for the student and faculty, but also encompasses serious professional responsibilities to consumers/clients, social work agencies, and the public.

A great deal of time and effort is spent by Faculty Liaisons and Field Instructors to plan and provide a sound field experience for students. It is therefore important to recognize early and respond quickly to problems in performance of students. When the student is performing poorly in field placement, service needs of consumers/clients must become the highest priority. Field Instructors and Faculty Liaison should take action to protect the needs of consumers/clients and ensure appropriate and ethical service delivery. Students who are assessed as providing inadequate performance in the field are provided with corrective and supportive services to assist them to improve their performance.

Probation and Termination of a Student from Field Education

Probation or termination of a student from Field Education is a very serious matter. The Social Work Department, through appropriate department channels, reserves the discretionary right to place a student on probation or to terminate any student whose placement performance is deemed unsatisfactory. The Off-Campus FSU-Army MSW Program follows AMEDDC&S, HRCoE policies and procedures. If concerns persist and appropriate standards of professional and ethical performance are not consistently maintained, the Field Instructor, Faculty Liaison, or Seminar Instructor may initiate the termination of the student from Field Education. The Faculty Liaison is expected to consult with the Director/Coordinator of Field Education and Faculty Advisor when considering termination of the placement. Reasons for termination from placement include unethical conduct and behavior on the part of the agency personnel or student, or concerns by the agency supervisor or other agency personnel. Professional conduct of the student subject to termination is defined below and are in accordance with the NASW Code of Ethics. The following constitutes reason(s) for probation or termination. These concerns must be documented by the field supervisor(s) and then forwarded to the Faculty Liaison and/or Director/Coordinator of Field Education:

1. Unsatisfactory academic performance (See *MSW Student Handbook*, *AMEDDC&S*, *HRCoE Student Handbook*, *Student Evaluation Performance form*).
2. Student's inability to function within the agency's structure and rules.
3. Violation of professional, social work ethics or unethical behavior that is inappropriate and detrimental to the welfare of the student intern's consumers/clients.
4. Unsatisfactory or poor adjustment for the profession in the Field Education process. The problem may be in either of lack of social work knowledge, values, and/or skills or emotional maturity appropriate for Field Education.
5. The student, Field Instructor, Faculty Liaison, or Director/Coordinator of Field Education acknowledges that the selection of social work was inappropriate for the student.

6. Assaultive behavior including harassment or discriminatory activities and actions, which threaten or harm the physical and or emotional well-being of others.
7. Conduct which occurs outside campus and/or agency which may indicate a lack of suitability for social work practice (i.e. criminal code violations).
8. Conduct resulting in litigation or where other outside procedures are pending or have taken place (i.e. an internal grievance in relation to ethical practice in a human service agency). For additional information on items 6, 7, and 8 refer to the *MSW Student Handbook*.
9. The Faculty Liaison is the contact person for any field problem. The student and the Field Instructor must discuss the problem with the Faculty Liaison. If the problem cannot be resolved at this level, the Faculty Liaison should consult with the Director/Coordinator of Field Education. If a solution is not resolved within the agency, the decision to terminate is made by the agency and Faculty Liaison in consultation with the Director/Coordinator of Field Education in a timely manner.

The student may submit a response. Both documents become part of the student's official record.

Probation /Termination Procedures

Termination procedures are outlined in the *MSW Student Handbook* and are as follows:

- Any faculty member, including classroom instructor, Director/Coordinator of Field Education, Field Instructor, Field Liaison, Task Supervisor or Faculty Advisor can submit in writing that the MSW Program Director consider terminating or placing the student on probation for one of the above reasons.
- The MSW Program Director will submit the student termination or probation request to the MSW Program Academic Committee.
- The MSW Program Academic Committee will initiate and coordinate consultations with relevant parties regarding the recommendation of student termination or probation. The consultation could be a joint meeting(s) with the student, and relevant faculty, faculty advisor and/or Field Education personnel.
- The Academic Committee will review the evidence in order to determine whether the alleged violation occurred and assess whether there are grounds for probation or termination.
- The Academic Committee submits in writing a recommendation to the MSW Program Director.
- The MSW Program Director will notify the student in writing the Academic Committee's recommendation.
- Any student terminated or placed on probation from the MSW Program may appeal. To initiate appeals, students must apply in writing to the Dean of College of Arts and Sciences. By conferring with the student and MSW Program Director, the Dean will seek resolution

by mutual agreement. Failing such resolution, the Dean will transmit the written appeal to the Student Affairs and Appeals Committee consisting of the Chair of the Graduate Council as chair and five members of the graduate faculty appointed by the Dean. If the committee affirms the MSW Program Director's decision, the Dean will notify the MSW Program Director and the student in writing. If a student is not satisfied with the decision of the Grade Appeals Committee, he or she may appeal to the Provost and Vice Chancellor for Academic Affairs, the Chancellor, and Board of Trustees, in that order. If the Committee supports the student's appeal, it will prescribe the method by which the student will be reevaluated.

- Students terminated from the MSW Program are administratively withdrawn from all course work. Students placed on probation will be provided criteria for removal of probationary status by the Department.

MSW Program Academic Committee Roles

- The Academic Committee will review the evidence in order to determine whether the alleged violation occurred and assess whether there are grounds for termination.
- Determine if alleged violation warrants termination from the MSW Program.
- Determine the appropriate sanction for violation.
- Submit in writing a recommendation to the MSW Program Director.

Grievance and Appeal

Students with grievances or appeals as a first step are encouraged to discuss their complaint(s) directly with the person responsible for the problem or concern. If it is an issue in placement, the field placement agency supervisor and/or Faculty Liaison will make themselves available for consultation regarding the placement issue. If the issue cannot be addressed through discussion with the responsible person; and if there are no methods prescribed for appeal in the applicable area in the University catalogs, Student Handbooks, or other official University documents, then the issue should be outlined in writing and submitted to the following offices in the order indicated:

Academic Complaints:

1. Department Chair
2. Dean of the School/College
3. Provost and Vice Chancellor for Academic Affairs

Non-Academic Complaints:

1. Department of Office Director
2. Vice Chancellor of the Division to which the Department or Office reports.

(For further information, refer to The Graduate Catalog).

Credit for Life Experiences and Prior Work Experience

Abiding by CSWE Standards (Appendix B), the MSW program does not grant academic credit for life or work experience. Only students admitted to the program may take social work courses. Also, only those students who have been admitted to the program and who have completed all required prerequisite course work may enroll in practice courses and in the Field Education courses.

Professional Liability Insurance for Student Internships

The North Carolina Association of Insurance Agents (NCAIA) administers the general and professional liability policy provided by the University System of the State of North Carolina. Funds for damages, medical expenses defense are covered by the policy. FSU provides the Liability Insurance for students in field placements via School Professional Liability American Home Assurance Company.

Student Personal Safety Guidelines

Students are expected to adhere to safety guidelines as stipulated in the field placement agency policy manual. It is expected that students and agencies take appropriate and adequate safety precautions in the agencies. The field agency is responsible for providing students an agency-based orientation on safety and infection control. This should occur during the first week of placement. Students are also expected to follow the NASW Code of Ethics concerning safety guidelines.

Driving Clients in Personal Vehicles

Students shall not transport clients in their personal cars. If the field agency requires this of the placement, then the field agency would secure all necessary insurance for such trips. Another option is that the student notifies their carrier, complies with demands made by their insurance carrier and receives written documentation of coverage for this kind of vehicle use. However, Fayetteville State University's School of Social Work Liability Insurance does **not** cover this practice.

Dress Code

Students are expected to comply with the dress code designated in each agency's policy and procedural manual. It is expected that students will have a professional appearance at the agency.

Employment

It is recommended that students not engage in employment outside of their Field Education

placement if they desire to make the most of their Field Education experience. When employment is essential, it is recommended that work hours be part-time and scheduled on the weekend. Work schedule must not conflict with field schedule or the seminar class.

Those students who will, or plan to, continue to work while in the program must submit a plan to include how the students will work, attend classes, conduct research, study and appropriately participate in the Field Education experience. This plan will be submitted as an addendum to the Foundation/Advanced Field Education Planning Guide. A three month notice of intent to be employed outside of Field Education must be given to the Field Office. The Faculty Advisor and the Field Office will review this plan for discussion with the student. The Director of Field Education will make the final decision. *The outside employment option is not applicable for the Off-campus Program students.

Leave of Absence

A student whose academic and Field Education placement performance is in good standing with the University/AMEDDC&S, HRCoE and the MSW Program may request a leave of absence not to exceed one calendar year. The request to return must be made in writing three months prior to the beginning of the semester and addressed to the Chair of the Social Work Program. A copy of the letter should also be sent to the Director/Coordinator of Field Education. Requests for a Leave of Absence should specify the reason, such as a student's being ill, or illness of a close member of the family (spouse, parents, children), or family hardship. Approval of reinstatement will be made by the Chair of the Department on the basis of correspondence regarding the reason for the leave and the statement of the student of what occurred as part of his/her Statement of Intent.

Code of Ethics

The School of Social Work at Fayetteville State University subscribes to the ethical principles and guidelines for social work practice set forth by the National Association of Social Workers (NASW). Every student in the program is expected to familiarize themselves with the code and subscribe to the principles and guidelines of the Code of Ethics. The Code of Ethics can be located in Appendix B of this manual.

At the Off-Campus MSW Program and as a member of the Department of Defense, the student subscribes to the Program Code of Ethics found in the Student Evaluation Plan.

Confidentiality Guidelines

The MSW students affiliated with the program must adhere to privacy and confidentiality guidelines as established by the National Association of Social Workers Code of Ethics. (The Code of Ethics can be retried from <http://www.socialworers.org/pubs/code/default/asp>.) Failure to do adhere to these guidelines may result in dismissal from the program. The NASW guidelines on confidentiality are stated in the Code of Ethics (see Appendix B, section 1.07).

ADDITIONAL POLICIES AND PROCEDURES

The Off-Campus MSW Program has policies and procedures established by Department of Defense (DoD), US Army, and AMEDDC&S, HRCoE that require adherence. All students in the Off-Campus Program must adhere to these standards.

Sexual Harassment Policy

STATEMENT

Sexual harassment by any member of the University is a violation of law, University policy, and professional ethics and will not be tolerated at Fayetteville State University (FSU). FSU reserves the right to investigate charges of sexual harassment as appropriate in accordance with state and federal laws and policies and procedures of the University of North Carolina and Fayetteville State University.

The University does not condone either sexual harassment or false charges of sexual harassment. It is the policy of FSU to provide procedures to deal fairly with complaints of sexual harassment. Every effort will be made to protect the rights of both the person making the complaint of sexual harassment and the person accused.

Sexual harassment, like on the basis of race, religion, or national origin is a form of prohibited discrimination. Specifically, harassment of employees on basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964; harassment of a student is a violation of Section 902 of Title IX of the Education Amendment Act of 1972. FSU's policy is consistent with all and state regulations.

A copy of the university's Sexual Harassment Policy may be obtained from a mediator, the Division of Student affairs, the Human Resources office, or the Legal Counsel's Office. (<http://www.uncfsu.edu/humres/sexualharassmentpolicy.htm>)

The Off-Campus MSW Program students will also abide by the Sexual Harassment Policy of Department of Defense, US Army, and AMEDDC&S, HRCoE.

University Policy on Affirmative Action

Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds (refer to appendices for complete policy on Affirmation Action).

Americans with Disabilities Act Section 504 of the Rehabilitation Act Complaint Procedures

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of physical or mental handicap by programs receiving federal assistance. Section 504 focuses on program accessibility, academic accommodations, and integrated settings. Title II of the Americans With Disabilities –Act prohibits discrimination based on disability in all programs, activities, and services of State and local governments.

As an institution that receives federal assistance from the U. S. Department of Education and as a constituent institution of the University of North Carolina (a state agency), Fayetteville State University must comply with the laws and regulations pertaining to Section 504 and ADA.

It is the policy of FSU that no qualified individual with a disability will be excluded, by reason of such disability, from the participation in or be denied the benefits of the services, programs, or activities offered by FSU or are subjected to discrimination.

Additionally, FSU does not discriminate against a qualified individual with a disability, in regard to job application procedures, the hiring, advancement, discharge of employees, employee compensation, job training, or any other term, condition, and privileges of employment. These procedures were established to provide an individual with the means to file a complaint if the individual believes that he or she has been discriminated against based on disability. A student, employee, applicant or member of the public who wishes to file a complaint regarding the University's compliance with ADA/Section 504 must file such a complaint with the Director for the Center for Personal Development, Fayetteville State University, Fayetteville, NC 28301.

Appendix A: Field Forms



A

**FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
AGENCY DATABASE AND PLANNING INFORMATION FORM
MASTER OF SOCIAL WORK FIELD PLACEMENT**

1200 Murchison Road
Fayetteville, NC 28301-4298

Phone: (910) 672-1210
Fax: (910) 672-1755

The School of Social Work, MSW Program, is seeking information to include in a database for graduate field placements. The information requested will be made available for students and faculty. It is the program's intent to assist students in understanding basic agency information as they consider placement sites. To assist in our efforts to give students an initial understanding of the agencies willing to accept graduate social work students, please fill out this form.

1. Name of agency/organization: _____
2. Address of agency: _____
City: _____ State _____ Zip Code _____ County _____
3. **Name of Agency Director:** _____
4. Who is the agency representative that FSU faculty should contact regarding establishing?
field placements at the agency:
Name: _____
Title: _____
Phone: _____ Fax: _____
E-mail address: _____
Web address: _____
5. The **Agency Field Instructor** is the title given to the person who is responsible for
supervising the graduate student at the agency.
Name of Agency Field Instructor: _____
Professional Degree(s): ___ BSW ___ MSW ___ MA ___ Ph.D. ___ Other
Major field of study: _____
Credentials/Licenses: ___ LCSW ___ CMSW ___ ACSW ___ Other
6. Agency person Director/Coordinator of Field Education should contact regarding placement
of a student at the agency:
Name: _____ Phone: _____
E-mail: _____ **Fax:** _____
Name of agency person **the student(s) should contact to arrange an interview**
for possible placement at the agency: Same as above: ___ Yes ___ No
If not the same as above, then please complete the following:
Name: _____ Phone: _____
7. Approximately how many people does your agency/organization employ? _____
8. What are your business hours? _____

14. Client Group Descriptions

Please check any categories, which apply:

- | AGES | | PRIMARY FOCUS OF INTERVENTION | |
|---|---|---|---|
| <input type="checkbox"/> Infants | | <input type="checkbox"/> Individuals | |
| <input type="checkbox"/> Preschool Children | | <input type="checkbox"/> Couples | |
| <input type="checkbox"/> Elementary School Children | | <input type="checkbox"/> Families (as a unit) | |
| <input type="checkbox"/> Adolescents | | <input type="checkbox"/> Groups | |
| <input type="checkbox"/> Young Adults (18-25) | | <input type="checkbox"/> Organizations | <input type="checkbox"/> Middle Aged Adults |
| <input type="checkbox"/> Communities | <input type="checkbox"/> Elderly (65 and older) | <input type="checkbox"/> Legislation | <input type="checkbox"/> Other _____ |

15. Client Demographic Information

- | | | |
|-----------------|----------------------------|---------------------------|
| _____ % Females | _____ % Low income | _____ % White |
| _____ % Males | _____ % Rural residents | _____ % African American |
| | _____ % Urban resident | _____ % Hispanic American |
| | _____ % Military residents | _____ % Asian American |
| | _____ % Native American | _____ % Other |

16. Do you provide stipends for students? _____ Yes _____ No

DATE: _____ / _____ / _____

ALL FIELD INSTRUCTORS MUST COMPLETE THIS FORM
(*Note: Field Instructor must have an MSW and 2 years' post MSW experience*)

PART 2: FIELD INSTRUCTOR INFORMATION FORM

(Please Print or Type)

Field Instructor Information

Name: _____

Job Title: _____

Agency Name: _____

Program Name: _____

Email: _____ Phone: _____ Fax: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Years with this agency: _____ Time in this position: _____

Check the method(s) that you are best prepared to provide instruction in:

- Direct Practice Community Planning Social Policy and Advocacy
- Community Organization Evaluation Human Service Management

Previous Experience Instructing Students

Name of Institution	Year	Practice Methods or Content Area
_____	_____	_____
_____	_____	_____

Please attach current resume.

Please mail or fax this form to the School of Social Work, Director of Field Education at Fayetteville State University, 1200 Murchison Road, Laretta Taylor Building, Fax (910) 672-1755, ATTN: Director of Field Education Fayetteville, NC 28301-4298. We appreciate all that you do For the Social Work Field Program experience.

For our students in the Fayetteville State University Off-Campus-Master of Social Work Program, remember to submit a copy of your resume and one completed Field Placement Foundation Planning Guide form to the Coordinator of Field Education.

Thank you for supporting our Field Education Program

MSW Learning Plan/Demonstrated Competencies
Fayetteville State University
School of Social Work

Student Name:	FSU/FSH Email:	Phone:	
Agency:	Address:	Phone:	
Field Instructor:	Email:	Phone:	
Task Instructor:	Email:	Phone:	
Field Seminar Instructor/ Liaison:	Email:	Phone:	
_____ SWRK 651[580]	_____ SWRK 652 [585]	_____ SWRK 656[650]	_____ SWRK 657 [655]

Demonstrate Ethical and Professional Behavior (Competency 1)	Behavior	Agency Activity	How I Demonstrate Competency <small>(Naturally emerging from activities throughout placement experience)</small>
	a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;		
	b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations		

	c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication		
	d. use technology ethically and appropriately to facilitate practice outcomes; and		
	e. use supervision and consultation to guide professional judgment and behavior		
Engage Diversity and Difference in Practice (Competency 2)	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
	a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels		
	b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and		
	a. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies		

Advance Human Rights and Social, Economic, and Environmental Justice (Competency 3)	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
	a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and		
	b. engage in practices that advance social, economic, and environmental justice.		
Engage In Practice-informed Research and Research-informed Practice (Competency 4)	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
	a. use practice experience and theory to inform scientific inquiry and research;		
	b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and		
	c. use and translate research evidence to inform and improve practice, policy, and service delivery		
Engage in Policy Practice (Competency 5)	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
	a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;		

	b. assess how social welfare and economic policies impact the delivery of and access to social services;		
	c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		
Engage with Individuals, Families, Groups, Organizations, and Communities (Competency 6)	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
	a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and		
	b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
Assess Individuals, Families, Groups, Organizations, and Communities (Competency 7)	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
	a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies		
	b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies		

	c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and		
	d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies		
Intervene with Individuals, Families, Groups, Organizations, and Communities (Competency 8)	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
	a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies		
	b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;		
	c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;		
	d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and		

	e. facilitate effective transitions and endings that advance mutually agreed-on goals.		
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Competency 9)	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
	a. select and use appropriate methods for evaluation of outcomes		
	b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;		
	c. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and		
	d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		

LEARNING PLAN REVIEW

Faculty Field Liaison/Field Seminar Review of Learning Plan/Performance Evaluation Tool: <input type="checkbox"/> Accept <input type="checkbox"/> Request Revision in this learning Evaluation Tool	
Faculty Field Liaison/Seminar Instructor Signature:	Date:
If not acceptable, make the following revisions:	Date:
Return to Field Liaison/Seminar Instructor by ___/___/___	Date:
<u>Learning Evaluation Tool Revision Approval</u> Faculty Field Liaison/Seminar Instructor Revision Signature if indicated:	Date:
LEARNING PLAN SIGNATURES	
_____ SWRK 651[580]/652 [585] _____ SWRK 656[650]/657 [655]	
Student's Signature:	Date:
Field Instructor's Signature:	Date:
Task Instructor's Signature (if applicable):	Date:
Field Liaison/Field Seminar's Signature:	Date:

FSU FOUNDATION FIELD PLACEMENT PLANNING GUIDE

PLACEMENT PREFERENCE

Submit 1 copy of the resume and this form (typed) to the Director of Field Education. These documents may be sent to the potential Field Instructor who will interview you.

Date: _____(Format: mm/dd/yyyy)

Name: _____ Phone: _____

Email Address: _____ Cell _____

Concentration Area

Children and Family Services _____ Mental Health & Substance Abuse _____

Local Information:

Address: _____

City: _____ State: _____ Zip Code: _____

Daytime Phone: _____ Evening Phone: _____

Emergency Contact Information

Address: _____

City: _____ State: _____ Zip Code: _____

Daytime Phone: _____ Evening Phone: _____

Experience:

_____ Years of social work related employment experience

_____ Years of other employment experience (to include Military or DoD civilian)

_____ Years of social work related volunteer experience

Briefly discuss the fields of social work practice which interest you most and the kind of social problems you would like to work on during your first placement (e.g. aging, child and family services, health, military families, mental health, substance abuse, public social services, services to rural communities, populations at risk, etc.):

FOUNDATION FIELD PLACEMENT PLANNING GUIDE

SPECIAL CONSIDERATION

If you received a stipend or scholarship, are there any conditions that may restrict your placement? If yes, please explain:

Are there any other factors that should be considered as we plan your foundation placement assignment (e.g. health concerns, special needs, transportation, etc.)? If yes, please explain:

Does the field office have your permission to share this information with potential Field Instructors?

- Yes No

FOUNDATION FIELD PLACEMENT PLANNING GUIDE

PROPOSAL FOR PLACEMENT IN AN EMPLOYING AGENCY*

*Complete this page ONLY if you are requesting placement in your Employing Agency (must be typed). (Refer to the Field Education Manual for guidance with this proposal)

Agency Name _____

Agency Director _____

Your current supervisor _____

Your current position title _____

Address _____

City _____ State _____

Zip Code _____ County/Providence _____

Phone _____

Briefly describe your current duties below.

Information about proposed placement (required if completing this form)

Prospective Field Instructor _____

Field Instructor Title _____ Phone _____

Field Instructor Unit _____

Email Address _____

Does prospective Field Instructor have an MSW degree and at least two years post Master's experience? (Required if completing this form)

Yes No

Describe how your proposed placement will be different from your regular job. Will you:

- be assigned to a new unit:
- work with a different client population:
- receive Field Education from someone other than your work supervisor:
- use different social work intervention methods; or
- use a combination of the above.

Fully explain your proposal below. (Required if completing this form)

Does this proposal have the following approvals: (required if completing this form)?

- Yes No: Your proposed Field Instructor
- Yes No: Your proposed director
- Yes No: Your current supervisor

Does the Field Office have your permission to contact all of the above people in your agency to discuss this proposal? (required if completing this form)

- Yes No

Student signature: _____ Date: _____

Thank you for completing the Field Placement Foundation Planning Guide form. Remember to submit 1 copy of your resume and one completed Field Placement Planning Guide form to the Director of Field Education, School of Social Work, Fayetteville State University, 1200 Murchison Road, Fayetteville, NC 28301.

For our students in the Fayetteville State University Off-Campus-Master of Social Work Program, remember to submit a copy of your resume and one completed Field Placement Foundation Planning Guide form to the Coordinator of Field Education.

RESUME GUIDE

Your resume is your Field Instructor's first introduction to you. It will give you the opportunity to share information about yourself in a brief, easy to read style and it should be done with great care. Below is one way your resume can be arranged. While it is not necessary for you to arrange yours in this manner, it is necessary that you include all the information listed.

Limit your resume to two pages or less.

I. Personal data

Name, address, phone, e-mail address

II. Education experience

Educational institutions and the dates you attended. List degrees, majors and minors.

III. Work/volunteer experience

List your work and volunteer experience in chronological order. Provide a brief (2-3 lines) job description with beginning and ending dates. Identify paid positions. Also, identify those positions in which you had MSW supervision.

IV. Special skills or attributes

In this section, list those skills or attributes that enhance your ability to work with others. For example: do you speak a foreign language or are skilled in sign language? Are you skilled in athletics, art, music, or public speaking? Do you have extensive skill in computer technology?

V. Professional affiliation, certifications or licensures, and honors

In this section, list membership in professional organizations such as NASW, CSWE, etc. Also, indicate licensure or certification in specific related area. Any specific academic or community honor would also be appropriate here.

US ARMY – FSU MSW PROGRAM
FIELD EDUCATION RESUME GUIDE

Your resume is your field instructor's first introduction of you. It gives you an opportunity to share information in a brief and reader friendly. Below is one way your resume can be organized. Limit this resume to two (2) pages.

I. Personal data

Name, mobile phone, Army AMEDD e-mail address to be at the top of page, centered.

II. Civilian Education

Civilian educational institutions, degree obtained (to include major and minor), and dates attended

List our program as: Army – Fayetteville State University Master of Social Work.

Anticipated graduation date: _____

Military Education

Using the same format above, list your military education with a 2-sentence description for each.

III. Employment Related to the Mission of Social Work

List your Social Work employment in chronological order with the most recent listed first. Provide a 2 or 3-line job description with beginning and ending dates. If you do not have employment related to the mission of social work, do not include this section in your resume.

IV. Volunteer Experience

Duplicate as listed in III above.

V. Special skills: List if you consider yourself to be average or fluent in speaking, reading, and/or writing a language other than English.

VI. Professional Affiliation, Certifications, Licensures, and Honors (Civilian and Military)

In this section, list membership in professional organizations such as NASW. Also, indicate licensure or certification in an area related to the mission of social work. List any specific academic, military, or community honor here.

FIELD PLACEMENT ADVANCED PLANNING GUIDE

Date: _____ (Format: mm/dd/yyyy)

Name: _____ Phone: _____

Email Address: _____ Cell _____

Concentration/Specialty: (Form must be typed)
_____ Mental Health & Substance Abuse
_____ Children & Family Services

COURSE INFORMATION FORM

List social work courses completed, and those in progress. Indicate when the course was taken.

Table with 3 columns: Course Number, Course Title, Semester/Year Taken. Rows include SWRK 601[510], SWRK 602[520], SWRK 603[525], SWRK 607[530], SWRK 611[540], SWRK 560, SWRK 613[574], SWRK 651[580], SWRK 652[585].

List other course:

Table with 3 columns: Course Number, Course Title, Semester/Year Taken. Multiple empty rows for listing other courses.

FIELD PLACEMENT ADVANCED PLANNING GUIDE

SPECIAL CONSIDERATIONS

If you receive a stipend or scholarship, are there any conditions that may restrict your placement?
If yes, please explain:

Are there any other factors that should be considered as we plan your advanced placement assignment (e.g. health concerns, special needs, transportation, etc.)? If yes, please explain:

Does the field office have your permission to share this information with potential Field Instructors?

- Yes No

FIELD PLACEMENT ADVANCED PLANNING GUIDE

PLACEMENT IN AN EMPLOYING AGENCY*

***Complete this page ONLY if you are requesting placement in your Employing Agency.**
(Refer to the Field Education Manual for guidance with this proposal) Must be typed

Agency Name _____

Agency Director _____

Your current supervisor _____

Your current position title _____

Address _____

City _____ State _____

Zip Code _____ County/Providence _____

Phone _____

Briefly describe your current duties below.

Information about proposed placement (required if completing this form)

Prospective Field Instructor _____

Field Instructor Title _____ Phone _____

Field Instructor Unit _____

Email Address _____

Does prospective Field Instructor have an MSW degree and at least two years post Master's
experience? (Required if completing this form) Yes No

FIELD PLACEMENT ADVANCED PLANNING GUIDE

Describe how your proposed placement will differ from your regular job

Will you:

- be assigned to a new unit:
- work with a different client population:
- receive Field Education from someone other than your work supervisor:
- use different social work intervention methods; or
- use a combination of the above.

Fully explain your proposal below. (Required if completing this form)

Does this proposal have the following approvals: (required if completing this form)

- Yes No: Your proposed Field Instructor
- Yes No: Your proposed director
- Yes No: Your current supervisor

Does the Field Office have your permission to contact all of the above people in your agency to discuss this proposal? (Required if completing this form)

Yes No

FIELD PLACEMENT ADVANCED PLANNING GUIDE

On the lines below, identify three (3) different, preferred placements and list them in order of preference. There is no guarantee that you will be placed in any specific agency.

Note: Three different Field Instructors in the same agency constitute only ONE choice. Contact the Director/Coordinator of Field Education if you have difficulty identifying three choices: Agency, Agency Unit, and Field Instructor(s)

1. _____

2. _____

3. _____

Student signature: _____ Date: _____

Thank you for completing the Field Placement Advance Planning Guide form. Remember to submit 1 copy of your resume and one completed Field Placement Advanced Planning Guide form to the Director of Field Education, School of Social Work, Fayetteville State University, 1200 Murchison Road, Fayetteville, NC 28301.

For our students in the Fayetteville State University Off-Campus Master of Social Work Program, remember to submit 1 copy of your resume and one completed Field Placement Advanced Planning Guide form to the Coordinator of Field Education

**School of Social Work
Master of Social Work
Student Placement Request & Personal Data Form**

Student Name: _____ Date: _____

Address: _____

City/State/Zip Code: _____

Phone: _____

E-mail Address: _____

Emergency Contact Person: Name: _____

Phone: _____

Undergraduate Degree/Major: _____

University/College (that conferred the degree): _____

Do you have reliable transportation? _____ Yes _____ No

Check area of interest, and populations to work with, in terms of a field placement:

___ disabilities ___ substance abuse/treatment ___ administration

___ mental health/illness ___ children/adolescents ___ court services/correction

___ public schools ___ elderly ___ military social work

___ domestic violence ___ medical social work ___ no preference

___ other (please state preference) _____

a. List agencies where you have already completed field placements, either as an undergraduate or as a graduate student:

a. Social work related experience, including volunteer experience:

c. Career goals:

d. What I hope to achieve in a social work field placement:

Placement currently seeking: ____Foundation (1st year placement) ____Advanced Practice (2nd year/Advance Standing Placement)

Preliminary choice or types of agencies or organizations for consideration as a field placement site (choose from the selection of agencies given by the Department of Social Work) No placement is guaranteed:

Agency Name (Rank according to 1st, 2nd, and 3rd preference)

City & State

1) _____	_____
2) _____	_____
3) _____	_____

The program cannot guarantee you a placement in any of the agencies identified above

I request that the Department of Social Work at Fayetteville State University make the necessary arrangements, as outlined in the *Master of Social Work Field Placement Manual*, for me to begin a field placement: ____Yes ____No

Permission to Release Student Information

By signing below, I give my permission for the School of Social Work at Fayetteville State University to share information contained in this form, or give a copy of this form, to any agency I select to interview with for a possible graduate field placement. I understand that faculty members in the School of Social Work will also have access to this information.

Student Signature _____ **Date** _____

F

FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
MSW FIELD EDUCATION ASSIGNMENT FORM

Date: _____

Student's Name: _____

Address: _____

Phone: _____ Cell _____

E-Mail: _____

Emergency Contact: _____

Agency MSW Field Instructor: _____

Agency Name: _____

Agency Address: _____

Agency Phone: _____

E-Mail: _____

Fax: _____

I have met with the MSW Field Instructor and I agree to serve as an intern student in the above named agency.

Student's Name _____ Date _____

I have met with the above named student, and I agree to have the student undertake a social work field placement with me. I will provide weekly supervision, and I will contact the Director/Coordinator of Field Education if anything changes which may interfere with my ability to supervise student. *Complete all sections and submit form to the Director/Coordinator of Field after you have been accepted for placement by an agency.**

MSW Field Instructor _____ Date _____

Task Supervisor _____ Date _____

**FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
MSW FIELD EDUCATION
Student Statement of Understanding**

Prior to beginning Field Education, all students are expected to know the contents of the Social Work Field Instructor Manual. Following participation in the Student Field Education Orientation please read and sign the following:

I have read and understand the contents of the Master of Social Work Field Education Manual:

- 1. The process for securing a field placement**
- 2. The integration of field with course work**
- 3. Attendance**
- 4. The evaluation and grading process**
- 5. The differences between first and second year field expectations**
- 6. The time frame for turning in a learning agreement**
- 7. How to write a learning agreement**
- 8. The roles and responsibilities of the Field Education Office, the Faculty Liaison, the Field Instructor and agency Supervisor**
- 9. Special situations: employed field option, changes in field procedure for termination, discontinuance, and grievance procedures.**
- 10. NASW Code of Ethics**

You will be eligible for field education after this document is signed

Signature: _____ Date: _____

I

Fayetteville State University School of Social Work Field Instructor Evaluation of Field Program

To be completed by the Field Instructors or Task Supervisors

We would like to evaluate your experience with the Fayetteville State University, Master of Social Work Field Placement Program. Please place an X in the box that applies in each category and return to the Director/Coordinator of Field Education.

Student is: 1st yr. ____, 2nd yr. _____.

NA = Not Applicable 1=Poor, 2=Fair, 3=Average, 4=Above Average, 5=Outstanding

AREAS OF EVALUATION	NA	1	2	3	4	5
The program is committed to providing social work learning opportunities.						
Adherence to supervision opportunities.						
Adherence to NASW Code of Ethics.						
There is open communication between agencies and program.						
The program helps students and placement agencies adhere to learning contracts.						
The program offers sufficient training for Field Instructors.						
The program offers sufficient support to students in their field placements.						
The program provides sufficient assistance in problem resolution.						
The program provides time for questions and feedback on field related issues.						
The program models professional social work academic skills.						
The program has knowledge of agency policies and procedures.						
The program recognizes its role as “Gatekeeper” in educating social workers.						

**FAYETTEVILLE STATE UNIVERSITY
School of Social Work
Student Evaluation of Field Education Experience**

Student _____ Faculty Liaison _____
Agency _____ Field Instructor _____

Please rate each of the areas regarding your learning experience using the following guide:

NA = Not addressed/not applicable

1 = Poor

2 = Fair

3 = Average

4 = Above average

5 = Outstanding

Evaluation of Practicum Learning Opportunities	NA	1	2	3	4	5
Opportunities to work with community systems						
Opportunities to do Advocacy work						
Opportunities to do complete assessments of individuals						
Opportunities to provide interventions with individuals						
Opportunities to provide assessments of family functioning						
Opportunities to provide interventions with families						
Opportunities to work with groups						
Interactions with providers in other professions						
Opportunities to integrate theory with practice						
Opportunities to solidify social work values and ethics						
Opportunities to work with diverse client populations						
Opportunities to evaluate effectiveness of practice						
Level of responsibility given to						

Comments/Notations:

Subtotal: _____

For the next section, please respond to the statements regarding your placement agency and Field

Instructor.

Evaluation of the Agency	NA	1	2	3	4	5
Agency support for social work interns						
Facilities for social work interns						
Agency's sensitivity to cultural diversity						
Agency's adherence to social work values and ethics						
Agency's provision for policies and procedures						

Comments/Notations:

Subtotal: _____

Evaluation of Field Instructor	NA	1	2	3	4	5
Commitment to providing learning opportunities						
Adherence to supervision schedule						
Quality of feedback provided during supervision						
Modeling of intervention skills						
Availability for instruction, outside of supervision						
Teaching techniques						
Assistance in designing Learning Contract						

Comments/Notations:

Subtotal: _____

Please respond to the statements regarding your field liaison and the faculty member who visited the agency, and acted as a go-between between you and the agency/Field Instructor. If you had two different liaisons, please indicate your responses for each.

Evaluation of Field Liaison	NA	1	2	3	4	5
Liaison's knowledge of practicum issues						
Liaison's communication with the agency						
Liaison's availability for advising and consultation						
Liaison's participation in developing Learning Contract						
Liaison's feedback throughout the practicum						
Liaison's ability to handle conflict						

Comments/Notations:

Subtotal: _____

Evaluation of Director/Coordinator of Field Education	NA	1	2	3	4	5
Orientation to practicum procedures and policies						
Ability to provide assistance in problem resolution at agency						

Knowledge of placement opportunities						
Willingness to work towards finding an optimal match between student and placement						
Knowledge of Field Education Program						
Knowledge of MSW Program						

Comments/Notations:

Subtotal: _____

Please comment on the strengths and areas for improvement related to your placement experience:

Thank you for completing this form. Please return form to the Social Work Field Education Office, by the end of the year or the end of the field placement sequence.

Field Education Monthly Report

Month _____ Year _____ Hours in Practicum _____ Hours Absent _____
Student Name _____ Field Liaison _____
Agency _____ Field Instructor _____

1. What has been your most significant learning experience this month?

2. What has been your greatest challenge this month?

3. Which sections of your learning agreement have you worked on this month? Which section of the learning agreement have you not gotten to yet?

4. Would you like a call from/conference with your Field Liaison?

call conference

Student's Signature _____ Date _____

MSW Field Instructor's Signature _____

L

FAYETTEVILLE STATE UNIVERSITY
School of Social Work
Master of Social Work Student Monthly Statistical Report

Student:	Agency:
Month:	Address:
Faculty Liaison:	Agency Supervisor:

Monthly Caseload

CLIENTS	# Cases	# Intakes	#Sessions	# Cancellations	Male/Female
Adults (20+)					
Adolescents (13-19)					
Children (0-12)					
Family					
Group					
Community					
Total					

Agency supervisory hours for the month: _____ Number of presentations you performed: _____ Race and ethnicity of clients (indicate number for each): African Americans _____ Hispanic _____ Caucasian _____ Other _____ Asian Americans _____ Native American _____
--

MEETINGS ATTENDED	#HOURS
Staff	
Community	
Administrative	
Rounds	
Case conferences	
Other:	
Other:	
Other:	

FACULTY LIAISON CONTACT FORM

Student: _____ Field Course No: _____

Agency: _____ Address: _____

Field Instructor: _____ Task Supervisor: _____

Faculty Liaison: _____

Email, letters, memos sent to student Date _____

Email, letters, memos sent to Field Instructor Date _____

Agency Visit Dates _____

Visit 1: ___ Met with student intern ___ Met with Field Instructor

___ Met with both individually ___ Met with both together

Visit 2: ___ Met with student intern ___ Met with Field Instructor

___ Met with both individually ___ Met with both together

Other Visit _____ Purpose _____

Conference (s) with student intern outside of agency _____ (date)

Purpose: _____ (date) _____

Learning Contract Reviewed Date: _____

Monthly Reports Reviewed Date: _____

Process Recording Reviewed Date: _____

Semester Evaluation Reviewed Date: _____

Final Evaluation Reviewed Date: _____

Phone calls/emails to/from Student Date: _____

Phone calls/emails to/from FI Date: _____

Student Performance: ___ meets expectations ___ does not meet expectations.

Comments _____

**Fayetteville State University
School of Social Work
Master of Social Work Program - Student Performance Evaluation**

The Field Instructor completes this evaluation form in consultation with the student. A signed copy should be returned by the student directly to the Seminar Instructor on the Main Campus and to the Coordinator of Field Education at Fort Sam Houston. Please keep a signed copy for yourself and the student.

Student _____

Check if [1ST year MSW] [2nd year MSW]

Agency _____

Field Instructor _____

Phone _____

Field Instructor E-mail address _____

This evaluation is designed to measure the ability of Masters of Social Work students to meet placement requirements and is intended to give the student feedback about her or his performance. The evaluation presents an opportunity for the student and field instructor to evaluate the student’s growth and development over the course of the entire semester, using nine competency areas established by the Council on Social Work Education, our national accrediting body. The specific standards by which a student is to be assessed are based on field objectives specified for their respective level of placement – Foundation or Concentration (Advanced). Each competency statement has several practice behaviors. Comments may be made under any competency area regarding a student’s performance in any of the 31 practice behaviors if desired. Please indicate those areas in which you think the intern is particularly strong and those areas in which the intern needs improvement. We ask you to rate according to the following criteria and total your scores in each competency area along with an overall score for all competency areas at the end.

Performance Rating Scale:

5	The student consistently meets expectations for competency in this area
4	The student frequently meets expectations for competency in this area
3	The student usually meets the expectations for competency in this area
2	The student sometimes meets the expectations for competency in this area
1	There is no evidence that the student has met the expectations for competency in this area, and does not give indications s/he will do so in the near future.
n/a	Not applicable, as the student has not had the opportunity to demonstrate competence in this area (N/A will not be scored and will be deducted from the total points possible.)

1 Adapted from rubric courtesy of Charles Zastrow, Ph.D., George Williams College, Williams Bay, WI.

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	1st Semester/Midpoint						
	2nd Semester/Final						
b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1st Semester/Midpoint						
	2nd Semester/Final						
c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1st Semester/Midpoint						
	2nd Semester/Final						
d) Use technology ethically and appropriately to facilitate practice outcomes; and	1st Semester/Midpoint						
	2nd Semester/Final						
e) Use supervision and consultation to guide professional judgment and behavior.							
	2nd Semester/Final						
Total score							

Comments _____

Competency 2: Engage Diversity and Difference in Practice

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	1st Semester/Midpoint						
	2nd Semester/Final						
b) Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	1st Semester/Midpoint						
	2nd Semester/Final						
c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments _____

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

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	1st Semester/Midpoint						
	2nd Semester/Final						
b) Engage in practices that advance social, economic, and environmental justice.	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments _____

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

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Use practice experience and theory to inform scientific inquiry and research;	1st Semester/Midpoint						
	2nd Semester/Final						
b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	1st Semester/Midpoint						
	2nd Semester/Final						
c) Use and translate research evidence to inform and improve practice, policy, and service delivery	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments _____

Competency 5 : Engage in Policy Practice

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	1st Semester/Midpoint						
	2nd Semester/Final						
b) Assess how social welfare and economic policies impact the delivery of and access to social services;	1st Semester/Midpoint						
	2nd Semester/Final						
c) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments _____

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

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	1st Semester/Midpoint						
	2nd Semester/Final						
b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments _____

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

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	1st Semester/Midpoint						
	2nd Semester/Final						
b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	1st Semester/Midpoint						
	2nd Semester/Final						
c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	1st Semester/Midpoint						
	2nd Semester/Final						
d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments _____

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

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	1st Semester/Midpoint						
	2nd Semester/Final						
b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	1st Semester/Midpoint						
	2nd Semester/Final						
c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1st Semester/Midpoint						
	2nd Semester/Final						
d) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	1st Semester/Midpoint						
	2nd Semester/Final						
e) Facilitate effective transitions and endings that advance mutually agreed-on goals.	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments _____

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

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Select and use appropriate methods for evaluation of outcomes;	1st Semester/Midpoint						
	2nd Semester/Final						
b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	1st Semester/Midpoint						
	2nd Semester/Final						
c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	1st Semester/Midpoint						
	2nd Semester/Final						
d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments _____

OVERALL TOTAL SCORE FOR ALL COMPETENCIES	
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Additional Comments:

Recommended Grade for this Evaluation Period

<u>Grading Scale</u>	<u>Raw Score</u> <u>/Total Possible</u>
A = 100 – 90%	_____
B = 89 – 80%	_____
C = 79 – 70%	_____
F = 69 – 0%	_____

Student's Signature _____ Date _____

Task Supervisor's Signature _____ Date _____

Field Instructor's Signature _____ Date _____

Field Liaison/Field Seminar's
Signature _____ Date _____

Upon completion of this evaluation at the end of each semester, please return to your Seminar Instructor on the Main Campus who will forward to the Director of Field Education and to the Coordinator of Field at the Fort Sam Houston Campus.

This evaluation and completion of the required number of hours in the field placement in concert with meeting the standards outlined for the Field Seminar class, will constitute the grade for the Semester.

**FSU School of Social Work
Office of Field Education
Process Recording Template**

P

Student's Name:

Client's Initials:

Interview Date:

Process Recording Number:

Prior Contacts:

Stage of the Helping Process:

Basic Client Description and Presenting Concern:

Type of Contact (face to face, telephone, etc.):

Purpose/Goal of Contact:

SPEAKER	CONTENT OF SESSION / VERBATIM DIALOGUE	STUDENT'S FEELINGS/GUT REACTION	TECHNIQUES & SKILLS	ANALYSIS	FIELD INSTRUCTOR'S COMMENTS
Social Work Student	Report your statements or actions	Describe your subjective (e.g. <i>thoughts, feelings, sensations</i>) reactions to your own words	Identify social work skills if any, you used	Objectively evaluate your selection of the skill, if any used, and the quality of your performance. You can also discuss what you think the client is thinking and feeling	Field Instructor provides written feedback regarding the exchange between the client and social work student
Client	Report the client's statements or actions	Describe your subjective reactions to the client's words and gestures during the exchange between you and the client		To the degree possible, objectively analyze the client's words and gestures during this exchange.	

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Social Work Student Client					

**FSU Department of Social Work
Office of Field Education
Process Recording Template**

P

Please address the following areas in your analysis (Applies to Foundation and Advanced Placement):

OVERALL ANALYSIS: ADVANCED PLACEMENT

1. Discuss any additional observations that contributed to the session i.e. location, time of day, etc.
2. Identify at least (2) theoretical frameworks/perspectives that could be effective in working with this client and provide a sufficient rationale. Please cite resources that support your identified framework:
3. Identify any additional techniques that could be useful during this session:
4. Identify any questions for supervision to discuss with your field instructor:
5. Identify any additional information or themes that need further exploration:

Signature of Field Instructor indicating review completed with student:

Name

Signature

Date:

OVERALL ANALYSIS: FOUNDATION PLACEMENT

1. Discuss any additional observations that contributed to the session i.e. location, time of day, etc.:
2. Identify any additional techniques that could be useful during this session:
3. Identify any questions for supervision to discuss with your field instructor:

Signature of Field Instructor indicating review completed with student:

Name

Signature

Date:

Q

Field Instructor Weekly Supervision Log/Notes
FSU School of Social Work
Weekly Supervision Log/Notes

Student _____ **Date** _____

Areas of Discussion

Review of cases/clients

Use of social work skills

Performance issues
(Strengths/growth)

(Areas for improvement)

Areas to work on over the next week

Student Signature _____

Field Supervisor Signature _____

R

**Field Supervisor's Documentation of Concerns/Issues
FSU Office of Field Education
Field Supervisor's Documentation of Concerns/Issues**

Student Name _____ **Date** _____
Field Agency _____
Field Supervisor _____
Task Supervisor _____
Faculty Liaison _____

(Refer to the Field Manual under inadequate performance and probation for additional information)

- **Please identify area of concern/issue with student's performance**
- **Identify the behavior expected from the student in concrete terms which is to replace the behavior**
- **Identify, if applicable the time frame in which change is to occur**
- **Identify consequences to the student if the desired behavior/change does not occur**
- **Provide documentation, if applicable of any pervious discussions with this student which have occurred about this issue (attach any documentation such as weekly supervision log/note)**
- **Additional Comments**

Student _____ **Date** _____
Field Supervisor _____ **Date** _____
Task Supervisor _____ **Date** _____
Faculty Liaison _____ **Date** _____

Please submit the original signed form to the Faculty Liaison and a copy to the Field Office.

Appendix B: 2008 National Association of Social Workers Code of Ethics



Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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 well-being 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 well-being 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 is 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 the 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 well-being 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 well-being 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 well-being.

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, 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' well-being, 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.

Appendix C: 2015 Council on Social Work Education Standards

Council on Social Work Education Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the

Baccalaureate (B) or Master's (M) level

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

- 1.0.1** The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
- 1.0.2** The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.0.3** The program identifies its goals and demonstrates how they are derived from the program's mission.

EXPLICIT CURRICULUM

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

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

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

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

Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years' post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years' post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as

those of the student's employment.

IMPLICIT CURRICULUM

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility.

The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

- 3.0.1** The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.0.2** The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program.

M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, * or covered under a memorandum of understanding with international social work accreditors.

3.1.4 The program describes its policies and procedures concerning the transfer of credits.

3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty

Faculty qualifications including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.

3.2.5 The program describes its faculty workload policy and discusses how the policy supports the

achievement of institutional priorities and the program's mission and goals.

- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

B.3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B.3.4(b) The program provides documentation that the director has a full-time appointment

to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment the social work master's program.

M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out

the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

- 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

- 3.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2** The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3** The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4** The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies.

Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used. Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

- 4.0.1** The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
 - At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
 - An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
 - Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
 - An explanation of how the program determines the percentage of students achieving the benchmark.
 - Copies of all assessment measures used to assess all identified competencies.
- 4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

- 4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.