

Social Work

Field Practicum Manual

for the

MSSW Program

at

West Texas A&M University

Department of Psychology, Sociology, and Social Work

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Social Work Program Mission Statement, Goals and Objectives

The **mission** of the MSSW program at WTAMU is to prepare advanced generalist practitioners who are equipped with an eclectic knowledge base, professional values, and a wide range of advanced skills to assume the professional responsibilities of change agents in our rapidly changing, culturally diverse, global society. She or he should enhance the social functioning and interactions of her/his client systems, help clients develop resources, alleviate human suffering in the pursuit of the improvement of quality of life and conditions of people living in the rural Texas panhandle region, the state, the nation, and the world.

The **goals** of the MSSW program at West Texas A&M University are to educate students who:

- Become Advanced Generalist Practitioners:
- Use a variety of theoretical perspectives;
- o Develop their interventions at all levels of systems practice, and
- o Are knowledgeable in the unique aspects of rural communities.

The goals of the social work program at WTAMU complement and support the mission of the program and are directly derived from that mission. To be effective change agents in a rapidly changing society, social workers must become advanced general practitioners, use a variety of theoretical perspectives, develop interventions at all levels of practice, and for our region of the country, they must be knowledgeable in the unique aspects of rural communities. All of these components work in concert with the knowledge base gleaned from the courses required, and with the self-awareness that is cultivated throughout the curriculum.

The focus of **advanced generalist practice** is consistent with the mission and goals of the social work program. The goals, derived from the competencies, reflect the need to prepare practitioners who can practice across varying levels of practice. Advanced generalist graduates will be prepared to synthesize and apply a broad range of social work theories, determining those that best fit each specific client situation.

Graduates will be prepared with advanced practice skills which allow them to:

- o differentially assess problems,
- o employ specialized interventions,
- o develop more rigorous evaluation techniques, and
- o establish themselves as leaders with systems of all sizes and levels of complexity.

This diversity, built upon the generalist foundation, but with a greater depth, breadth, and ability to work independently, will prepare them to be advanced generalist practitioners in rural social work. This concentration is consistent with the needs and the demographics of the large geographical area, mostly rural, surrounding the location of the WTAMU campus. The ability to work with individuals and families, with groups, and with communities is essential. Students will be prepared to assume their place as change agents working within these different levels of practice.

Social Work

Field Education Manual

Purpose of the Manual

The purpose of this manual is to provide essential information and guidelines to students, Field Supervisors, agency administrators, and others involved with the graduate social work field education program at West Texas A&M University.

Purpose of Field Education

Field Education is a means of integrating academic knowledge of social welfare services and delivery systems with the student's innate and acquired abilities. It is the opportunity to measure the "possible" with "reality" and to attempt the ultimate...to be of meaningful service to other human beings, individually and collectively.

Roles and Responsibilities

West Texas A&M University's (WTAMU) graduate social work program (MSSW) is responsible for all aspects of the student's education. The Field Department for the MSSW program is responsible for the field education of graduate social work students. The Director of Field Education is responsible for administering the field education program, the signature pedagogy of social work. Along with the Direct of Field Education, Field Liaisons as well as the MSSW Program Director assist in the administering of the program. Field Faculty refer to the Field Director and Field Liaisons as they are directly involved with teaching field practicums.

Field Supervisors are typically employed in agency settings, and they have the responsibility, delegated by the Field Department for supervising students and creating a healthy learning experience. Students also have responsibilities for their learning experience as adult learners and as representatives of agencies, WTAMU, and the social work profession.

Field Education Agency

For Field Supervisors to carry out these responsibilities effectively, it is assumed that the field placement agency or institution will provide an environment conducive to the student's professional development and will:

- Accept the student in the spirit of a staff member rather than that of a second-class citizen in the agency.
- o Provide the student with adequate physical facilities and needed work items.
- o Provide sufficient time for the Field Supervisors to carry out his or her responsibilities to the student and the university.

A formal contractual agreement between all field education agencies and West Texas A&M University is required. The responsibility for the proper training and education offered the student in his or her field placement rests jointly with the Field Supervisor and Field Faculty. The student has a responsibility to make the best possible use of the opportunity provided. The following lists of responsibilities are intended to be used as a guide, keeping in mind the goals and objectives of Field Education.

Field Supervisor/Instructor

For the purposes of this document and all related materials, the terms 'Field Instructor' and 'Field Supervisor' shall be deemed synonymous and may be used interchangeably throughout. Any rights, responsibilities, obligations, or references pertaining to one term shall equally apply to the other.

Once the student arrives at the agency, the Field Supervisor coordinates the student's orientation to the agency and the initiation of field assignments. In addition, the Field Supervisor is required to meet with the student at minimum for an hour for every 40 hours of internship the student has completed. It is recommended that Field Supervisors plan to meet with their students twice monthly to ensure that this requirement is met. Additional brief supervisory contacts may supplement the minimum required supervision meetings.

Educational issues, as well as administrative issues, encountered in the supervision of students must be identified as early as possible and, when necessary, a remedial plan of action will be developed with the student and Field Faculty. Whenever the Field Supervisor is uncertain about the gravity of her/his observations, Field Faculty should be consulted as soon as possible. Unethical conduct on the part of the student are to be reported immediately to Field Faculty. (Please refer to policy on removal of students from field placement.)

Field Supervisor responsibilities include:

- To orient the student to the agency, staff, and field instruction staff. This includes all relevant personnel policies and procedures, dress code, record keeping, agency documentation, etc.
- o To identify for the student the parameters of her or his role and responsibilities within the agency.
- o To actively collaborate with the student in the development, implementation, and ongoing use of an educational contract.
- o To take overall responsibility for the student's educational experience in the agency and coordinate any experience delegated to other staff members.

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¹ See Student Placement Contract in the Appendix.

- To provide the necessary experiences to meet the educational goals, such as selecting appropriate cases or groups for instructional purpose and to selecting other meaningful learning experiences, such as participation in staff meetings, conferences, visits to other agencies, assigned readings, etc.
- o To serve as a professional role model.
- o To help the student understand and appropriately use the network of human services available to the agency and its clients.
- o To formally evaluate, with the student, the progress of the student at mid-point and at the semester's end.
- To provide regularly scheduled and uninterrupted supervisory conferences for the purpose of enhancing the student's educational learning and practice skills, and to offer the student on-going feedback on his/her performance.
- O To provide necessary training and monitoring of student's compliance with safety policies and procedures for conducting home visits, interacting with potentially difficult clients, and handling emergencies. Students and Field Supervisors should work out a plan, in advance, for what to do and how to get help if a student feels unsafe.
- o To notify Field Faculty as soon as possible should problems regarding the student arise in the field setting.
- To participate with the Social Work Program in a continuing mutual effort to upgrade and enhance the Field Program and to attend seminars or workshops held for Field Supervisors.
- o To participate with the Social Work Program as faculty whenever possible by sharing their expertise in specific areas.
- To facilitate a positive, cooperative working relationship between the agency and the Social Work Program, including communicating to the Field Director any planned or unexpected changes which would impact actual or future supervision of students.

Field Faculty

Refers to all faculty collectively in the MSSW program at West Texas University whose responsibilities include an active role in the Field Education Department.

Field Director Responsibilities and Duties

The Field Director is responsible for the overall design and implementation of the field education experience. The Field Director works closely with the Field Liaison (If available) to provide professional social work education. The Field Director evaluates the field curriculum and monitors all aspects of the practicum experience. Responsibilities include:

- To orient the field agencies, Field Supervisors, the Field Liaison, and students to the goals and objectives of the Social Work Program, specifically the Field Practicum objectives.
- Assure congruence between the MSSW program curriculum and the field education program.
- Assure congruence of field education with the CSWE accreditation standards.
- o To establish and monitor Field Practicum policies, procedures, and evaluation processes.

- o To prepare the student for Field Instruction and assign and give final approval for student placement.
- o Identify, develop, and maintain effective partnerships with field agencies.
- Conduct periodic evaluations of practicum methodology and outcomes and initiate appropriate changes.
- o Develop and provide oversight of strategies for recruitment, development, and training of field liaisons.
- o Supervise all field liaisons/supervisors.
- o Provide oversight of the development of all written and electronic practicum materials, including the field manuals, student's forms, and marketing.
- Oversee utilization of the online software system for student forms and the agency.
- o Establish new contracts with agencies.
- To coordinate the delivery of seminars for all Field Supervisors designed to assist them in their efforts to provide experiences and supervision in line with student learning objectives.
- o To plan recognition events for field agencies and Field Supervisors.
- To conduct a formal evaluation of the student at the mid-point and at the end of the placement experience. These meetings are conducted along with the student and Field Supervisors.
- o To review student's journals and assignments as specified in the syllabus.
- o To assign the student grades for assignments associated with field seminars.
- o To jointly review the student's progress with the Field Supervisor and Field Liaison.
- o To act as liaison or mediator between the student and the agency.
- o To respond quickly to the concerns of the agency or student regarding the suitability of the placement.
- To meet with the Field Supervisor and the student minimally two times during the placement; once at the mid-point and once near the end of the student's placement. Meetings may be in person or via teleconference.

Field Liaison Responsibilities and Duties

The Field Liaisons role is to provide support to both the student, the field agency, and Field Director throughout the course of the internship. Field Liaisons collect the learning agreements, help students and sites problem solve when issues arise, conduct two visits with the agency either in person or virtually per academic year and conduct regular check-ins with the agency as well as the student. The Field Liaison monitors and evaluates the educational process, supports and mentor's students on their practice and professional development, and provides support to agencies in the form of consultation, mediation, advocacy, problem solving and negotiation.

- The Field Liaison is directly responsible to the Director of Field Education, who has overall responsibility for the field program. Responsibilities include:
- o Help pertaining to academic difficulties.
- o Instruction within the classroom.
- o Involvement in the placement process; final approval by the Field Director
- o Assurance of adequate caseload and other learning experiences in the practicum.
- o Provision of liaison services between school and agency.

- Consultation around field-related problems; be available to the student and field director
 if problems arise. If necessary, make additional visits to the agency or meet separately
 with the student/agency for consultation.
- To conduct a formal evaluation of the student at the mid-point and at the end of the placement experience. These meetings are conducted along with the student and Field Supervisors.
- o Review, approve, and sign the student learning plan, evaluations, and time sheets.
- o Contribute ideas for innovation and upgrading of the field practicum and for expansion into new agencies and practice fields.
- O Assess the quality of placement experiences and make recommendations to the field director about retention of agency placement sites. Evaluate the quality of placements at the end of the year.
- o To jointly review the students' progress with the field director.
- o Aid in the reviewing of student's journals an assignment as specified in the syllabus.
- To keep the field director apprised of all relevant developments in the student's placement.
- o Participate in faculty meetings related to curriculum development of the field practicum and concurrent classes.
- To meet with the Field Supervisor and the student minimally two times during the placement; once at the mid-point and once near the end of the student's placement. Meetings may be in person or via teleconference.

To clarify an additional point, the Field Director works in collaboration with the Field Liaison to ensure that materials delivered in seminars and via assignments are congruent, timely, applicable, and according to CSWE standards.

If there is any concerns in regards to grading of assignments, or the delivery of the class materials, the student is requested to adhere to the general standard of pursuing remedy. Please attempt to direct the concerns to the Field Faculty on record for the class, whether that may be the Field Director or the Field Liaison, and if that is not successful, to then approach the MSSW Program Director.

Student Responsibilities and Duties

Although the role expectations of the student will differ in some respects considering the diversity of agencies and individual characteristics of each student, all students are expected to meet the following responsibilities:

- o To satisfy the application and screening procedures as outlined in this guide.
- To arrange and participate in a pre-placement interview with the potential Field Agency and Field Supervisor and work out a preliminary program for Field Education prior to placement in the agency.
- o To adhere to professional social work ethics and to conform to usual standards and practices of the agency and <u>Behavioral Standards for Social Work Students.</u>²

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² See Behavioral Standards for Social Work Students in the Appendix.

- o To meet work requirements as scheduled with the agency and as required by the University for satisfactory completion of Field Education.
- o To take initiative in using the field education experience for the development and strengthening of Social Work knowledge and skills.
- o To discuss with the Field Supervisor, as a first step, any conflict developing in the placement.
- o Students will not transport clients using either their personal vehicle or agency's.
- o Students are responsible for their own transportation to and from the agency.
- Students are expected to abide by the appropriate dress attire meeting the expectations of the agency dress code.
- Students are to notify the field supervisor if unable to keep to the agreed schedule. It is the student's responsibility to make up for hours missed due to illness or other emergencies.
- Students take responsibility for becoming a part of the field instructional setting and participating as much as possible as responsible members of the agency's staff.
- O Students are to complete and submit all learning assignments according to required due dates (Learning agreements, time logs, journals, etc.)
- o The student is responsible for obtaining all required signatures on all learning assignments. Without the required signatures on all forms, a student will receive an incomplete, which may affect graduation or moving on to the next course.
- Students take responsibility for bringing to the attention of the field supervisor or field faculty any confusion or conflict that may exist relative to seminar assignments and agency practices.
- o Students are to maintain communication with their assigned field faculty (either the Field Director or Field Liaison) at all times.
- While attending their field placement, students should not use social media for personal reasons. Use of social media as part of the placement experience (e.g., agency event recruitment) should be with the full knowledge and approval of the field supervisor.

During field education, students may experience unexpected and/or distressing reactions to course readings, videos, conversation, assignments, or events that occur at the field practicum. If so, students are encouraged to inform field faculty. Field faculty can be responsive and supportive regarding students' participation in field seminars and activities, but students are responsible for communication clearly what kind of support is desired. If counseling is needed students may contact a service provider of their choice, including the WTAMU Counseling Center at 806-651-2340 or online at <a href="https://www.wtamu.org/

West Texas A&M University is also committed to providing all students with equal access to quality education. In congruence with the NASW Code of Ethics, the graduate social work program will advocate for all students, regardless of any disability they may have. To this effect, the graduate social work field program collaborates with the Office of Student Accessibility. The purpose of the Office of Student Accessibility is to provide assistance and accommodations to students with disabilities. At any time during the academic journey, when a student discloses a learning, psychological and/or physical disability, or temporary health issue that may be an impediment to their successful completion of the field component of the program, the Field Faculty will refer the student to the Office of Student Accessibility. While student participation

with the OSA is voluntary, any request for reasonable and appropriate accommodation must be coordinated through this office. For additional information, please call the OSA office at 806-651-2335 or visit their website at https://www.wtamu.edu/student-support/student-accessibility/index.html.

Students should also be mindful of their social media use. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, link to, commented on, uploaded, subscribe to, et., can be accessed an archive, posing potential harm to professional reputations and prospective careers. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the social work program. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit WTAMU Student Code of Conduct

MSSW Field Education Curriculum Overview

The graduate field education program is designed to provide students with practice experiences commensurate with the individual's academic and experiential preparation. The generalist field practicum, completed concurrently with field practicum seminars, affords the student the opportunity for experimental learning of generalist practice skills and application of generalist coursework complete previously or currently. These mandatory seminars related theory to practice and integrate classroom learning with field experiences. These process-oriented seminars are designed to afford students the opportunity to discuss, analyze, and integrate their field practicum experiences with classroom learning.

Students are expected to participate in these seminars via zoom as these courses are set up in a synchronous online format. Students can expect seminars to occur on Thursday evenings at 6pm CST at the field faculty's discretion.

The Foundation Field Education courses, SOCW 5488 and SOCW 5498, are designed to provide the student with social work activities that reinforce student knowledge of fundamentals in social work practice. These fundamentals include, but are not limited to, direct practice skills such as observing, interacting, and working with individuals, families, and small groups. This foundation experience provides opportunities for students lacking a social work degree to begin to understand and incorporate the core values and ethics of the social work program through practice.

The Advance Standing Field Education provides students with opportunities for students to gain in-depth knowledge and skills for direct practice expected of a generalist practitioner. To be eligible for Advance Standing level field, must have either completed all the Foundation courses or obtained a bachelor's in social work, and have completed the required perquisites. Advanced Practice 6397, 6398, and 6399 (second-year courses) are intended to provide the student with the opportunity to build upon the knowledge and experience of the first placement and to focus upon the development and enhancement of skills in social work practice.

Foundation Field Curriculum

At the Foundation level, students are required to complete 400 clock hours of internship in assigned agencies while enrolled Field Seminars for a total of 8 credit hours. The internship occurs concurrently with the respective Seminars. Grades for both seminars are Pass/Fail. The flexibility in grading is intended to provide the student freedom to explore personal strengths and weaknesses without affecting the student's grade point average.

Foundation Field placement is completed over a maximum of 30 weeks over the Spring and Summer semesters for a minimal total of 400 hours.

o Foundation Level, 8 credits, Online

o SOCW 5488: Field Instruction I

o SOCW 5498: Field Instruction II

Successful completion of the first semester in Field requires the completion of the Learning Agreement Assessment Form by the students MSW, LMSW, or LCSW equivalent field supervisor. Students must complete all assignments associated with SOCW 5488 and SOCW 5498. In addition, students and Field Supervisors will participate in a midpoint evaluation. Field Education culminates with the completion of the 400-hour internship and completion of the Final Learning Agreement Assessment Form by the student's MSW, LMSW, or LCSW equivalent field supervisor. On that form the field supervisor will rate students on a scale from 1-4 students need an overall score of "4" and the recommendation of their supervisor to successfully pass. These scores and evaluations are also in consultation with the student's Field Faculty on record.

The overall goals of the Foundation Practicum experience reflect the mission and the goals of the social work program. Upon completion of the first 400 clock hours of field education.

- o Students will be able to enter the Advanced MSSW program having mastered a generalist perspective and generalist competencies which prepare them for advanced practice.
- O Students will be able to practice in a wide variety of settings and with clients of various sizes and diverse populations.
- O Students will be knowledgeable about the social context of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
- o Students will uphold social work values and ethics that guide their practice, and
- o Students will be aware of their professional responsibility towards their own growth and development and the growth and development of their profession.

Advanced Standing Field Curriculum

The Advance Standing Field Education curriculum is taken by students who have completed either all Foundation level courses or successfully earned a Bachelor of Social Work. In addition, the student must have completed or be currently enrolled in SOCW 6331: *Practice I* The Advance Field Education curriculum consists of a series of Advanced Field Seminars taken over the course of three semesters while the student is participating in their internship concurrently. Fast Track Students begin their field experience in the fall semester, Standard Track students begin their field experience in the Spring.

- o Advance Standing, 9 Credits, Online
 - o SOCW 6397: Applied Social Work Practice I
 - o SOCW 6398: Applied Social Work Practice II
 - o SOCW 6399: Applied Social Work Practice III

Successful completion of the first two semesters in Field requires the completion of the Learning Agreement Assessment Form by the students MSW, LMSW, or LCSW equivalent field supervisor. Students must also complete all assignments associated with SOCW 6397 and SOCW 6398. In addition, the midpoint evaluation must be successfully completed prior to the end of SOCW 6398.

Field Education culminates with the completion of the 500-hour internship and completion of the Final Learning Agreement Assessment Form by the student's MSW, LMSW, or LCSW equivalent field supervisor. On that form, the field supervisor will rate students on a scale from 1-4; students need an overall score of "4" and the recommendation of their supervisor to successfully pass. These scores and evaluations are also in consultation with the student's Field Faculty on record. In addition, the student must successfully complete all the assignments associated with SOCW 6397, SOCW 6398, and SOCW 6399.

Upon completion of the Advanced 500 clock hours of field education

- Students will be able to enter the profession having become entry level Advanced Generalist practitioners.
- O Students will be able to practice in a multitude of settings and with systems of various sizes and diverse populations, competent in a variety of social work roles.
- Students will be adept at negotiating the social context of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change using this knowledge to benefit their clients and to effect change in systems.
- o Students will uphold social work values and ethics that guide their practice, and,
- Students will be actively working towards their own growth and development and the growth and development of the social work profession.

Organizing Principles

Since Field Education is provided in a variety of agency and institutional settings, and organizational operations differ, it is expected that the accomplishment of the objectives of Field Education will necessarily vary in ways peculiar to the Field Supervisor and agency setting in which the student performs. Nevertheless, the examination of some generic principles that apply to all settings will be helpful. It may be helpful to view these principles in two ways: (1) the academic framework from which Field Education operates and (2) the operational framework in achievement of the goals.

Academic Framework

- o Field education is the signature pedagogy of social work education.
- o Field internships are educationally directed and student oriented.
- o The student is provided an opportunity for practical experience in examining and developing and applying the knowledge, values, and skills imparted in the classroom.
- The student is provided with the opportunity to assess the agency, its program and its function within the community, state and national systems of social and welfare services.

Operational Framework

- o Individualization of the student's educational needs.
- Organizing learning experiences to begin with specifics and move toward generalization.
- Progression from assignments of rather limited and discreet practice tasks to those more complex.
- o Provision for gradual assumption of responsibilities.
- Progression from tasks which may be familiar to understanding and working with new, unfamiliar knowledge or processes.

Field Education Objectives

The overall objective of the field internship is to provide a practical, service-oriented experience in which the learner's knowledge, skills, and personal qualities can be demonstrated and applied, enhanced and appraised. Field Education has been identified as the signature pedagogy of social work education; as such, the internship experience continues and reinforces connections between theory, classroom experiences, and the role of practitioner.

Specific Field Education objectives include the following:

- o Identification as a professional social worker and conducting oneself accordingly.
- o Application of social work ethical principles to guide professional practice.
- o Application of critical thinking to inform and communicate professional judgments.
- o Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
- o Advancing human rights including social, racial, economic, and environmental justice.
- o Engaging in research-informed practice, and practice-informed research.
- o Application of knowledge of human behavior in the social environment.

- Engaging in policy practice to advance social and economic well-being and to deliver effective social services.
- Responding to contexts that shape practice, including historical, social, racial, cultural, economic, organization, environmental, and global influences.
- o Engaging with, assessing, intervening, and evaluating individuals, families, groups, organizations, and communities.

To fulfill the goals of field placement, students will develop a learning contract that identifies personalized goals and objectives to focus on throughout the internship process. Students will develop their personalized goals and objectives to specifically address the following three areas, including gaining new knowledge, enhancing specific advanced generalist practice skills and personal growth goals during their practicum experience within the framework of the 2022 CSWE EPAs.

Knowledge Objectives

Students will develop knowledge objectives that relate to the following:

- o To develop and use an orderly theoretical framework of knowledge of people and the environmental influence upon them.
- o To understand client systems (individual, group and community) and their problem situations.
- To develop knowledge and understanding of social welfare programs, policies, and resources to use them constructively in helping clients solve problems and activate desirable goals or changes.
- o To gain first-hand knowledge and understanding of the policy, function, philosophy, and method of operation of the specific agency or institution assigned.
- To increase understanding of the basic principles of the helping process to understand accurately and objectively the person, the problem and the process through which services are extended.

Performance Objectives

Students will develop performance objectives that relate to the following:

- To demonstrate skill in the disciplined use of relationships with clients and professional and non-professional associates, which reflects understanding of the knowledge, values, and skills taught through the curriculum.
- To demonstrate ability to apply the principle of social work methods in mutual efforts with clients and other personnel to effect change. Specific evidence of this skill will be demonstrated as the student:
 - o demonstrates skill in interviewing and forming effective helping relationships.
 - o exhibits a mature, responsible approach to his/her role as a helping person.
 - o gains understanding of community resources and activities and use them effectively.
 - o can use the policy and function of the agency effectively with clients in their personal, family, or economic needs.
 - o develops proper work habits; and

o develops appreciation of the research method for increasing knowledge and testing utility of existing help-services and methods.

Personal Objectives

Goals that the individual student might identify as desirable personal objectives could include the following:

- I. Capacity for relationships. This aim will be reflected in:
 - a. the ability to get along well with agency staff;
 - b. the ability to relate to the Field Supervisor and Field Faculty in a positive, meaningful and growth-producing way and the ability to use criticism constructively;
 - c. relationships to other persons and professionals who are also providing services to the client and
 - d. relationships to assigned clientele that are founded on respect, warmth, objective concern, and the desire to be of help.
- II. Attitude. The student's attitude toward the field placement agency, clientele, supervision, the profession, and to life itself have an important bearing on the internship. Students should be receptive to learning experiences provided by the agency or institution. Students are expected to take the initiative in acquiring knowledge which will enhance their effectiveness at their field placement.

In their work with clients, students are expected to pursue the development and strengthening of attitudes related to the following social work principles: acceptance, objectivity, confidentiality, client self-determination, and being non-judgmental. Students are also expected to understand and align themselves with the goals and functions of the agency in which they are placed and with the principles, ethics, and goals of the social work profession.

- III. Sensitivity. Students are expected to develop the ability to perceive, sense and observe the perceptions and feelings of others.
- IV. Perceptions and Judgment. The goal of this objective is to become skilled in relating one's perceptions to objective criteria and basing one's judgment of situations, circumstances and needs upon sound, objective facts.
- V. Self-Awareness. Self-awareness is a never-ending goal of examining one's own strengths, weaknesses, and areas for growth, and understanding and how these affect relationships with others. This also involves the development of the ability to use supervision and consultation in developing awareness of one's own performance and to take responsibility for continuing education and practice development.

VI. Communication. Students should develop the capacity for receptive listening and the ability to effectively communicate their ideas in writing (recording, correspondence, etc.) and verbally (with clients, in supervisory conferences and in participation in agency staff meetings, conferences, etc.).

Field Education Technology Requirements

As the MSSW Program at WTAMU is completely 100% online, students and field supervisor should be aware of the technology necessary to successfully complete the field education portion.

Technology Requirements for Practicum Courses

All technological requirements for successful completion of this course are the responsibility of the student, including access to a working computer and/or a device with secure broadband Internet connection, data storage and retrieval and state-of-the-art-security. The student is responsible for technological problems not related to WTAMU, including but not limited to equipment failures, power outages, and Internet breakdowns. In this social work program, all faculty use WTClass (a Blackboard Learning System), a web-based course management system with password-protected access at https://login.wtamu.edu/cas/login?service.

Faculty use may include the following: to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online surveys.

Students are responsible for all necessary technical and operational skills for completing the field practicum, and for being familiar with WTClass (a Blackboard Learning System) both in a general sense and in a specific sense as pertaining to the field practicum and any materials stored within.

The Field Faculty are not responsible for any technical matters related to WTClass. Students must contact WTClass if they have problems accessing an/or using the WTClass environment. Contact the IT Success Center by email at itsc@wtamu.edu or phone at 806.651.4357 and support personnel will be happy to assist you.

If your computer does not have Microsoft Word, Office 36 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Please note that Google Chrome and Firefox are fully compatible with Blackboard, any other browsers may cause issues.

Field Software Requirement

The WTAMU Social Work Department will be utilizing a web-based field management program. Sonia provides a dynamic, user-friendly tool for students, advisors, and agency personnel to complete all field practicum forms including time sheets, learning contracts, initial application and related forms, placement assistance, and evaluations. It is expected that all students will utilize Sonia during their field practicum. Field Supervisor also are expected to utilize Sonia while they host students from WTAMU Social Work Program.

There is no cost associated with Sonia to field supervisor or host agencies. Students pay for access to Sonia through program fees that are accrued every semester that they are actively taking classes within the social work program.

Admission and Criteria for Field Placement

The Field Education Program is designed to provide students with practice experiences commensurate with the individual's academic and experiential preparation.

Student selection and assignment includes meeting the minimum standards and requirements for admission for Field Education as set out below.

- o The student must have satisfactorily completed all academic prerequisites for Field Education. (See Social Work Field Application in Field Education Manual). An overall cumulative GPA of 3.0 is required for admission into Field Practicum courses.
- O An appraisal of the student's motivation and capacity to meet the goals and objectives of the Social Work program will be assessed by Field Faculty. Whenever questions arise as to the suitability of a given student for field placement, the issue will be resolved by a majority evaluation of the admission committee, with consultation, if necessary, from the department head. A recommendation of denial of admittance into Field Education will be briefly prepared in writing for confidential inclusion into the student's file.
- o For the purpose of evaluating potential candidates for entry into Field Education, the procedures will focus on the following: (a) protecting the client served by the student from unwitting and unintentional abuse or harm; (b) promoting student success; (c) assurance that Social Work Program at West Texas A&M University and the Social Work profession are well represented.

Foundation students will complete two field practicum courses, SOCW 5488 and SOCW 5498 for a total of 400 clock hours of internship. The courses are worth four credits each for a total of 8 credit hours of field education. SOCW 5488 will be completed in the second semester of the foundation year, while SOCW 5498 will be completed in the third semester of the foundation year.

Advanced standing students (and second year non-advanced standing students) will complete 500 clock hours of internship across three semesters. SOCW 6397, SOCW 6398, and SOCW 6399. Students have the option to complete their advance standing year as 'fast track' students, which structures the curriculum to be completed in one calendar year. If a student selects this option, then SOCW 6397, SOCW 6398, and SOCW 6399 will be completed in the first, second, and summer semesters of the advanced program, respectively. This internship placement will incorporate experience with individuals and families, group work or mezzo level practice, and potentially also administrative or macro level practice. While working within these spheres of practice, students will learn skills related to assessment, intervention, and evaluation. These foci are important for the MSSW students to become advanced generalist practitioners within the rural context of the MSSW program. Students who elect to complete their degree via the standard track will complete their field courses in the second, third, and fourth semesters of the advanced program, respectively.

The Social Work Program at WTAMU contracts with a wide variety of social agencies in the Texas Panhandle to provide field experience to social work students. The social agencies involved with field placement vary from medical and clinical settings to social service and community center settings offering the student a wide range of social work experiences.

The foundation level (non-advanced standing) field education experience places emphasis on fundamental knowledge for social work practice. The overall content of field education relates to the total social work curriculum by providing, under direct field instruction supervision and classroom instruction, a solid foundation and knowledge of the generalist approach to practice including:

- o social work skills and values;
- o social work practice skills with individuals, families, groups, and communities;
- o social work intervention skills; and
- o communication and relationship skills.

Field Education intensifies in depth as the student progresses through the levels of social work field instruction. The two courses of field instruction at the foundation level provide measurable integrated learning experiences. Students are actively and directly involved in pursuing preparation for a wide range of social work activities and translating these learning experiences to deeper understanding and development.

The second-year field experiences build upon the foundation level field placements by providing a varied experience in different levels of social work practice. By focusing on different levels of practice, MSSW students will gain valuable experience in advanced generalist practice skills. These experiences may all occur within the same agency, or students may be placed in different agencies to benefit fully from exposure to different levels of practice. Additionally, field experience provides a valuable opportunity for self-awareness and professional relationship development.

The responsibility for the field instruction and education provided to the student in the field placement rests jointly with the agency field supervisor, field director, and the field liaison of field education. The student is responsible for making the best possible use of the opportunity provided.

- Students are given assignments balanced in such a way as to give a general exposure: agency function and clientele served.
- Field experience includes the opportunity for meaningful and direct services to clients where the student is expected to develop relationships and to strengthen assessment and service skills.

Process of Obtaining a Placement

Students are required to complete an application for field education, a form that provides confirmation of the student's eligibility for field education. The Field Faculty reviews the applications and determines approval of enrollment into the field program.

- 1. Students are required to schedule an appointment with the Field Faculty within the timeframe appointed by the Field Director for that academic year. A joint decision by the student and Field Faculty determines the appropriate potential placement options, and the student is then allowed to proceed with the interview process.
- 2. Students are required to interview with a minimum of three agencies.
- 3. Upon completion of the three interviews, the student informs the Field Director of their top three ranked preferences. Agencies also turn in an interview-verification form that ranks their preferred intern. Students are not allowed to formally accept an internship until matched by the Field Faculty office.
- 4. Field Faculty will match students with agencies according to both the students and agencies preferences.
- 5. Students will be notified of their internship by the Field Director and provided contact information for their Field Supervisor. Students are to contact their Field Supervisor to discuss their schedule. Students will also need to complete the graduate disposition form, and release & waiver at this time. Please note, the release & waiver requires notarization.
- 6. Any student who is not selected by an agency for an internship will be required to schedule additional interviews and repeat the process.

All field practicum interviews are professional meetings. Students should expect to bring a professional resume, dress professionally, & display professional demeanor. It would be advantageous for students to research the agencies they are interviewing at to be better informed of the mission, vision, and potential opportunities at each agency.

If the proposed placement is with an agency which has not worked with this social work program, the Field Director will complete the process of obtaining a contract of understanding with said agency.

Students who reside in the Panhandle region of Texas are required to meet with the Field Office prior to contacting agencies for interviews. The Field Office **does not** locate field placements for students. It is the responsibility of students locate a prospective agency and initiate contact with that agency.

Students who reside OUTSIDE the Panhandle region of Texas are required to meet with the Field Office prior to contacting agencies for interviews. The Field Office **does not** locate field placements outside of the Panhandle region of Texas. Instructions relating to long-distance placements will be detailed immediately following this section.

Domestic Long-Distance Placements

Students attend WTAMU from all over the country. WTAMU Social Work Program understands the importance of providing flexibility for students seeking internships in the areas of interest or geographically important to their careers. The WTAMU MSSW Field program intends to work with students to support them in seeking and developing domestic long-distance placements. The term long-distance is inclusive of all student-initiated placements beyond the Panhandle region of Texas.

After having the initial meeting with the field faculty to discuss individual goals for internships, long-distance students are required to take the initiative to set up their own placements while coordinating with the field faculty. A student's ability to do so is in itself a screening toll for students' appropriateness for a student-initiated placement.

Students considering initiating a placement through domestic long-distance field placements are required to:

- Attend field orientation which is held in July prior to the student's intention to be placed at an internship.
- Meet with Field Faculty individually to discuss specific goals and intentions for the upcoming field placement.
- Select potential placement agencies and determine their openness to hosting a WTAMU social work intern. To be a viable placement site, agencies must provide educational opportunities specific to the student's interests along with firm fundamentals expected of a generalist practitioner. The agency must also meet all the requirements expected of any agency which is detailed in the following <u>Criteria for Selecting Agencies for the Field Practicum section</u>.
- Once the potential agency contacts have been solidified, students are required to email those contact information to the Field Director who will follow through to determine the agency and the placements' ability to support the student in meeting their educational and professional objectives and demonstrating competencies and complete the required paperwork. Affiliation agreements with medical and/or clinical can take up to three (3) months to finalize. Students are therefore encouraged to initiate contact as soon after the orientation to atypical field as possible.
- Understand that placement choices may be limited based on available approved agencies locally. Placements in some areas may not be feasible due to limited resources and availability of approved agencies.
- Understand that if the Domestic Long-Distance placement option fails to solidify, the student may have to deal with the consequences of a delayed start and subsequent reduced number of placements due to this pursuit.
- o If a Domestic Long-Distance placement falls through, the student on location bears the primary responsibility for securing a new placement in coordination with field faculty.
- Understand that all student-initiated placements are held to the same standards and approval processes as those initiated for local students and the decision for final approval rests solely with the field office for the MSSW at WTAMU.

The field office may consult with students and agency contacts and will communicate decisions via email with both the student and the agency. A field faculty will be assigned to any agency prior to the start of the internship with the purpose of being a resource, support and source of

accountability via phone and email and will typically visit the student and agency twice via video conference during the student's internship.

Currently, international placements are not available.

Additional Factors for Field Practicum Placements

Some of the factors that may be considered in the placement includes the following:

- o The field practicum for foundation students (SOCW 5488 and SOCW 5498) is at one internship site for two consecutive semesters for a minimum of 400 clock hours.
- The field practicum for advance standing students (SOCW 6397, SOCW 6398, SOCW 6399) is at one internship site for three consecutive semesters for a minimum of 500 clock hours.
- o Typically, social services organizations offer field practicums during the Monday-Friday work week. Hours are generally from 8AM to 5 PM.
- As noted above, it is expected the student will have hours during the day to complete the field practicum requirement of the field education curriculum.
- Options for evening and weekend placements are limited; therefore, students are advised to have flexibility regarding availability of time to complete field practicum hours. There is no guarantee of a field placement during evening/weekend hours.
- o Language ability.
- o The number of field supervisor available at a particular setting.
- o Practicum site and field supervisor meet the policies, criteria, and procedures established for the WTAMU graduate social work field department and are willing to participate in practicum instruction and training provided on an annual basis.
- o WTAMU's Program Affiliation Agreement must be completed and approved by all parties before a student's practicum assignment is finalized.
- o Special needs that require accommodation.
 - The MSSW Field Department will work closely with the student and WTAMU's Office of Student Accessibility to ensure equal access. Eligible students should contact the Office of Student Accessibility at WTAMU before the beginning of the field practicum to discuss their needs and make appropriate arrangements. A disability verification letter and interview with the Office of Student Accessibility will begin the process for obtaining services.
- Conflict of Interest. No social work student may be placed at an agency wherein that student was or is, a client or an immediate family member was, or is, a client or employee. Students who are found attempting to secure or who secure a placement in an agency where they, or a member of their family, are or were a client may have their entry into field practicum delayed. Additionally, the field supervisor must not be a family member, friend, spouse, partner, ex-spouse/partner, etc. Since the MSSW Field Education Department does not ascertain client or employee information from agencies or students, it is the responsibility of the student to decline (or not select) a placement base on conflict of interest.
- Background checks. Some field practicum sites may require background checks of social work students prior to placement and may require the student to obtain this report themselves. In these situations, the student is responsible for incurring the costs of all

- required background checks. The outcome of this action may result in a student being accepted or denied by the field practicum setting.
- O Prior felony convictions. The MSSW field department expects students with prior felony convictions to inform the Field Director or Liaison of such convictions prior to practicum assignment. Given the laws governing work with children and other vulnerable populations, persons with felony convictions are not allowed to work or be placed in certain agencies or situations. A prior felony conviction will limit or result in no practicum site availability. Additionally, a prior felony conviction may affect one's application for social work licensing. It is the student's responsibility to contact the Texas Behavioral Executive Council, specifically the Texas State Board of Social Work Examiners to determine applicability of social work licensing. The web site is https://www.bhec.texas.gov/texas-state-board-of-social-worker-examiners/index.html
- O Physical and emotional wellness. It is imperative that students have good physical and emotional wellness prior to entry into field practicum. The obligations of field, additional course work employment, family, et., may impact the student's performance; therefore, the student would be prudent to notify the Field Director and/or the Field Liaison of such issues prior to practicum placement.
- A field practicum site may require preventive health measures such as a physical examination, immunization, or drug test. Some sites may also require the student to carry health insurance. These costs associated with these activities which may be required to be borne by the student. Students have a right to decline these tests or obligations, but need to understand that this may limit or result in no practicum site availability.
- O Stipends are offered on a very limited basis and solely at the agency's discretion. Upon learning of a stipend opportunity, the MSSW field department will notify eligible students about the opportunity and the application process. The agency and/or field supervisor will have the final say as to the candidate who will be awarded a stipend. In giving a stipend, the agency may require more than the minimum clock hours needed for the degree plan.

Work Life Experience

Credit for work life experience is **NOT** awarded for any field education hours or assignments.

Previous Field Work from a Different Program

Previous field work from another social work program will not be accepted. All fieldwork must be completed through the West Texas A&M University MSSW program.

Administration of Field Education

Field Settings

Identifying Field Education Setting

The WTAMU MSSW Program ensures that field education settings provide high-quality, competency-based learning experiences by following a structured process for identification and approval. Prospective field settings are identified by various stakeholders, including the Field Director, field faculty, and field liaisons, who assess agencies based on their ability to support student learning. Students may also recommend potential placements, and members of the Community Advisory Board contribute by suggesting organizations that align with the program's mission and competencies. Additionally, agencies can self-nominate and request to serve as a field education setting, provided they meet the program's **Criteria for Selecting Agencies for the Field Practicum**, which emphasizes commitment to social work education, ethical practice, and the ability to provide diverse and meaningful student experiences.

Agency Approval Process

The approval process for field settings begins with the identification of a potential placement agency. The Field Director has the primary responsibility for developing suitable placements for students, as well as recruiting and selecting new agencies. The Field Director evaluates each agency based on established criteria to ensure it offers appropriate educational opportunities aligned with the 9 social work competencies at both generalist and/or advanced generalist levels. Criteria for vetting settings include the agency's ability to provide relevant experiences, supervision, and opportunities for skill development across these competencies.

Once the Field Director determines that an agency is suitable, they may conduct a virtual site visit to meet with agency administrators and ensure that the student will be afforded excellent educational opportunities. Following this visit, if the agency is deemed appropriate, a contract or affiliation agreement is executed between the agency and the University. This contract must be signed by the agency director (or their designee) as well as University representatives, including the Program Director, the Dean's office, and the Provost's office. The contract formalizes the partnership, ensuring that both parties are aligned on expectations and responsibilities before the setting is approved and added to the list of eligible placements.

Engaging with Field Education Setting

WTAMU MSSW field faculty are responsible for actively engaging with field education settings to ensure a high-quality learning experience for students. This engagement includes conducting site visits in collaboration with the Field Director or liaison, the Field Supervisor, and the student. At a minimum, two site visits occur during the student's placement, one at the mid-point and another near the end of the placement, to assess progress, provide support, and address any

concerns. These visits can be conducted either in person or virtually, providing flexibility while maintaining strong communication and oversight.

Field Instructors

Engaging with Field Instructors

The MSSW faculty engage with Field Instructors in different ways to ensure a high-quality field education experience for students. This engagement includes conducting site visits in collaboration with the Field Director or liaison, the Field Instructor, and the student. At a minimum, two site visits occur during the student's placement, one at the mid-point and another near the end of the placement, to assess progress, provide support, and address any concerns. The degree of faculty involvement in Field Practicum depends on several factors, including experience with the agency and Field Instructors, the individual needs of students, and unforeseen circumstances. In addition to site visits, agency and telephone visits are used by the Field Office to coordinate and facilitate the educational needs of students. Field-integrating seminars are scheduled throughout the semester to provide students with opportunities to engage with peers, share mutual concerns, and integrate practice with theory. These various forms of engagement ensure strong communication, oversight, and collaboration between field faculty and Field Instructors while supporting student learning and professional development.

Orienting Field Instructors

Each agency Field Supervisor is provided with a copy of the Field Education Manual, which contains a detailed description of the field education components. Orientation for new agency Field Supervisors is primarily an individualized process conducted by the Field Office upon approval of the field supervisor. Each year, the Field Director coordinates and offers a training session for agency Field Supervisors to educate them on current trends and provide a refresher on best practices. This training is offered virtually, and all contracted agencies are invited to participate, with attendance being optional. If supervisors are unavailable, the Field Director will offer one-on-one training. Ongoing communication between faculty and agency Field Supervisors ensures the continuity and effectiveness of the field education process.

Criteria for Selecting Agencies for the Field Practicum:

- o Commitment to social work education, including field education.
- Delivery of high quality of services to clients, and sound administration to support the program.
- o Participation in the community.
- o Adherence to the ethical values of the profession.
- Willingness to engage students in a wide range of field experiences, providing them with opportunities to use a variety of interventions with clients, targets, and action systems from a broad spectrum of socio-economic backgrounds and cultural orientation.
- Willingness to place primary focus on the educational experiences for the students; the agency should not be dependent on students to maintain the agency's programs.

- o Provision of adequate office space, clerical assistance, telephone, and supplies.
- Willingness to provide qualified personnel to teach students with firm provisions to safeguard their time for this assignment and to maintain a reasonable degree of continuity in field teaching.
- Openness to innovation, research, and evaluation.
- o The morale of the agency should be conducive to learning.
- o The agency should be in full compliance with Title VI of the Civil Rights Law.
- o Willingness to enter into a written contractual agreement between the agency and the school.
- o Providing a safe and supportive learning environment for students, where they can engage in hands-on practice while maintaining their well-being and academic progress.

Criteria for the Selection of Field Supervisor

- The Field Supervisor's practice philosophy and framework is compatible with West Texas A&M MSSW program's mission, goals, and objectives.
- o Master's degree in social work or equivalent degree and/or experience along with at least two years of post-graduate practice experience.
- The Field Supervisor has a current field supervision file with WTAMU Social Work program which includes an application to be a field supervisor, proof of education obtained, documentation of work experience, and license verification (if applicable).
- o Evidence of involvement in continuing education.
- Skill and knowledge in practice, including a thorough knowledge of the Agency and a degree of autonomy in practice.
- o Previous experience in supervision or field instruction is preferred.
- o Completion of an orientation course in field education hosted by WTAMU field faculty is desired.
- o Professional interest in and motivation for field education.
- o Ability to conceptualize, analyze, synthesize, generalize, and communicate.
- o Potential, at least, for joy and competency in teaching.
- Acceptance of educational responsibility, including the proper use of authority, the ability to evaluate, and willingness to collaborate with the school.
- o Personality that will provide an acceptable role model for students.
- o Adequate time available for field education.
- o Belief that students who satisfactorily complete the master's social work degree must display competence in working with client, target, and action systems.
- o Ability to relate to students from varying backgrounds a.
- o Strong identification with social work and concern about social issues.

In some cases, a Field Supervisor is selected who does not have a master's degree in social work. Usually, this exception is made for a person who has a master's degree (or the equivalent) in social science, or for an experienced BSW caseworker who is designated by a MSW to work closely with the student. Exceptions may also be made for a person who does not have a

master's degree within the social science field but demonstrates knowledge about social work. When the Field Supervisor is not a qualified social worker, the Field Faculty may become more involved with the student and the Field Supervisor to ensure that the field experience maintains a social work focus.

In the case of a quality field setting that has been identified but does not have a qualified field instructor employed on-site, or if a qualified supervisor takes a planned or unplanned leave of absence or departs from the agency, the program ensures that students receive supplemental supervision from a qualified field instructor. This supervision is provided by either a WTAMU social work faculty member or a vetted PRN staff member, both of whom hold a master's degree in social work and have a minimum of two years of post-master's practice experience. Supplemental supervision will be scheduled with the faculty or PRN employee and will take place for one hour after every 40 internship hours accrued. These sessions may be conducted in various formats, including individual or group meetings, based on students' needs. Supervision meetings may be held in person or virtually to ensure accessibility and flexibility. This process guarantees that all students receive the necessary professional guidance and oversight for their field education.

Process for Assigning a Qualified Field Instructor in the Absence of a Qualified On-Site Supervisor

The MSSW Field Education Program at WTAMU upholds the highest standards of professional supervision to ensure that students receive appropriate guidance and support in their field placements. The program prioritizes assigning Field Supervisors who hold an MSSW from social work programs accredited by CSWE, including degrees from CSWE-accredited programs, those recognized through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or those covered under a memorandum of understanding with international social work accreditation.

However, in cases where a quality field setting has been identified but does not have a qualified field instructor employed on-site, or if a qualified field supervisor takes a planned or unplanned leave of absence or departs from the agency, the program implements a structured process to ensure students continue receiving high-quality supervision.

1. Assignment of a Supplemental Supervisor

- The program ensures that students receive supplemental supervision from a qualified field instructor.
- This supervision is provided by either a WTAMU social work faculty member or a vetted Community Supplemental Supervisor, both of whom must hold a master's degree in social work and have at least two years of post-master's practice experience.
- The **Community Supplemental Supervisor** is thoroughly vetted and must submit a CV or resume during the affiliation agreement process to confirm that they hold an MSSW from a CSWE-accredited program, an ISWDRES-recognized degree, or a degree covered under a memorandum of understanding with international social work accreditation.

2. Supervision Structure and Scheduling

- Supplemental supervision is scheduled for one hour after every 40 internship hours accrued.
- Supervision may be conducted in various formats, including individual or group meetings, based on student needs.
- Sessions may take place in person or virtually to ensure accessibility and flexibility.

3. Maintaining Social Work Focus

- o If an on-site supervisor does not meet the qualification criteria, the WTAMU Field Faculty becomes more involved with both the student and the assigned Field Supervisor to ensure that the field experience maintains a social work focus.
- This approach guarantees that students continue to receive appropriate oversight, professional mentorship, and competency-based education aligned with CSWE standards.

By implementing this process, the MSSW Field Education Program ensures that students receive high-quality supervision even in situations where an on-site qualified field instructor is unavailable. This structure reinforces the program's commitment to student success and professional development in social work practice.

Procedures for Faculty Monitoring of the Practicum

The degree of faculty involvement in Field Practicum depends upon several factors including: experience with the agency and supervisors providing practicum, individual needs of students and unforeseen circumstances. Agency and telephone visits are used by the Field Office to coordinate and facilitate the educational needs of the student. Field-integrating seminars are scheduled throughout the semester to provide the student access to other students' experiences, to share mutual concerns and to assist in the integration of practice with theory.

Evaluating Field Instructor Effectiveness

Field instructor effectiveness is regularly assessed through multiple channels to ensure quality supervision and support for students. Focus groups are conducted during each seminar, allowing students to provide feedback on their field instructor's effectiveness. Additionally, virtual site visits are conducted at both the midpoint and end of the internship to gather further insights regarding the field instructor's performance. At the conclusion of the internship placement, students are required to complete a formal evaluation of their field instructor. This comprehensive feedback process ensures continuous improvement and maintains high standards for field instruction.

Evaluating Field Setting Effectiveness

The effectiveness of the field setting is assessed through various feedback mechanisms to ensure that the placement provides valuable learning experiences for students. Focus groups are held during each seminar, where students can discuss their experiences and provide feedback on the effectiveness of the field setting. Virtual site visits are conducted at both the midpoint and end of the internship to gather additional insights about the quality of the field setting and its alignment with program objectives. Upon completion of their internship, students are required to complete a formal evaluation of the field setting. This thorough evaluation process ensures that the field setting remains effective in providing meaningful and relevant learning opportunities.

Mechanisms for Obtaining Field Supervisors' Input into the Program

Agency Field Supervisors are given opportunities to provide input into the program through both formal and informal channels. Optimum benefits from a Field Practicum can be achieved only when there is a partnership approach between the agency and school to provide the student with individualized experiences suited to the student's needs and desires. Through this relationship, input from agency supervisors and students is encouraged. Formal input is provided by an Advisory Council that consists of agency representatives. Written evaluations are conducted by the students and the Field Supervisor's completion of each practicum experience.

Orientation Sessions and Seminars for Field Supervisors

Each agency Field Supervisor is provided with a copy of the Field Education Manual, which contains a detailed description of the field education components. Orientation for new agency Field Supervisors is primarily an individualized process conducted by the Field Office upon approval of the field supervisor. Each year, the Field Director coordinates and offers a training session for agency Field Supervisors to educate them on current trends and provide a refresher on best practices. This training is offered virtually, and all contracted agencies are invited to participate, with attendance being optional. If supervisors are unavailable, the Field Director will offer one-on-one training. Ongoing communication between faculty and agency Field Supervisors ensures the continuity and effectiveness of the field education process.

Monitoring Placement Sites

Placements are monitored through journals, seminars (held every three weeks) or through direct contact by the agency with the Field Director. If the Field Director has concerns about a student or situation, she will contact the agency for either a phone consultation or a face-to-face visit. The agency can also contact the Field Director with concerns at any time via phone or email.

Evaluations are conducted twice during the field internship but more often if issues arise. During the foundation field sequence (SOCW 5488/5498) the Field Director plans a visit at around 200 hours. The Field Director meets with the student and the Field Instructor and reviews the Field Evaluation (ideally filled out by the Field Instructor with the

student prior to the visit). This is also an excellent time to review the student's learning agreement to see if he or she is making progress toward the demonstrated attainment of the competencies. During the advanced sequence, the Field Director completes the midterm visit at approximately 250 hours following the same guidelines as in the foundation sequence. A final field evaluation is completed near the end of the student's hours (400 or 500 hours). Most often, these visits occur face-to-face, but may occasionally occur via telephone, Skype, or other video conferencing.

Student learning is continually evaluated through the submission of journals, participation in field seminars, and through the evaluation meetings. Students are encouraged through supervision to track their progress toward the activities on their learning agreement, and to revise them as needed. The student learning agreement is a dynamic document that should reflect the students' needs, goals and objectives, and skills. Field settings and field instructors are evaluated at the end of the students' placement allowing the Field Director to critically evaluate each agency. This evaluation could result in extra supervision of the agency or field instructor, or making decisions such as whether to place students in an agency or limit the number of students who can be in any given placement.

Field Placement Entry Process

Successful field experience benefits everyone involved: the students, the agencies, the University and the clients who probably have received a more intensive, closely supervised service than would have been otherwise available. Since success more frequently follows careful planning, the following suggestions for the agency and the student are given for consideration.

Field Orientation

The MSSW program conducts a comprehensive field orientation for students upon their admission to the field practicum. This orientation provides an overview of the field placement process, expectations, and the roles of students, field instructors, and faculty advisors. Students are introduced to field practicum policies and procedures, including documentation requirements, confidentiality, and professional ethics. They also receive instruction on the use of field assessment tools, such as evaluation forms, self-assessments, and goal-setting tools. The orientation highlights the integration of the 2022 CSWE Competencies into students' field placements, ensuring that students understand how to apply these foundational competencies to real-world practice.

Placing Students

The Field Director has the primary responsibility for developing suitable placements for students and recruits and selects new agencies. At times, students will approach the Field Director with an idea about a new agency, and the Field Director follows up and determines suitability as a placement agency as outlined above. The Field Director may make a site visit, talking with agency administrators and ensuring that the student would be afforded excellent educational opportunities. If the Field Director determines that an agency is suitable, then a contract is executed between the agency and the University. The agency director (or his or her designee) must sign the contract, along with University representatives, including the Program Director, the Dean's office, and the Provost's office.

Students are placed in agencies for the entire foundation or advanced sequence of field courses. As stated previously, foundation students are placed across two semesters (spring and summer) while advanced students are placed across three semesters (spring, summer, and fall). Students do not complete their field hours in the same agency across both levels of placement, unless there is a clear definition between tasks associated with foundation versus advanced opportunities for learning.

Students are placed following these procedures:

- Completion of a field application to determine eligibility for field. This application is submitted to the Field Director.
- Participating in a one-on-one interview with the Field Director to determine learning needs and goals for the placement (i.e. the knowledge or skills that the student wants to focus on), and for suggestions of appropriate agencies.

- The student then contacts several agencies for interviews. He or she takes a Field Interview Verification Form to each agency. The agency is responsible for returning the form to the Field Director. Agencies can:
 - o State the student would do well and offer him or her an internship
 - o State that the student would not fit well and decline the internship
 - o State that they are willing to consider the student but need more information prior to determining whether or not the student is a good fit
- Once all interviews have been completed and all agencies have had the
 opportunity to give feedback regarding the suitability of the student for
 placement, the Field Director assigns the student to an agency.
- In conjunction with the agency, the student completes the Disposition Form and the Release and Waiver of Liability.
 - o No student may begin placement hours until these forms are fully executed and returned to the Field Director.

Monitoring and Supporting Students

Placements are monitored through journals, seminars (held every three weeks) or through direct contact by the agency with the Field Director. If the Field Director has concerns about a student or situation, she will contact the agency for either a phone consultation or a face-to-face visit. The agency can also contact the Field Director with concerns at any time via phone or email.

Evaluations are conducted twice during the field internship, but more often if issues arise. During the foundation field sequence (SOCW 5488/5498) the Field Director plans a visit at around 200 hours. The Field Director meets with the student and the Field Instructor and reviews the Field Evaluation (ideally filled out by the Field Instructor with the student prior to the visit). This is also an excellent time to review the student's learning agreement to see if he or she is making progress toward the demonstrated attainment of the competencies. During the advanced sequence, the Field Director completes the mid-term visit at approximately 250 hours following the same guidelines as in the foundation sequence. A final field evaluation is completed near the end of the student's hours (400 or 500 hours). Most often, these visits occur face-to-face, but may occasionally occur via telephone, Skype, or other video conferencing.

Student learning is continually evaluated through the submission of journals, participation in field seminars, and through the evaluation meetings. Students are encouraged through supervision to track their progress toward the activities on their learning agreement, and to revise them as needed. The student learning agreement is a dynamic document that should reflect the students' needs, goals and objectives, and skills. Field settings and field instructors are evaluated at the end of the students' placement allowing the Field Director to critically evaluate each agency. This evaluation could result in extra supervision of the agency or field instructor, or making decisions such as whether to place students in an agency or limit the number of students who can be in any given placement.

Orientation to the Agency

Although the student will have visited with the Field Supervisor and have prior knowledge of the agency, there is still a certain strangeness the first few days in a new setting that may be partially alleviated with a complete orientation to the agency. Some orientation procedures are quite informal, while some agencies have a structured, routine orientation process that all employees are required to complete prior to any "on the job" activities.

It is important for the students to receive a thorough orientation to the agency or institution. The student should become familiar with the essential details of the history of the organization, any legal aspects of services performed, and what people are served and why. Students particularly need to know how they will be treated and any limitations they may be confronted with as students. Another item of importance to the student is to have a physical location of his/her own. Although space availability varies depending upon the agency, the type of service provided, etc., optimally a room, a desk, or a table somewhere for administrative tasks, study, and relaxation should be provided.

Field Experiences

The first several weeks of placement will normally consist of a gradual orientation of the student through reading of introductory material, observations of various social work activities and some participation of routine in-house work with clients, receptionist type activities, etc. When the Field Supervisor determines the student ready, specific duties of service to individuals, groups, and community should be assigned relative to the student's field placement level (first or second level placement) and capacity for assimilating the social work concepts to be taught.

Field experience objectives will be reviewed with the student periodically to determine the extent to which the student has become familiar or competent in relation to the objectives. A comparison of earlier case experiences and written work should reflect tangible evidence of the learning that has taken place.

Student goals and objectives (learning contract) are initially created at the beginning of the internship with input from both the field supervisor and field faculty using the learning agreement form. This learning agreement will be utilized as an evaluation tool by the student and field supervisor at mid-point and at the end of the internship, prior to the Field Liaison's or Field Director's visit. The learning agreement should be modified if there are significant changes in the internship experience that make the original student goals and objectives no longer viable. In addition, an additional learning agreement is expected to be completed shortly after a student's transfer to another internship. A student should have a separate learning agreement for each unique internship.

Student Responsibilities

The student must recognize the need to assume responsibility for maximizing the field experience. The student should develop his/her individual learning pattern to help achieve

fundamental competence in self-awareness and the use of self in the delivery of social services. The student should recognize the need for review of academic work completed and the need for further study as appropriate to the field experiences, case assignments, etc. Organization of work is essential. Information (data gathering) is necessary both about the client and of the resources available for use. A plan of operation is necessary, and the following items should serve as a framework for operation:

- o Community orientation is one of the tools of the profession.
- o The student must work within the framework of the agency and its services.
- The student must work within his/her own limitations and should seek to expand his/her abilities.
- o The client deserves the student's best effort.
- o Referral of a client to a community resource is not always a simple task.
- Use of supervision is a skill that must be nurtured and developed as any other skill.

Evaluation of Field Practice

Evaluation in field is the determination of whether the student has satisfactorily achieved the educational, professional, and personal objectives through the demonstration of all nine competencies as required by CSWE. Evaluation is viewed as a process that is jointly undertaken with the student, Field Faculty, and Field Supervisor participating. Key elements in the process includes

- A delineation of the student's present capabilities in terms of knowledge, values, skills, affective and cognitive processes;
- o Identifying areas where growth is needed including what the student has already accomplished and not accomplished towards demonstration the competencies as detailed in the student's learning agreement;
- o Determining specifically what must be done in the future to address any concerns and/or refine abilities.

Grades and/or credit earned are assigned by the designated field faculty, based on input obtained from the Field Supervisor during visits by field faculty and field faculty's assessment of student process. Field is graded on a pass/fail basis and students must earn a B or better to satisfy the requirements for a passing grade.

Student progress may be reflected in verbal presentation of materials, interactions with clients and collateral contacts, discussion of assignments during field seminars, journal entries, and other assignments as assigned. In addition, students are expected to uphold the NASW Code of Ethics, the Texas Board of Social Work Examiner's (TBSWE) Code of Conduct, the Behavioral Standards for Social Work Students, and WTAMU's Student Standards.

Field objectives represent the minimum expectations of performance at the completion of each semester. Evaluation of student performance in field is an ongoing process throughout the placement period, with the student's participation an integral part of this process. Field Supervisors are expected to give ongoing feedback to their students and to the field faculty as needed. Assessment is used to help students examine their educational process in meeting the objectives of field education.

Grading for Foundation Field Courses

Grades are assigned based on a pass/fail standard, with the student maintaining "B" level work to pass each field course. This is based on the student's performance on all assignments associated with the individual field seminar and at their internship. Students may not carry an incomplete from their second semester of field into Advanced Standing field.

Grading for Advance Standing Field Courses

The designated field faculty assigns credit earned based on the student progress as outlined above. Each semester during the Advance Standing year for field is graded on a pass/fail system. This is based on the student's performance on all assignments associated with the individual field seminar and at their internship.

Grounds for Failing Field

Students in field may fail to receive credit hours because of:

- Unresolved and/or escalating concerns tied to the Student Standards including NASW, TBSWE, Behavioral Standards for Social Work Students, and/or WTAMU's Student Code of Conduct. Please see Procedures for Early Termination from Field Placement for more information on the review process.
- o Failure to complete all assignments associated with field seminar adequately.
- o Persistent failure to demonstrate the required competencies.
- o Egregious ethical violations or behavior otherwise harmful to others.

More information on dealing with unsatisfactory progress in field or failing field can be found in the <u>Procedures for Addressing Problems in Field</u> section.

General Policies

Completion of Hours and Absence from Field Placement

Graduate Social Work Students are required to obtain a minimum of 900 clock hours in the field in order to obtain an MSSW degree. This total is achieved by obtaining 400 clock hours in the BSW placement or Foundation Year followed by 500 clock hours during a student's Advance Standing placement.

Foundation students are expected to complete 400 clock hours in field for their first field placement. It's generally expected that the students will earn 200 clock hours in the Spring Semester and 200 clock hours in the Summer. On average, this works out to be 14-16 hours a week. This estimate assumes that students take off for spring break and one other additional week.

Advance Standing students are expected to complete 500 clock hours in field for their final field placement. As this internship is spread over 3 semesters, students should work towards obtaining 175-200 hours a semester. On average this works out to be 14-16 hours a week. This estimate presumes that students will take off for spring break and additional holidays.

It is strongly recommended that all students endeavor to be at their internship placement two full days a week.

All students are expected to begin administrative onboarding including initiating background checks, medical authorization, etc., prior to the internship start. New employee orientation may be counted towards field hours with prior authorization from Field Faculty.

Students are entitled to a spring break in keeping with WTAMU calendar unless there is a compelling agency-based reason that would require their participation as interns. If a student does not get spring break off due to agency needs, they are entitled to have the time off at a mutually agreeable time between the field supervisor and student. Students are encouraged to take advantage of this break to rejuvenate during the semester. Some students may minimize their time off in order to maximize their ability to accrue hours.

Within these frameworks, field agencies are for the most part open to negotiating students' hours in field to serve both the student and the needs of the agency and its clients. There are some general guidelines:

 Students should target large blocks of time for agency service. This minimizes transitions and transportation time to and from the agency;

- O Students must be willing to have some flexibility in their schedules if this is needed in the agency. Some evening or weekend hours may be required;
- o Field and agency orientation to the internship hours may count towards the field-hour total if approved in advance by the Field Faculty on record for the course;
- All students are expected to complete the requisite number of hours in field. If this is not going to be accomplished within the time frame expected, the Field Faculty must be notified immediately to discuss possible arrangements.
- o If a student must be absent from field, he/she is responsible for calling the Field Supervisor. The Field Supervisor inform the Field Director of any concerns regarding student absence.
- o If a student is absent for a significant period, the following options will be considered:
 - O Withdrawal from the practicum by officially dropping the course(s), with the consent of the Field Director.
 - o Earning a failing grade.
- O Holidays: Students may take all the school holidays and whatever holidays are observed by the agency. If the student elects to work through a holiday, such as Spring Break, the hours will count toward the required clock hours. Holidays do not count toward the student's hours unless he/she attends the field placement.
- Students do not accrue hours when not registered in field education courses, in order to count hours between semesters, students must be blue carded into the upcoming field course.
- O Students will need to make up hours missed due to inclement weather.

Due Dates

It is important to note that students are placed in a wide range of educational settings, and that work in social services can be particularly variable. Accordingly, due dates listed in the syllabi for each field practicum have a "due by" date, with the expectation that assignments may be completed prior to the date listed which is intended to be a latest date possible. Please note that all assignments are due Monday evenings, at 11:55pm CST, unless otherwise assigned by the Field Faculty on record.

Assignments

Students must meet the same field requirements regardless of agency placement or assigned seminars. To meet these requirements, students are provided with a set of educational experiences under the supervision of the field supervisor. The expected minimum field assignments as outlined by the Council on Social Work Education have historically included the following.

 Students must work directly with the client populations served by their agencies remotely and/or onsite. A caseload of clients may vary depending on the setting, nature, and duration of client services.

- O Students are expected to participate in engagement, assessment, and intervention phases of the helping process. Student must have opportunities to work with diverse clients, including women, ethnic minorities, LGBTQIA+, or other specialized populations.
- Agency and academic documentation are required, including process recordings, case assessments, field journals, ongoing case/group recordings, and administrative reports.
 Any documentation required by the agency must be completed competently and in full.
- When possible, students should take advantage of the opportunity to co-plan and co-facilitate a group within their agency settings remotely and/or onsite. Students must participate in some group work. Students may plan for a group during their first semester and implement it during the following semesters.
- O During the course of the field practicum at the agency, students will attempt to complete a macro project in community, administration, or leadership. Typically, this macro project is in response to an agency's need and fosters skill and experience for the emerging professional. The Faculty Liaison will provide instruction for the evidence of completion. Students may begin the macro project in either semester of their field practicum based on agency need and student readiness.
- o Students should be encouraged to:
 - o Participated in staff meetings;
 - o Attend board meetings during the practicum;
 - o Participate in community events and/or inter-organizational meetings;
 - o Present a case in a staffing forum used by the agency; and
 - Take part in additional opportunities that serve the student's education, professional connections, and the agency's mission.

Attendance

Attendance and punctuality in field demonstrate professional accountability. If, due to illness or emergency, a student is unable to report to field or will be late, the appropriate agency personnel must be informed as early as possible. The Field Supervisor must be informed of the reason, and the student is responsible for any missed field obligations. Hours absent from field, regardless of the reason, are not counted towards the required field hours.

Individual Supervision with the Field Supervisor

Educational supervision is a collaborative relationship between the Field Supervisor and the intern that facilitates the development of professional competence. It is an interactional process in which the primary purpose is to ensure the quality of client care while the supervisee is gaining professional competence. Because performance as an adult, self-directed learner is the work pattern demanded in graduate field education, it is the student's responsibility to explore the balance between the personal and professional, evaluate their own work, and accept constructive feedback. At minimum, the requirement is for students to meet with their MSW supervisor for one hour for every 40 hours completed at their internship.

Remote Supervision

If the field agency hosting the student intern does not have a MSW with two years of work experience post-graduation, the field faculty will assign the student a remote MSW supervisor. This remote supervisor will provide the student with the MSW supervision that CSWE requires of all social work students in their field practicum.

- To clarify roles, the field supervisor on site will be known as the task supervisor and is responsible for signing off on time sheets and completing all student evaluations.
- The remote (MSW) supervisor's primary role is to meet with the student for at least one hour for every 40 hours of internship completed and discuss how the tasks completed at the internship relates to social work practice.
- In addition, the remote supervisor will engage the students in conversation relating to the practice behaviors and competencies as detailed in the student's learning agreement. Likewise, there is the expectation that the remote supervisors will review NASW Code of Ethics and social work theories as appropriate.
- These meetings can be conducted in person, via phone or via teleconference.
- The student is responsible for initiating these supervision meetings.
- The remote supervisor reports directly to the field faculty assigned to the student.
- The remote supervisor does not participate in student evaluations.

Time Reports

Students are responsible for keeping monthly time reports, documenting hours logged in field. Time reports should be submitted monthly via Sonia. Students will complete their monthly time report in Sonia which is then submitted to their field supervisor and designated field faculty for review. Time reports are due by the 10th of each following month.

Midpoint Evaluation

Midpoint evaluation enables students to self-evaluated and to receive feedback from their Field Supervisor. The evaluation process assists students in planning for and demonstrating growth in the competencies. The student and Field Supervisor contribute actively to creating both the midpoint and final evaluation.

The midpoint evaluation includes;

- The midpoint evaluation;
- o Time reports to date; and
- o A midpoint field faculty visit with the intern, field supervisor, and any other relevant internship staff.

Students are expected at this point of the field practicum to earn a total average of "3" when all scores on the evaluation are compiled.

Final Evaluation

The final evaluation includes:

- o The final evaluation;
- o Time reports to date; and
- A final field faculty visit with the intern, field supervisor, and any other relevant internship staff.

For the student to successfully pass field at this stage, the student must obtain an average of "4" when all scores are considered in the final evaluation.

Procedures for Addressing Problems in Field

A problem that surfaces in the field practicum setting may be identified initially by either the student, the field supervisor, or the remote MSW supervisor. Regardless of who identifies the problem, the first step should be a face-to-face meeting between the student and the field supervisors the situation. It is anticipated that most problems related to the field practicum can be resolved at this level. However, if the situation is not resolved between the field instructor and the supervisor then the field supervisor or the student should bring the problem to the attention of one of the field faculty.

Once a problem has been brought to the attention of the field faculty, that faculty member will meet with both the student and the field supervisor to attempt to mediate and address the problem. When the field faculty hold the meeting with the student and field supervisor, field faculty will document the meeting, including the identified problems and the proposed methods to remedy the problem(s). This document (which will consist of a RAPB and Performance Improvement Plan) will be reviewed by all the field faculty and then shared with the student and field supervisor.

Notwithstanding the process outlined above, both the agency and the MSSW Field Education Program have the unfettered discretion to immediately remove a student from the agency setting if either party believes such removal is warranted.

Identifying the Student who is Experiencing Problems in the Field Practicum

Students have different learning styles and subsequently progress at different rates in development and skill attainment. Despite varied learning patters, it is expected by the time any student completed the Foundation and Advanced field semesters, she/he/they will be capable of providing MSSW level practice intervention, as indicated by satisfactory or above expectation ratings on the Field Performance Evaluation.

When there is concern about a student's progress, for whatever reason, the field supervisor must hold a face-to-face meeting with the student to attempt to resolve the concern. If this does nor rectify the problem, this process should be followed.

- o The Field Supervisor will complete the field grievance form and submit it to either the Field Director and/or Field Liaison
- o The Field Supervisor and/or Field Liaison will notify the Field Director as soon as a problem is suspected.
- The Field Director/Liaison will arrange a conference with the Field Supervisor immediately.
- The student, Field Supervisor and Field Director/Liaison will be involved in an analysis of the problem.
- The RAPB evaluation form will be completed by both the Field Supervisor and Field Faculty most in contact with the student.

- o The student is given formal notification that the performance is substandard.
- O Guidelines are developed for the student to follow in bringing up the standard of his/her performance. These are given to the student in writing through the performance improvement plan.
- o If appropriate, a referral to the Office of Student Accessibility will be made.
- o If the student does not meet the course requirements, a failing grade will be earned.

Some areas of performance which may cause concern include, but are not limited to the following:

- Failure of a student to meet the expected level of performance at any given stage in the curriculum;
- o Excessive absences or tardiness;
- o Failure to keep records current;
- o Failure to prepare appropriately for supervision;
- o Apathy or failure to engage and invest in the field practicum learning opportunities
- o Inappropriate or questionable profession behavior

Possible Outcomes

A student's failure to meet the minimum number of satisfactory ratings on Core Competency standards on the Midpoint Field Evaluation could result in:

A failing grade can be given if the problem is sufficiently serious if the student does not meet expectations on mor than 20 percent of the Competency Standards on the Evaluation (expectation is a 3 or higher). This grade automatically requires that the student be reviewed and evaluated by the MSSW Program Director. At minimum, the student will have to repeat the course after a year hiatus from the program.

The grade of Incomplete is used in the following situations:

- o If due to illness or extraordinary circumstances, the student lacks the required time to meet expectations according to the Midpoint Evaluation and make up the time and work.
- A contract between the student and field faculty, extending no more than 4 months is completed. In this contract, details are provided to the student relating to the tasks and skills that must be displayed or finished before the Incomplete grade can be modified.
- o An Incomplete must be converted into an "S" or a "U" upon the successful completion or failure to complete the above-mentioned contract.

Change of Placement

The following are policies regarding the change of students from an agency or organization:

- o If the student views the agency match as unworkable:
 - The student must complete the field grievance form and submit it to the Field Liaison and/or the Field Director.

- O The student must talk with the Field Director and/or the Field Liaison about the proposed move. The Field Director and/or the Field Liaison, student and Field Supervisor will then discuss the issues involved. Attempts will be made to explore solutions that can be achieved within the agency.
- o If the decision is made to move the student, the Field Director will make arrangements for an alternative placement site. Although this must be a thoughtful decision, the sooner it can be finalized, the better.
- O Should an agency request the removal of a student, for whatever reason:
 - The Field Director will remove the student within a time frame which is agreeable to the agency.
 - Either prior to, or after removal of a student from an agency, depending on the urgency of the removal and/or the agency concerns, the Field Director must discuss with the student the circumstances which led to the agency's request.
 - o If the agency simply wished to explore whether a student should be removed or whether the situation is remediable, the Field Office will immediately respond with a conference with the agency to be followed by recommendation for remediation or to enact the procedures for termination.

Removal of a Student from Field Placement

The following are grounds to remove a student from field:

- o Failure to maintain confidentiality about a client, as mandated by Agency policy and/or the NASW Code of Ethics.
- o Failure to abide by the NASW Code of Ethics.
- o An attempt to harm oneself.
- o An attempt to harm someone else.
- o Repeated tardiness at the agency and/or tardiness without notification.
- o Repeated absences from the agency and/or absence without notification.
- o Repeated change in scheduled field hours without prior approval.
- Inappropriate behavior in connection with the field placement according to the <u>Behavior Standards for Social Work Students.</u>

Procedures for Early Termination from Field Placement

These procedures apply to any student being terminated from field placement.

- O The Field Supervisor (and other agency representatives such as task supervisor) and field faculty will prepare written accounts of the facts and circumstances which bring the tenability of the field placement into question and forward this information to the Director of Field Education, including completion of the RAPB for Field Education Assessment.
- o Completion of the RAPB Field Education Assessment and Learning Agreement are provided to each of the parties for review and written comment.
- If the student disagrees with the assessment and proposed termination of the field placement, the student is invited to provide a written narrative expression reasons for disagreement.

o If the situation is time sensitive, the Director of Field Education convenes a meeting with the student, the field liaison, and the field supervisor at the field supervisor. At the conclusion of this meeting, or based on the documentation obtained during steps 1-3, the Director of Field Education prepares a recommendation regarding termination or continuance of the field placement.

The Field Director will make the final decision regarding removal from field, with documentation from the Field Liaison, the Field Supervisor and Agency. The student may appeal the decision following the guidelines in the WTAMU Student Code of Life.

Whether the student will be allowed to return to field in the same or a different agency would depend on the seriousness of the incident and/or the ability of the student to work through the problem. It will be the Field Director's responsibility to work with the Field Liaison, the Field Supervisor, and the student around the issues and, if possible, to formulate conditions for a return to field.

Continuation Requests

Continuation requests occur when the student would like to do their advance standing internship at the same agency at which they completed their foundation internship.

In recognition of the ability of some field placements agencies to offer a broad range of student learning experiences, the option of a field placement in the same agency for both the foundation and the advanced years is possible, providing certain criteria and policies are met.

There are fundamentalorie differences between the foundation year and the advance year. The foundation education experience is designed to provide various opportunities for exposure to and application of the generalist roles of social work: broker, advocate, counselor/clinician, and teacher. Furthermore, the foundation field experience should prepare the student for the advanced, specialized learning that occurs in the second year.

In considering whether it is appropriate for a student to continue in the same agency for a second-year placement, the student and the field supervisor should review the advance practice behaviors, which reflect not only a higher level of achievement in social work practice, but a concentration on a specific range of social work skills, either clinical or macro in nature. This is vastly different from merely increasing productivity or the size in caseload; it requires that the goals and objectives of the internship for the advance year be completely different than the prior year.

If the student wishes to be considered for continuation of his or her placement in the same agency for the advanced year of graduate study, a proposal must be submitted to the Field Director before the end of August going into the Advance Standing year. Continuation at the same agency will be considered only when the agency and the student are able to design an educationally based field learning experience which meets the criteria for an advanced placement. This field placement must be entirely different from the foundation year experience.

Employment-Based Internships

Traditionally, social work field placements are educationally focused, unpaid training experiences in social work settings which are selected on the basis of the student's level of placement and areas of interest. However, it is recognized that due to many personal factors, students may want to explore field internship opportunities in their places of employment. The guiding principle for these exceptional decisions is that the field placement experience must offer new and different learning opportunities from those associated with the student's regular employment and also must be educationally directed and professionally supervised by a Field Supervisor who meets the standards of the Field Education Office.

While professional activity and learning are not incompatible, there is a difference between the goals of educational development and those of employment. It should be remembered that in any situation, the focus of the field placement must be on the student's academic learning.

There are several potential problems that may arise when students attempt to combine jobs with field placement:

- The agency may emphasize productivity of the student employee, rather than the student's own learning.
- o If job duties change, the position may no longer meet the criteria for social work activities at that student's level of placement.
- O Both the student and the agency may be less willing to disclose problems that arise during the field placement, such as inadequate supervision, activities which are incongruent with placement expectations, situations that threaten their employment status, etc. This could lead to a delayed intervention by the Field Education Office, sometimes resulting in an "Unsatisfactory" grade for the field placement.

Consequently, paid employment can present complications that limit students' full utilization of the educational opportunity of field internships and should be weighed carefully by the student and the employer. Therefore, the Field Education Office cautions students about the potential problems of these placement situations and reserves the right to approve paid employment as field placements. To be considered for an Employment Based Internship, the following requirements must be met, and an application must be completed.

For students engaged in employment-based internships, the program ensures that their assignments are directly linked to the nine social work competencies, as well as any additional competencies specific to the program. These assignments are designed to align with the appropriate level of practice, whether generalist or specialized, to foster the development of the necessary skills and knowledge. The field faculty closely monitors and guides students to ensure that the tasks and responsibilities within their employment-based placements contribute to

meeting these competencies, thereby supporting their overall professional growth and preparedness for practice.

Requirements for Employment-Based Internships

- All of the required field hours must take place under the supervision of a Field Supervisor who meets the standards of our program (MSW students must receive one hour of supervision at least every 40 hours of internship from someone with a MSW degree).
- O The agency *must agree* that the employee will be treated as a student and can complete the academic requirements of the internship. Internship requirements involve completing activities that might not otherwise be a part of the job description. Whereas employees may not have to go to city council meetings, read research articles, relate the NASW Code of Ethics to agency cases or write personally reflective journals for a professor, the intern will. Doing these activities may necessitate lighter caseloads, planned and varied assignments for educational purposes and additional hours above the normal workweek to achieve the internship requirements.
- The agency must provide an employment supervisor who is a different person than a Field Supervisor. This is to ensure, in part, that the Field Supervisor focuses on the educational aspects of the internship while the employment supervisor can focus on the workload issues.
- o Field education supervision must be structured to focus on the student's academic and competency-based learning, distinct from employment-related performance evaluations or workload discussions. The Field Supervisor must ensure that discussions center around the student's development in social work competencies, ethical considerations, and professional identity formation. Even if the same individual supervises both the employment and field education, dedicated time must be allocated specifically for field education supervision.
- The field education tasks/assignments must be significantly new and different from the student's current or past job duties and will align with field placement assignments. Of the hours required, 30% of the hours must be devoted to new tasks and learning opportunities.
- The student's educational goals should be the primary focus of the position, not simply the needs of the agency.
- The student must be in good academic standing and in good standing at their employment agency. It is strongly advised that students considering an employer-based placement have completed their probationary period in their employing agency before requesting an employer-based placement because an unsuccessful probationary period is also likely to result in disruption of the student's field placement.
- o Students will NOT be considered for a work site placement at an agency where they had a prior field placement.
- Students will NOT be considered for a work site placement at an agency where they will have a dual relationship with any of the employees there (friend, family member, significant other, etc.)
- o The student must present evidence that role confusion (between student and employee) will not occur. A general rule is that role confusion will always exist in agencies with

- fewer than 25 employees unless you are physically located in separate places for the employment and the internship.
- The Field Education Office requires that students get out of their comfort zones when in an internship. It is recommended that students use the internship experience to explore different agencies, populations, theoretical perspectives, and supervision. An application will be rejected if the employment-based internship keeps a student in the same kind of agency environment with the exact same population and the exact same kind of supervision.
- o Field supervisor and work supervisor must agree that the student's internship performance will not influence their employment evaluation.

If the potential internship meets the above criteria, the student can then submit the *Employment Based Internship Proposal* form to the Field Education Office. The purpose of this proposal is to provide the Field Office with evidence that the proposed internship will include sufficient educational objectives and experiences to satisfy the WTAMU MSSW Social Work program's expectations and will follow the criteria spelled out in the "Policy Regarding Employment Based Internships" in the *Field Education Manual*.

To be considered for this special placement request, the student is responsible for completing and submitting this form to the Field Education Office at least *one month (30 days)* prior to the beginning of the placement. The decision will be made by the Field Education Office and will be communicated directly to the student as soon as possible. *Students should not assume that these placements will be automatically approved.*

APPENDICES

[CLINICAL/PRACTICUM] EXPERIENCE AFFILIATION AGREEMENT

This Agreement ("Agreement") is entered into and effective [MONTH] [DAY], [YEAR] ("Effective Date"), by and between MEMBER ("ABREVIATION"), [if for TAMHSC: a health related institution under the administration of Texas A&M University ("Texas A&M")], a member of The Texas A&M University System ("A&M System") and an agency of the state of Texas, on behalf of its [COLLEGE, SCHOOL, INSTITUTE] ("[ACRONYM FOR COLLEGE, SCHOOL, INSTITUTE]"), and [CONTRACTING PARTY], a [TYPE OF LEGAL ENTITY] ("[ACRONYM FOR CONTRACTING PARTY]"). [MEMBER] and [CONTRACTING PARTY] are sometimes hereafter referred to as "Party" individually or "Parties" collectively."

WHEREAS, [COLLEGE, SCHOOL, INSITUTUE] is a component of [MEMBER], a state-supported institution of higher education, and operates comprehensive professional education programs for the study of [AREA OF STUDY, e.g., nursing, medical, pharmacy, etc.] ("Program"), which a critical component of the Program is providing [AREA OF STUDY] students (each a "Student" and collectively the "Students") with an opportunity to directly apply knowledge and skills gained in the classroom in a [clinical/practical] setting;

WHEREAS, [CONTRACTING PARTY] [DESCRIPTION OF CONTRACTING PARTY, such as owns and operates a hospital/clinic/etc. located in City, State] ("Facility");

WHEREAS, the Parties share a mutual interest in providing Program Students with [clinical/practical] experience ("Experience") and agree to cooperate in the conduct of educational activities through observation and supervised training of Students.

NOW THEREFORE, in consideration of the foregoing and the agreements and provisions set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and intending to be legally bound hereby, the Parties agree as follows:

I. SCOPE OF THE CLINICAL LEARNING EXPERIENCE

A. [CONTRACTING PARTY] hereby agrees to provide its Facility to [COLLEGE, SCHOOL, INSITUTUE] agrees to the usage of such Facility according to the terms and conditions described herein. The Program Student[(s) and faculty] may utilize [CONTRACTING PARTY]'s Facility for educational activities associated with the Experience through observation and supervised training. [MEMBER], [COLLEGE, SCHOOL, INSITUTUE], or [CONTRACTING PARTY] will not incur financial obligation to each other as a result of this Agreement. The Parties acknowledge ultimate responsibility for all patient care remains with [CONTRACTING PARTY] and Students will not provide services apart from its educational value.

II. [COLLEGE, SCHOOL, INSITUTUE] RESPONSIBILITIES

[COLLEGE, SCHOOL, INSITUTUE] shall be responsible for the following:

- A. Maintaining full authority, responsibility and control over the business, policies, operations and general administration of the Program, including curriculum, evaluation of Students, administration, instructor appointments, and other matters that are normally reserved [COLLEGE, SCHOOL, INSITUTUE] functions, such as granting degrees and advising Students.
- B. Selecting Student(s) for the participation in the Experience, selecting only those Students with a satisfactory record in the Program and who have met [COLLEGE, SCHOOL, INSITUTUE] requirements. At least sixty (60) days prior to each clinical rotation, [COLLEGE, SCHOOL, INSITUTUE] shall furnish a list of Students and any additional relevant information as reasonably requested by [CONTRACTING PARTY].
- C. Advising Students of their responsibilities regarding participation in the Experience, including the responsibility to exhibit professional conduct and to follow all federal and state laws and the rules, regulations, policies, and standards of [COLLEGE, SCHOOL, INSITUTUE] and [CONTRACTING PARTY], including background checks or vaccinations, as required.
- D. Providing Experience instructors and/or preceptors in person or by mobile phone during times that Students are at the Facilit [v/ies].
- E. Providing [CONTRACTING PARTY] with copies of the course outline, Experience objectives, and evaluation criteria, as requested, before the beginning of each Experience.
- F. Ensuring Students attend Experience orientation, if required by XXX.
- G. Making representatives of [COLLEGE, SCHOOL, INSITUTUE] available to [CONTRACTING PARTY] for assistance and consultation if the need arises and when possible.

III. [CONTRACTING PARTY] RESPONSIBILITES

[CONTRACTING PARTY] shall be responsible for the following:

- A. Providing an on-site Experience which is pertinent and meaningful for Students.
- B. Retaining all authority, control, and responsibility for patient care at Facility/ies.
- C. Accept from [COLLEGE, SCHOOL, INSITUTUE] a number of Students appropriate to staff, space and operations of the Facilit[y/ies].
- D. Allow authorized representatives of [COLLEGE, SCHOOL, INSITUTUE] to participate in the Experience planning.
- E. Make representatives of [CONTRACTING PARTY] available to [COLLEGE, SCHOOL, INSITUTUE] for assistance and consultation as the need arises and when possible.
- F. Encourage and allow Students to gain properly Experience appropriate to each Student's level of knowledge and training.
- G. Based on the availability of facilities, allow Student access to departments appropriate to each Student's level of knowledge and training.

- H. Immediately provide medical care in the event of acute injury or illness experienced by a Student while participating in the Experience, the cost of such health care to be the sole responsibility of the Student.
- I. Comply with applicable workplace safety laws and regulations. In the event a Student is exposed to an infectious or environmental hazard or other occupational injury (i.e., needle stick) while at [CONTRACTING PARTY], [CONTRACTING PARTY], upon notice of such incident from the Student, will provide such emergency care as is provided to its employees, including, where applicable: examination and evaluation a [CONTRACTING PARTY]'s emergency department or other appropriate facility as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of Hepatitis B, Hepatitis C, and/or HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that [CONTACTING PARTY] does not have the resources to provide such emergency care, [CONTRACTING PARTY] will refer such Student to the nearest emergency facility.
- J. Provide adequate space for Student-faculty conferences.
- K. Provide training to Students regarding the policies and procedures, including confidentiality requirements of [CONTRACTING PARTY].

IV. PARTIES MUTUAL RESPONSIBILITIES

The Parties shall be responsible for the following:

- A. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the Parties will not discriminate, sexually harass, or retaliate against any faculty, Student, or employee because of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or any other basis protected by law. Should either Party be given actual or constructive notice of discrimination, harassment, or retaliation on the basis of any of these protected classes, the Parties will cooperate in an investigation to ascertain the facts; stop the discriminatory, harassing, or retaliatory conduct; remedy the effects of such conduct; and prevent the recurrence of such conduct. [COLLEGE, SCHOOL, INSITUTUE] takes responsibility for training its students on its nondiscrimination policies and grievance procedures, and [CONTRACTING PARTY] takes responsibility for training its employees on its nondiscrimination policies and grievance procedures.
- B. Determination of the number of students to be assigned to the Experience shall be a joint decision based on staff and space available at XXX and eligible Program Students who desire to be educated at [CONTRACTING PARTY].

- C. This Agreement does not prevent [CONTRACTING PARTY] from participation in any other program. Nor does this agreement prevent [COLLEGE, SCHOOL, INSITUTUE] from placing Students with other licensed health care facilities.
- D. Each Party designates the following officials, who are familiar with the details of this Agreement, to serve as their representative ("Representatives") to coordinate the details of this collaboration, including but not limited to, scheduling Students for the Experience. [COLLEGE, SCHOOL, INSITUTUE] assigns: [NAME, TITLE, ADDRESS, NUMBER, EMAIL]

[CONTRACTING PARTY] assigns: [NAME, TITLE, ADDRESS, NUMBER, EMAIL]

- E. There will be on-going, open communication between the Parties to promote understanding of the expectations and roles of both institutions in providing the Experience for the Students. The Representatives will meet as needed at the convenience of both parties to coordinate and improve the Experience.
- F. If, in the sole opinion of [CONTRACTING PARTY], any Student fails to act in accordance with the rules, regulations, policies, and procedures of the Facility, applicable federal and state laws or regulations or any of the provisions of this Agreement, [CONTRACTING PARTY] shall provide written notice to the [COLLEGE, SCHOOL, INSITUTUE] Representative and upon receipt of such notice, [COLLEGE, SCHOOL, INSITUTUE] shall suspend the Student from the Experience until such time as a mutually agreed upon course of corrective action is developed by the Parties. If the Parties fail to agree within ten (10) days from the date of the notice, [COLLEGE, SCHOOL, INSITUTUE] shall withdraw the Student from the Experience.
- **G.** Either Party may remove a Student participating in the Experience if, in the opinion of either Party, the Student is not making satisfactory progress. Any Student who does not satisfactorily complete the Experience or any portion of thereof may repeat the Experience with [CONTRACTING PARTY] only with the written approval of both Parties.
- H. At no time shall the Students be considered representatives, employees or agents of either Party. The Students are not eligible to receive payment for services rendered, replace or substitute for [COLLEGE, SCHOOL, INSITUTUE] or [CONTRACTING PARTY] employee, or possess authority to enter into any form of agreement, binding or otherwise, on behalf of either Party.
- I. The Parties agree that neither Party assumes liability for actions taken by Students during the time that they participate in the Experience.
- J. The Parties agree to assist each other in obtaining and maintaining approvals of regulatory agencies needed to conduct the Experience contemplated under this Agreement.
- K. The Parties acknowledge and agree that this Agreement does not require, and shall not be construed to require (directly or indirectly, explicitly or implicitly), any Party to use [CONTRACTING PARTY]'s facilities, or the admission or referral of any patients to

[CONTRACTING PARTY] or any other facility or service related to [CONTRACTING PARTY].

V. TERM AND TERMINATION

- B. This Agreement shall become effective on the Effective Date and shall remain in effect through [Insert Date, not to exceed 5 years unless getting BOR approval] unless sooner terminated.
- C. Either Party may terminate this Agreement without cause by giving thirty (30) days written notice to the other. Students scheduled to participate in the Experience at the time of any such termination shall be allowed to complete their assigned Experience.

VI. INSURANCE

- A. [CONTRACTING PARTY] acknowledges that, because [MEMBER] is an agency of the state of Texas, liability for the tortious conduct of employees of [MEMBER] or for injuries caused by conditions or use of tangible state property is provided solely by the provisions of the Texas Tort Claims Act (*Texas Civil Practice and Remedies Code* Chapters 101 and 104); and that Workers' Compensation Insurance coverage for employees of [MEMBER] is provided by the A&M System as mandated by the provisions of Chapter 502, *Texas Labor Code*. [MEMBER] shall have the right, at its option, to (a) obtain liability insurance protecting [MEMBER] and its employees and property insurance protecting [MEMBER]'s buildings and contents, to the extent authorized by Section 51.966, *Texas Education Code*, or other law, or (b) self-insure against any risk that may be incurred by [MEMBER] as a result of its operations under the Agreement.
- B. [CONTRACTING PARTY] recognizes that the Students, upon payment of a pre-set fee at time of enrollment, are provided a claims-made liability coverage. Such policy shall provide for one million dollars (\$1,000,000) per claim and three million dollars (\$3,000,000) per policy period coverage during such times as the Students are at the [CONTRACTING PARTY] Facilit[y/ies].

VII. FERPA

A. For purposes of the Family Educational Rights and Privacy Act ("FERPA"), [MEMBER] hereby designates [CONTRACTING PARTY] as a school official with a legitimate educational interest in any education records (as defined in FERPA) to the extent [CONTRACTING PARTY] is required to create, access, receive, or maintain those records to fulfill its obligations under this Agreement. [CONTRACTING PARTY] shall comply with FERPA as to any such education records and restrict disclosure of the education records solely to those employees, subcontractors or agents who have a need to access the education records for [CONTRACTING PARTY] to perform its obligations

under this Agreement. [CONTRACTING PARTY] shall require any such subcontractors or agents to comply with the same restrictions and obligations imposed on [CONTRACTING PARTY] in this Section, including without limitation, the prohibition on redisclosure. [CONTRACTING PARTY] is prohibited from redisclosure of the education records except as provided for in this Agreement or otherwise authorized by FERPA. [CONTRACTING PARTY] is only permitted to use the education records for the purpose of fulfilling its obligations under this Agreement. [CONTRACTING PARTY] shall implement reasonable administrative, technical, and physical safeguards to secure the education records from unauthorized access, disclosure or use.

VIII. HIPAA

[MEMBER] and [CONTRACTING PARTY] agree that:

- A. [CONTRACTING PARTY] is a covered entity for purposes of the Health Insurance Portability and Accountability Act (HIPAA) and subject to 45 CFR Parts 160 and 164 ("the HIPAA Privacy Regulation");
- B. Program Students and [MEMBER] faculty providing Experience supervision at [CONTRACTING PARTY], such Students and faculty members shall:
 - 1. be considered part of [CONTRACTING PARTY]'s workforce for HIPAA compliance purposes in accordance with 45 CFR §164.103, but shall not be construed to be employees of [CONTRACTING PARTY];
 - 2. receive training by [CONTRACTING PARTY] on, and subject to compliance with, all of [CONTRACTING PARTY]'s privacy policies adopted pursuant to the HIPAA Privacy Regulation; and
 - 3. not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to [MEMBER] which a Student accessed through Experience participation or a faculty member accessed through the provision of supervision at [CONTRACTING PARTY] that has not first been de-identified as provided in 45 CFR §164.514(a); and
- C. [MEMBER] will not access or request to access any Protected Health Information held or collected by or on behalf of [CONTRACTING PARTY], from a Student or faculty member who is acting as a part of the [CONTRACTING PARTY]'s workforce as set forth in subsection B.2., above, or any other source, that has not first been de-identified as provided in 45 CFR §164.514(a);
- D. No services are being provided to [CONTRACTING PARTY] by [MEMBER] pursuant to this Agreement and, therefore, this Agreement does not create a "business associate" relationship as that term is defined in 45 CFR §160.103.

IX. MISCELLANEOUS PROVISIONS

- A. <u>Execution and modification</u>. This Agreement is binding only when signed by both Parties. Any modifications or amendments must be in writing and signed by both Parties.
- B. <u>Assignment.</u> This Agreement, with the rights and privileges it creates, is assignable only with the written consent of both Parties.
- C. Severability: In case any one or more of the provisions contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions hereof, and this Agreement shall be construed as if such invalid, illegal, and unenforceable provision had never been contained herein. The Parties agree that any alterations, additions, or deletions to the provisions of the Agreement that are required by changes in federal or state law or regulations are automatically incorporated into the Agreement without written amendment hereto, and shall become effective on the date designated by such law or by regulation.
- D. <u>Force Majeure</u>. Neither Party is liable or responsible to the other Party for any loss or damage or for any delays or failure to perform under this Agreement due to causes beyond its reasonable control, including, but not limited to, acts of God, employee strikes, epidemics, war, riots, flood, fire, sabotage, terrorist acts or any other circumstances of like character (force majeure occurrence).
- E. <u>Entire Agreement</u>. This Agreement contains the entire understanding of the Parties with respect to clinical rotations and supersedes all other written and oral agreements between the Parties with respect to the clinical rotations. It is acknowledged that other contracts may be executed. Such other agreements are not intended to change or alter this Agreement unless expressly stated in writing.
- F. Governing Law and Venue. The validity of this Agreement and all matters pertaining thereto, including but not limited to, matters of performance, non-performance, breach, remedies, procedures, rights, duties, and interpretation or construction, shall be governed by the Constitution and laws of the State of Texas. Pursuant to Section 85.18, *Texas Education Code*, venue for any suit filed against [MEMBER] shall be in the county in which the primary office of the chief executive officer of [MEMBER] is located, namely, [NAME] County, Texas.
- G. <u>Independent Contractor Status</u>. Notwithstanding any provision of this Agreement to the contrary, the Parties hereto are independent contractors. No employer-employee, partnership, agency, or joint venture relationship is created by this Agreement. The Parties shall be individually liable for each party's own debts and obligations, including the payment of all required withholding, social security and other taxes or benefits of its employees.
- H. <u>Headings</u>. Headings appear solely for convenience of reference. Such headings are not part of this agreement and shall not be used to construe it.
- I. <u>Provisions</u>. If any provision or provisions of this agreement shall be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.
- J. <u>Non-Waiver:</u> [CONTRACTING PARTY] expressly acknowledges that [MEMBER] is an agency of the State of Texas, and nothing in this Agreement will be construed as a waiver or relinquishment by [MEMBER] of its right to claim such exemptions, privileges, and immunities as may be provided by law.

- K. <u>Public Information Act</u>: [CONTRACTING PARTY] acknowledges that [MEMBER] is obligated to strictly comply with the Texas Public Information Act, Chapter 552, Texas Government Code (the "PIA"), in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law.
- L. <u>Use of Name</u>. Each Party acknowledges that all rights in any trademarks, service marks, slogans, logos, designs, and other similar means of distinction associated with that Party (its "Marks"), including all goodwill pertaining to the Marks, are the sole property of that Party. Neither Party may use the Marks of the other without the advance written consent of that Party, except that each Party may use the name of the other Party in factual statements that, in context, are not misleading.
- M. <u>Notice</u>. Any notice required or permitted under this Agreement must be in writing, and shall be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, certified mail, return receipt requested, and addressed to the intended recipient at the address set out below. Notice may also be given by regular mail, personal delivery, courier delivery, facsimile transmission, email or other commercially reasonably means and will be effective when actually received. Either Party can change their respective notice address by sending to the other party a notice of the new address. Notices should be addressed as follows:

[MEMBER]:	[CONTRACTING PARTY]:	
NAME	NAME	
TITLE	TITLE	

ADDRESS ADDRESS

CITY STATE ZIP CITY STATE ZIP

Phone: Phone: Fax: Fax: Email: Email:

With a copy to:

[COLLEGE, SCHOOL]

NAME TITLE

ADDRESS

CITY STATE ZIP

Phone: Fax: Email:

Signature Page Follows

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives.

[MEMBER]

[CONTRACTING PARTY]

on behalf of its [COLLEGE,

SCHOOL, INSITUTUE]

Name:	Name:
Title:	Title:
Date:	Date:

The NASW Code of Ethics

Preamble

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

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

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

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

This constellation of core values reflects what is unique to the social work profession.

Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

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

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

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications.

Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological

developments that may be used in social work practice and how various ethical standards apply

to them.

Professional self-care is paramount for competent and ethical social work practice.

Professional demands, challenging workplace climates, and exposure to trauma warrant that

social workers maintain personal and professional health, safety, and integrity. Social work

organizations, agencies, and educational institutions are encouraged to promote organizational

policies, practices, and materials to support social workers' self-care.

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

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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.

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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 should take measures to care for themselves professionally and personally. 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.

NASW CODE OF ETHICS

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 their 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.

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- (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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.
- (f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
- (g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
- (h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
- (i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.
- (d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
- (e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Competence

- (a) Social workers should demonstrate understanding of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.
- (c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.
- (d) Social workers should obtain education about and demonstrate understanding of 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 ability.
- (e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

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.
- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
- (g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, 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.
- (1) 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) 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.
- (v) 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.
- (w) 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 client. 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 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 other services are 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.

1.17 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 verbal, written, and electronic 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 ability.
- (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 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

2.07 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, written, electronic, or physical contact of a sexual nature.

2.08 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.

2.09 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.

2.10 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.
- (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, the NASW National Ethics Committee, 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 (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.
- (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 supervisors 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 supervisors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field supervisors 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 supervisors 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, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field supervisoronsible 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 electronic and paper 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 relevant laws, agency policies, and 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 ability.

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 these 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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) 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.
- (h) 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.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (1) 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.
- (m) 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.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) 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.

- (p) 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.
- (q) 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 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 ability.

If yes, please

Application for Graduate Field Practicum

Date of application:
Demographic information:
Last Name
First Name
MI
Buff ID #
Address:
Street
City
Zip
Phone:
(h)
(\mathbf{w})
(c)
Email:
Please indicate what field track you intend to complete in the upcoming academic
year:
Foundation
Advance Standing Fast Track
Advance Standing Standard Track
Do you intend to be employed during while completing your field placement? V/N
Do you intend to be employed during while completing your field placement? Y/N If yes, where?
Work schedule of job:
What social service experience do you have (professional and/or volunteer work), if any?
What personal and academic strengths do you have to offer an agency (i.e. bilingual, writing skills, computer skills, etc.)?
What are your goals in an internship?
Do you have any personal conditions that would impact your ability to complete your internship?
Do you have any personal conditions that would impact your ability to complete your internsimp?

explain.
What are your career goals after you complete the MSSW program? What special interests or populations are you most interested in?
Do you have any concerns about completing a graduate field practicum; if so, what?
Participation in field practicum courses requires a cumulative GPA of 3.0 and compliance with agency and program policies.
Release and Waiver of Liability Form: Must be completed upon acceptance for agency placement and prior to the beginning of field instruction activities.
Student Liability Insurance: Students are covered by the program's liability insurance coverage to protect against any malpractice action filed against them while performing fieldwork. Some field placement agencies also do provide this coverage for our students. You do not need to seek your own.
Release of Information: Your signature on this application constitutes consent for the release of information necessary for field placement consideration by the agencies designated.
Voluntary Disclosure: Many Field Placement Agencies require a criminal and /or background check (including child abuse and neglect checks) prior to accepting field placement students. To enable us in guiding your placement process, if there is anything in your past that might be an issue you can voluntarily disclose the situation and its resolution by attaching a separate sheet with the details.
By signing this application, you acknowledge having read it and that you understand the guidelines and requirements as described. You also agree to abide by the NASW Code of Ethics.
Student signature:Date:

Please return this form to the MSSW Field Coordinator. If you have any questions, please contact:

Meg Shier, DSW, LMSW

MSSW Field Director (Old Main 426)

Office Phone: 806-651-2624

Cell Phone (Emergency Use): 806-673-4196

Mdejong-shier@wtamu.edu

Sample Disposition Form

WEST TEXAS A&M UNIVERSITY PLACEMENT DISPOSTION FORM

Name of Student:				
Agency:	Field Supervisor: (must be approved by Field Director)			
Address of agency: _				
	F.S. Email:			
Specific agenc dress codes, unusual w		he student (Include u Ilpractice insurance e	•	ele, specific
Student work s	chedule (Days and	l hours in agency):		
Monday Tuesday Wednesday Thursday				Friday
General statem primary duties, involv		periences to be provi , etc.	ded to the student, in	ncluding
Student Signat	ure:			
Agency Field S	Supervisor Signatu	re:		
() Approved		() Disapprove	d	
Field Director Note: A notarized cop	Signature: by of the RELEASE AND W.	AIVER OF LIABILITY FORM 1	nust accompany this form. No	 pplacement hours

 $be\ counted\ prior\ to\ final\ approval\ by\ the\ University\ Program\ Director,\ Field\ Director\ or\ the\ Field\ Liaison.$

RELEASE AND WAIVER OF LIABILITY

KNOWN ALL PERSON	S BY THESE PRESE	ENTS:		
That I,Student's Full Name		, age	,	
Address	City	County	State	Zip
for and in consideration of Texas A&M University, a or during the course of m hereby release and waive in field instruction against teachers.	ssume all risks of inj y field instruction res any and all rights tha t all said University a	ury to my person ulting from negl at I say I have or and (agency)	or to my property igence or otherwise that may arise dur	varising out of se, and that I do ing my training
I further agree to save and				eachers from
any damages or injuries s from my acts or omission	ustained by third part occurring during the	ies to their perso course of said fi	na or to their propeld instruction.	perty arising
Witness my hand this	day of	, 20	·	
Student Signature				
THE STATE OF				
COUNTY OF		_		
Before me,				
Given under my hand and	I seal of the office the	e day of	, 20	
My commission expires of	on the day of _		_, 20	
Signature – Notary Public State of				

Note: A notarized copy of the RELEASE AND WAIVER OF LIABILITY FORM must accompany this form. No placement hours will be counted prior to final approval by the University Program Director, Field Director or the Field Liaison.

Sample Authorization for Release of Information

AUTHORIZATION FOR COMMENT West Texas A&M University

I,	, hereby authorize
Professor/Supervisor/Administrator	, hereinafter referred to as
and/or release any information contained full and complete consideration for the v waive any possible claims of liability ag	with information and/or an opinion t or future employment. I hereby authorize writer to use d in my student records as part of his or her response. In writer agreeing to respond on my behalf, I hereby forever gainst, and covenant not to sue, the writer or West Texas e of action which may arise as a result of the requested
Student Signature	
Date	

West Texas A&M University Social Work Program Field Education Rubric for Assessing Professional Behaviors (RAPB)

Students entering field education are required to demonstrate competency in Educational Policies 2.1.1, 2.1.2, & 2.1.3: the ability to identify as a professional social worker and conduct oneself accordingly; apply social work ethical principles to guide professional practice and; apply critical thinking to inform and communicate professional judgements (Council on Social Work Education, 2008).

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the following 15 professional behavior areas listed below to be considered for or to maintain a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

Student:	Semester:

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
1. Attendance: Attends classes, internship and related meetings	Student has missed a significant (as determined by the supervisor) number of classes and/or scheduled internship days, to impair performance	Student has missed several classes and/or moderate scheduled internships days such that it impacts performance.	Student attends almost all classes and/or attends almost all scheduled internship days such that absence does not impact/impair performance.	Student attends all classes and/or scheduled internship days.
2. Punctuality: Is punctual and present	Student has been significantly late to class/scheduled internship days or left early from class/scheduled internship days, 3 or more times in a semester.	Student has occasionally (no more than 2 times) been late to class/scheduled internship days or left early from class/ scheduled internship days in a semester.	Student is on time to class/ scheduled internship days and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor.	Student is always on time and stays until the end of class/ scheduled internship days.
3.Initiation of Communication: Initiates communication with the professor/supervisor	Student rarely contacts the supervisor or supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor or supervisor to inform of tardiness or absence, but generally does so after the occurrence.	Student almost always contacts the professor or supervisor prior to the occurrence to inform of tardiness or absence. In rare instances when this is not done prior, the student contacts the	Student always contacts the professor or supervisor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency and then contracts the

			professor or supervisor immediately after.	professor/supervisor immediately after.
4. Respect: Demonstrates respect and support in relationships	Student Is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships and interactions	Student is never disrespectful to classmates, staff and/or faculty. Student always demonstrates support in these relationships or interactions
5. Self-Awareness	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student occasionally shows self- awareness about the impact of verbal and non- verbal communications.	Student usually shows self-awareness about the impact of verbal and non-verbal communications.	Student always shows self-awareness about the impact of verbal and non-verbal communications.
6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity	Student's classroom or other student related interactions (internship/volunteering) rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions (internship/volunteering)	Student's classroom or other student related interactions (internship/volunteering) almost always reflect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions (internship/volunteering) always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
7. Collegiality: Demonstrates collegiality and collaborative interactions	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.
8. Course Engagement: Demonstrates appropriate engagement in class activities/discussions	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Student may frequently monopolize the learning space, limiting others' engagement and/or inhibiting the learning environment	Student occasionally engages in class activities and discussions and makes some effort to do so following feedback. Student may occasionally monopolize the learning space, limiting others' engagement and/or inhibiting the learning environment	Student almost always engages in class activities and discussions and rarely monopolizes the learning space in a way that limits others' engagement and/or the learning environment.	Student always engages in class activities /discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.
9. Written Expression: Strives for a high level of written expression	Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.	Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a low C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a high C.	Student's writing demonstrates good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.

10. Initiative & Reliability: Demonstrates initiative, reliability and dependability	Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments, or assigned tasks done and submitted on time.	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment and/or assigned task due dates	Student almost always takes initiative to plan work and complete it in a timely manner, and/or assigned tasks are almost always submitted on time.	Student always takes initiative to plan and complete work in a timely manner, and/or assigned tasks are always submitted on time.
11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself	Student has not demonstrated receptiveness to suggestions and feedback from others and therefore, makes no effort to adjust performance accordingly.	Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.	Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.
12. Compliance with professional Requirements: Demonstrates compliance with the professional conduct policy in the BSW/MSSW Program, WTAMU	Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.	Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.	Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.	Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.
13. Compliance with the NASW Code of Ethics and the Texas Code of Conduct. Demonstrates compliance with the Code of Ethics in its entirety and the Texas Code of Conduct.	Student is consistently non-compliant with one or more components of the Code of Ethics or the Texas Code of Conduct.	Student is only moderately compliant with components of the Code of Ethics or the Texas Code of Conduct.	Student is almost always compliant with the Code of Ethics or the Texas Code of Conduct.	Student consistently demonstrates compliance with the Code of Ethics or the Texas Code of Conduct.
14. Quality and Quantity of Work: Strives for high quality work that meets assignment guidelines.	Student submits assignments/assigned tasks that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments/assigned tasks that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments/assigned tasks that lack neatness, accuracy, organization, and thoroughness, The work submitted is general complete.	Student always submits assignments/assigned tasks that are neat, accurate, organized, and thorough. The work submitted is always complete.
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities.	Student's professional attire and presentation is consistently inappropriate for professional settings, per internship requirements.	Student's professional attire and presentation is frequently inappropriate for professional settings per internship requirements	Student's appearance is routinely appropriate for classroom and professional settings per internship requirements.	Student's appearance is consistently appropriate for classroom and professional settings per internship requirements.

16.	Student	Student	Student primarily	Student uses online
Electronic/Online	regularly uses online	occasionally uses online	uses online platforms	platforms appropriately and
Expression: social media	platforms	platforms inappropriately	appropriately, but has on	professionally at all times.
and online platforms are	inappropriately and/or in	and/or in a manner that	occasion demonstrated	
used appropriately and	a manner that clearly	clearly violates academic	unprofessional online	
behavior reflects the values	violates academic and	and professional	behavior.	
and principles of the social	professional standards.	standards.		
work profession.				

1. Identify the specific skill(s) or behavior(s) that needs improvement including goals to promote improvement with corresponding competency/behavior(s).

2. Identify the specific actions that the student will take, to include designated time frames.

3. List the supports that the Field Liaison, Field Director, or Program Advisor will provide.

4. Identify the time frame and process for review (method of communication).

5. Determine how the plan will be measured to determine if the student was successful in developing the needed skills/behaviors.

6. Potential next steps if skills/behaviors are not remediated.

Comments (student):		
Action Plan (attach additional pages if necessary):		
Field Liaison's signature:	Date:	
Student's signature:	Date:	
Field Director's signature:	Date:	

(Adapted with permission from the University of Vermont Department of Social Work, created 6/17/10 and Texas A&M University- Central Texas, updated 2/2014; updated August 2017 by WTAMU for the MSSW Program)

Behavioral Standards for Social Work Field Students

Becoming a social worker involves acquiring knowledge and skills as well as demonstrating attitudes and values that are congruent with professional standards. Attention to the standards will be paid by faculty responsible for evaluating students' classroom performance, by field supervisors, advisors, and other agency personnel responsible for evaluating field performance, and by administrators and others with whom the students interact within the WTAMU Social Work Program. The standards provide guidelines about expectations and procedures that address academic performance concerns. Assessing a student's overall performance and evaluating whether or not standards are met during a student's educational career are the responsibilities of those who teach and supervise students including the field coordinator, field liaison, and agency supervisors. The involved faculty members, program coordinators and field supervisors will exercise their professional judgment to determine if standards are being met during a student's educational career.

Social work students are expected to adhere to standards in the classroom, field, and within the larger WTAMU Social Work Program and community.

Behavior: in interactions with faculty, administrators, staff, agency personnel, clients/consumers, and other students, act in accordance with the mission of the respective BSW and MSSW WTAMU Social Work Program, and the goals and standards of social work as outlined in the NASW Code of Ethics, e.g., service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English), the West Texas A&M University Code of Student Life's policy on academic dishonesty (https://www.wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf), and the respective BSW and MSSW Handbooks.

Self-awareness: openness to new ideas, differing opinions and feedback from others, and integration of these into professional and student roles and performance; an understanding of the effect of one's statements and behaviors on others; the ability to modulate one's behavior to promote a productive professional environment and appropriate relationships; a willingness to examine one's beliefs, values, and assumptions, and change one's behavior to ensure ethical professional practice.

- Demonstration of the ability to deal with current life stressors through the use of appropriate coping mechanism such as self-care and developing supportive relationships with colleagues, peers, and others.
- Use of sound judgment including the ability to seek and effectively use help for medical
 or emotional problems that interfere with scholastic and professional performance.
 Actions that jeopardize the best interests of those to whom the social work student has a
 professional responsibility (as outlined in the current NASW Code of Ethics) will be a
 part of student assessment.

Academic: critical evaluation and application of knowledge and research findings to professional performance; classroom participation that promotes academic freedom, complies

with guidelines for respectful classroom behavior, complies with supervisor's directives, and allows for course instruction and participation of all students.

- o Demonstration of communication skills, which include sufficient written and oral skills
- o Demonstration of interpersonal skills to relate effectively to client systems, other students, faculty, staff, and other professionals
- o Demonstration of sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in the classroom and in the field.
- o Exhibiting sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations.

For information and detailed explanation of the services provided by Student Disability Services please see Student Disability Services: Faculty Resource Guide distributed by the Office of Student Disability Service (https://apps.wtamu.edu/forms/degree.php

Interpersonal: Behaviors that are in compliance with program policies, institutional polices, professional ethical standards, and societal laws in the classroom, field, and community. Potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, and accepting supervision and criticism in a positive manner. Working effectively with others, regardless of the level of authority. Advocating for herself/himself in an appropriate and responsible manner. Using proper channels for conflict resolution.

Self-care: the ability to engage in appropriate self-care and seek resources and/or treatment for medical and emotional problems that interfere with academic and professional performance.

Appropriate use of existing channels of communication (e.g., advisor, classroom instructors, department chairs, WTAMU social work administrators, field supervisors and procedures for addressing problems and concerns at West Texas A&M University.

Failure to act in accordance with these standards may result in suspension or termination the BSW or MSSW field program.

When a student is experiencing difficulties in field education, all efforts will be made to mitigate the problem. If a satisfactory resolution cannot be achieved, students may be advised to withdraw from the field program. It is recognized that each situation is unique and may indicate different types of resolutions/disciplinary action. These resolutions may include but are not limited to: appraising a student of the concern and working out a corrective plan using the RAPB (rubric and assessment for professional behavior); removal from field; and/or disciplinary action by the WTAMU Social Work Program. Students should follow guidelines related to the grievance form to report any barriers to field education or any other concerns related to their internship.

Disciplinary action may be initiated for any of the following behaviors:

- O Violations of the social work code of ethics such as:
- o Engaging in intimate (sexual/romantic) relations with a client, a client's family member, or your field supervisor and/or his/her designee.
- o Acting in a discriminatory manner towards a client.

- Engaging in illegal behavior, for example, carrying or using a weapon, physical assault, theft, distribution of controlled substances, and aiding a client or coworker/student to engage in illegal activities.
- o Falsifying documentation in agency records.
- Initiating physical confrontation with a client, client's family member, field supervisor, or agency staff.
- o Exploiting clients or client's family.
- o Breaching client confidentiality.
- o Engaging in behavior that would constitute malpractice.
- Engaging in abusive or degrading behavior towards a client, client's family or field supervisor /field faculty
- o Exhibiting disruptive or harmful behavior.
- o Being late to placement without notifying the field supervisor.
- o Being absent from placement without notifying the field supervisor.
- o Being late in completion of agency paperwork.
- Missing appointments with clients or field supervisor without appropriate notification to the client or field supervisor
- o Exploiting the agency by misuse of agency supplies/resources/time.
- Acting in an unprofessional or inappropriate manner while at the field agency or on field business, such as an inappropriate display of emotions or displays of immature behavior.
- o Being under the influence of alcohol or other substances that alters behavior/judgment.
- o Exhibiting impaired functioning/reasoning due to use of alcohol or other substances.
- o Dressing in an inappropriate/unprofessional manner.

Review of a student's academic and professional performance in the social work program can occur at three levels. The level of review will depend upon the potential severity of the concern. Information disclosed during student meetings with faculty, program coordinators, or administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the educational purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues. Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under scholastic performance
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to unfair academic advantage to the student. (Faculty must adhere to university guidelines).
- o Behavior judged to be in violation of the current NASW Code of Ethics
- Any threat or attempt to harm oneself or someone else.
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the program and becoming known after admission.
- o Consistent pattern of unprofessional behavior.
- o Failure to meet any of the Standards of Social Work Education.
- Violation of rules and procedures of Code of Student Life.

By signing this policy, you are verifying that you have rea (BSW/MSSW) Social Work Program Handbooks, the NA of Life policies and procedures.	_
Student Signature:	Date:
Field Director Signature:	Date:



Internship Grievance Form

Student Name:	Date:
Agency Name:	
Agency Field Supervisor:	
Summary of Concerns	
Please include a description of the issues lead	ding to the initiation of the contact:
Completed by:	
For WTAMU Faculty use only:	Date of student meeting:
Student signature of acknowledgem	ent:
Action taken by WTAMU Social Wo	ork Program:
C. in the state of	

Grievance forms should be submitted to BSW/MSSW Field Faculty



ONLY TYPED PROPOSALS WILL BE ACCEPTED

(This is a word document, so you may type on it. Please save it on your computer)

Students should submit this proposal to request approval to use paid employment for a field placement. The purpose of this proposal is to provide the Field Education Office with evidence that the proposed internship will include sufficient educational objectives and experiences to satisfy the UCF School of Social Work's expectations and will be in compliance with the criteria spelled out in the "Policy Regarding Employment Based Internships" in the *Field Education Manual*.

In order to be considered for this special placement request, the student is responsible for completing and submitting this form to the Field Education Office at least *one month (30 days)* prior to the beginning of the placement. The decision will be made by the Field Education Office and will be communicated directly to the student as soon as possible.

Student's Name:		Date:
Student Phone:		Student Email:
Level of Field Pl	lacement:	
	Full Time Generalist MSW	Part Time Generalist MSW
	Full Time Advanced MSW	Part Time Advanced MSW
Agency Name:_		
Agency Address	:	
Agency Phone:_		Agency Fax:
MSW/BSW Fiel	d Supervisor Name:	
Field Supervisor	Phone:	Field Supervisor
Task Supervisor	Name (if assigned):	
Task Supervisor	Phone:	Task Supervisor Email:

Complete this section if the student is currently employed by the agency:

Current Position Title:
State Date in Current Position:
Current Position Responsibilities and Tasks (attach a copy of the Job Description to this form):
This section to be completed by the student:
New Position Title:
New Position Start Date:(Cannot be more than 90 days before the start date of the semester in which the student is registered in Field)
Proposed Start Date of Field Placement: (Cannot be before the start date of the semester in which the student is registered in Field AND must be at least 30 days after this form submitted to the Field Office)
New Position Responsibilities and Tasks (attach a copy of the Job Description to this form):
Are there any learning competencies or objectives that cannot be met by the responsibilities of your employment? (Refer to the appropriate Learning Contract form for answering). If so, what are they and how do you plan to meet these in your employment?
Describe what efforts will be made to ensure that your employment is approached as a field placement (i.e, emphasizing your learning needs and meeting the clinical competencies and learning objectives of this level of internship).

Describe what you will do to acquaint your agency supervisor(s) with your classroom learning so that it can be integrated with your practice experiences.

This section to be completed by the MSW/BSW Field Supervisor:

Describe supervisory alternatives that will be used to convert the employment to a field placement by expanding the educational component and helping the student integrate classroom theory with practice (e.g., reducing the number of cases, additional one-on-one supervision, agreement that the student will work extra unpaid hours per week in order to add to the educational component, method used to help student integrate social work values and principles, methods of observing the student and giving feedback).

List any special educational assignments that will be given to the student that are not normally required of employees (written assignments, readings, videos, field trips, analyses, process recordings, trainings, special projects, etc.).

MSW Field Supervisor Signature:								
Task Supervisor Signature (if applicable):								
Agency Executive Director Signature:								
Student Signature:								
Student Phone:	Student Email:							
This section to be completed by	the Field Education Office:							
Date proposal received:								
Employment Based Internship approved: Yes / No Field Education Office Signature:								
Date student notified:								

MSSW Foundation Student Learning Agreement and Evaluation

SOCW 5488, 5498

Student:	
Agency:	
Field Instructor/Supervisor:	
Date:	
Mid-Placement Evaluation:	Final Evaluation:

Statement of Purpose:

For social work education a student's field placement is the hallmark of direct practice experience and the integration of skills/knowledge with academic learning. In accordance with the national accreditation body, Council on Social Work Education, social work education must incorporate not only a field placement and accompanying seminar course but evaluation of the students overall learning and performance in their field placement. This Learning Agreement and Evaluation serves those purposes and utilizes the competencies and practice behaviors as noted below.

Students:

With the assistance of your Field Instructor/Site Supervisor and Field Coordinator, you will identify and record your learning objectives and evaluation measurements for each practice behavior in the shaded space below the bulleted practice behavior. (What specific tasks, responsibilities, assignments, and activities will help you to demonstrate this competency and practice behavior? How will it be measured?) It is important that you individualize this for your particular field placement agency and your own learning goals. This portion is due 3wks after the start of your field placement. This will guide your learning and placement over the course of two semesters and required 400 hours.

Field Instructors/Site Supervisors:

With your guidance and support the below criteria will compromise the goals, objectives, and overall learning that the student will receive during the course of their field placement with your agency. It will serve as a roadmap and evaluation of the student's overall progress and performance as an intern in your agency. The field instructor/site supervisor, student, and field coordinator or liaison will

meet to conduct an evaluation of the student's progress a minimum of two times during their placement, mid-placement and final completion of field hours.

As the field instructor, the student will need your support to identify learning objectives and evaluation measurements that are appropriate for your agency. At the mid-placement evaluation and final evaluation the following will be utilized for evaluation:

1 - Unsatisfactory

2 – Marginal

3 – Satisfactory

4 - Above Expectations

5 - Exceeds Expectations

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Practice Behavior/Skill Area	Evaluation					Comments
	1	2	3	4	5	Supervisor/Field Instructor:
PB 1.1. make ethical decisions by applying the standards of the						

National Association of				
Social Workers Code of				
Ethics, relevant laws				
and regulations,				
models for ethical				
decision making, ethical				
conduct of research,				
and additional codes of				
ethics within the				
profession as				
appropriate to the				
context;				
Other:				
Other:		1		
PB 1.2.				
demonstrate				
professional behavior;				
appearance; and oral,				
written, and electronic				
communication;				Student:
0.1				
Other:				
Other:		<u> </u>		
PB 1.3. use technology				
ethically and				
appropriately to				

facilitate practice				
outcomes; and				
Other:	1	•	•	
Other:				
PB 1.4. use supervision				
and consultation to				
guide professional				
judgment and behavior.				
Other:	•	•	•	•
Other:				

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Practice Behavior/Skill Area			Evalua	tion		Comments
	1	2	3	4	5	Supervisor/Field Instructor:
PB 2.1. advocate for human rights at the individual, family,						

			1	
group, organizational,				
and community system				
levels; and				
Other:				
Other:				
PB 2.2. engage in				
practices that advance				
human rights to				
promote social, racial,				
economic, and				
environmental justice.				
crivironinieritar justice.				
Other:				
Other:				
			Student:	

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand

cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Practice Behavior/Skill Area			Evaluat	tion		Comments
Deliavioi/Skili Al ca	1	2	3	4	5	Supervisor/Field Instructor:
PB 3.1. demonstrate						
anti-racist and anti-						
oppressive social work						
practice at the						
individual, family,						
group, organizational,						
community, research,						
and policy levels; and						
Other:						
Other:						
PB 3.2. demonstrate						
cultural humility by						
applying critical						
reflection, self- awareness, and self-						
regulation to manage						
the influence of bias,						
power, privilege, and						
values in working with						
clients and						
constituencies,						Student:
acknowledging them as						Student.
experts of their own						
lived experiences						

Other: Other:	
---------------	--

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Practice Behavior/Skill Area	Evaluation					Comments
	1	2	3	4	5	Supervisor/Field Instructor:
PB 4.1. apply research findings to inform and improve practice, policy, and programs; and Other: Other:						
PB 4.2. identify ethical, culturally informed, anti-racist, and anti-						

oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		Student:	
Other: Other:			

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Practice Behavior/Skill Area	Evaluation					Comments
	1	2	3	4	5	Supervisor/Field Instructor:
PB 5.1 use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect						

the delivery of and			
access to social			Student:
services; and			
Other:			
Other:	 	 	
PB 5.2 apply critical			
thinking to analyze,			
formulate, and			
advocate for policies			
that advance human			
rights and social, racial,			
economic, and			
environmental justice.			
Other:			
Other:			

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice Behavior/Skill Area			Evalua	tion		Comments
	1	2	3	4	5	Supervisor/Field Instructor:

PB 6.1 apply						
knowledge of human						
behavior and person-						
in-environment, as well						
as interprofessional						
conceptual						
frameworks, to engage						
with clients and						
constituencies; and						
Other:						
Other:	T	T	T	T		
PB 6.2 use empathy,						
reflection, and						
interpersonal skills to					Student:	
engage in culturally						
responsive practice						
with clients and						
constituencies.						
Other:						
Other:						

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Practice	Evaluation					Comments
Behavior/Skill Area	1	2	3	4	5	Supervisor/Field Instructor:
			3	7		Super visor/Field Histi detor.
PB 7.1 apply theories						
of human behavior and						
person-in-environment,						
as well as other						
culturally responsive						
and interprofessional						
conceptual						
frameworks, when						Student:
assessing clients and						State in the state
constituencies; and						
Other:		•	•	'		
Other:						
PB 7.2 demonstrate						
respect for client self-						
determination during						
the assessment process						
by collaborating with						
clients and						
constituencies in						
developing a mutually						
agreed-upon plan.						
Other:	l l	I	I	I		
Other:						

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive

interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Practice Behavior/Skill Area			Evaluation	1		Comments
	1	2	3	4	5	Supervisor/Field Instructor:
PB 8.1 engage with clients and constituencies to critically choose and implement culturally						
responsive, evidence- informed interventions to achieve client and constituency goals; and						
Other:						
PB 8.2 incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and						Student:
constituencies. Other: Other:						

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice	Evaluation					Comments
Behavior/Skill Area						
	1	2	3	4	5	Supervisor/Field Instructor:
PB 9.1 select and use						
culturally responsive						
methods for evaluation						Student:
of outcomes; and						Student.
Other: Other:						

PB 9.2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	
Other: Other:	
Agency/Field Supervisor's Summary of Student Performance:	
Student Comments on Evaluation:	
Student Signature & Date:	
Field Instructor/Supervisor Signature & Date:	
Faculty Signature & Date:	

MSSW Advanced Standing Student Learning Agreement and Evaluation

SOCW 6397, SOCW 6398 & SOCW 6399

Student:	
Agency:	
Field Instructor/Supervisor:	
Date:	
Mid-Placement Evaluation:	Final Evaluation:

Statement of Purpose:

For social work education a student's field placement is the hallmark of direct practice experience and the integration of skills/knowledge with academic learning. In accordance with the national accreditation body, Council on Social Work Education, social work education must incorporate not only a field placement and accompanying seminar course but evaluation of the students overall learning and performance in their field placement. This Learning Agreement and Evaluation serves those purposes and utilizes the competencies and practice behaviors as noted below.

Students:

With the assistance of your Field Instructor/Site Supervisor and Field Coordinator, you will identify and record your learning objectives and evaluation measurements for each practice behavior in the shaded space below the bulleted practice behavior. (What specific tasks, responsibilities, assignments, and activities will help you to demonstrate this competency and practice behavior? How will it be measured?) It is important that you individualize this for your particular field placement agency and your own learning goals. This portion is due 3wks after the start of your field placement. This will guide your learning and placement over the course of three semesters and required 500 hours.

Field Instructors/Site Supervisors:

With your guidance and support the below criteria will compromise the goals, objectives, and overall learning that the student will receive during the course of their field placement with your agency. It will serve as a roadmap and evaluation of the student's overall progress and performance as an intern in your agency. The field instructor/site supervisor, student, and field coordinator or liaison will

meet to conduct an evaluation of the student's progress a minimum of two times during their placement, mid-placement and final completion of field hours.

As the field instructor, the student will need your support to identify learning objectives and evaluation measurements that are appropriate for your agency. At the mid-placement evaluation and final evaluation the following will be utilized for evaluation:

1 - Unsatisfactory

2 – Marginal

3 – Satisfactory 4 - Above Expectations

5 - Exceeds Expectations

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based. antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Practice Behavior/Skill Area	Evaluation			tion		Comments
	1	2	3	4	5	Supervisor/Field Instructor:
PB 1.1. make ethical decisions by applying the standards of the						
National Association of						

Social Workers Code of						
Ethics, relevant laws						
and regulations,						
models for ethical						
decision making, ethical						
conduct of research,						
and additional codes of						
ethics within the						
profession as						
appropriate to the						
context;						
Other:						
Other:	1	ı	1	1		
PB 1.2. demonstrate						
professional behavior;						
appearance; and oral,						
written, and electronic						
communication;						
Other:						
Other:	•	T	ı	1		
PB 1.3. use technology						
ethically and						
appropriately to					C4m d om4e	
facilitate practice					Student:	
outcomes; and						
Other:						
Other:		T	ı	1		
PB 1.4. use supervision						
and consultation to						
guide professional						
judgment and behavior.						

Other:				
Other:				
PB 1.4. demonstrate				
their role as a social				
worker within				
interprofessional teams				
Other:				
Other:				
PB 1.5. develop,				
manage, and maintain				
professional				
relationship with client				
within the person-in-				
environment and				
strengths perspective				
Other:				
Other:				

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Practice			Evalua	tion		Comments
Behavior/Skill Area						
	1	2	3	4	5	Supervisor/Field Instructor:
PB 2.1. advocate for						
human rights at the						
individual, family,						
group, organizational,						
and community system						
levels; and						
Other:						
Other:						
PB 2.2. engage in						
practices that advance						
human rights to						
promote social, racial,						
economic, and						
environmental justice.						
,						
Other:						
Other:						
						Student:
PB 2.3. demonstrate an						
understanding that						
social wok practice						
extends to micro,						
mezzo, and macro						
practice						
Other:					1	
Other:						

PB 2.4. use and apply research knowledge of diverse populations to enhance client wellbeing and to work			
effectively with diverse populations with			
special attention			
devoted to those living			
in rural regions.			
Other:			
Other:			

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Practice	Evaluation	Comments	
Behavior/Skill Area			

	1	2	3	4	5	Supervisor/Field Instructor:
PB 3.1. demonstrate						
anti-racist and anti-						
oppressive social work						
practice at the						
individual, family,						
group, organizational,						
community, research,						
and policy levels; and						
Other:						
Other:						
	I	ı			I	
PB 3.2. demonstrate						
cultural humility by						
applying critical						
reflection, self- awareness, and self-						
regulation to manage						
the influence of bias,						
power, privilege, and						
values in working with						
clients and						
constituencies,						Student:
acknowledging them as						Student.
experts of their own						
lived experiences						
Other:						
Other:						

PB. 3.3. demonstrate awareness how spatial placement can directly affect how issues relating to diversity may be perceived and/or addressed by individuals, families, groups, and			
communities			
Other:			

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Practice Behavior/Skill Area		Evaluation				Comments
	1	2	3	4	5	Supervisor/Field Instructor:
PB 4.1. apply research findings to inform and						

improve practice,						
policy, and programs;						
and						
Other:						
Other:						
			ı			
PB 4.2. identify ethical,						
culturally informed,						
anti-racist, and anti-						
oppressive strategies						
that address inherent						
biases for use in						
quantitative and						
qualitative research						
methods to advance						
the purposes of social						Student:
work.						
Other:						
Other:						
DD 40 71 10 11	1	ı	I	1	I	
PB 4.3. Identify a client						
presenting						
problem/issue and use research to select the						
best evidence-based						
intervention for the						
client's specific						
presenting problem						
while considering the						
intersectionality of the						
client.						

Other:	
Other:	

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Practice Behavior/Skill Area			Evaluatio	n		Comments
Denavior/Skin Area	1	2	3	4	5	Supervisor/Field Instructor:
PB 5.1 use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and						Student:
Other: Other:						
PB 5.2. understand how laws and policies can be complicit in systematic racism or colonization, and						

Other:	
PB 5.3. apply critical	
thinking to analyze,	
formulate, and	
advocate for policies	
that advance human	
rights and social, racial,	
economic, and	
environmental justice.	
Other:	
Other:	

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice Behavior/Skill Area	1		Evaluation			Comments
	1	2	3	4	5	Supervisor/Field Instructor:
PB 6.1 apply knowledge of human behavior and personin-environment, as well as interprofessional						

conceptual				
frameworks, to engage				
with clients and				
constituencies; and				
Other:				
Other:				
PB 6.2 understand how				
cultural				
intersectionality of a				
client or client group			St. I. A	
impact engagement			Student:	
with that client or client				
group, and				
Other:				
Other:		 Ţ		
PB 6.3 use empathy,				
reflection, and				
interpersonal skills to				
engage in culturally				
responsive practice				
with clients and				
constituencies.				
Other:	,	 '	1	
Other:				

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals,

families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Practice	Evaluation			Comments		
Behavior/Skill Area						
	1	2	3	4	5	Supervisor/Field Instructor:
PB 7.1 apply theories						
of human behavior and						
person-in-environment,						
as well as other						
culturally responsive						
and interprofessional						
conceptual						
frameworks, when						Student:
assessing clients and						
constituencies; and						
Other:						
Other:						
PB 7.2 become aware						
how standardized						
assessment tools can						
neglect the impact of						
cultural						
intersectionality of a						
client or client group, thus impacting the						
assessment, and						
Other:						
Other:						
PB 7.3 demonstrate						
respect for client self-						

determination during			
the assessment process			
by collaborating with			
clients and			
constituencies in			
developing a mutually			
agreed-upon plan.			
Other:	·		
Other:			

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings

Practice Behavior/Skill Area	Evaluation					Comments
	1	2	3	4	5	Supervisor/Field Instructor:
PB 8.1 engage with clients and						
constituencies to critically choose and implement culturally						
responsive, evidence- informed interventions						
to achieve client and constituency goals; and						

Other:	
Other:	
PB 8.2 conceptualize	
and articulate the	
rationale for a	
theoretical framework	
behind: assessment,	Student:
choice of intervention	
strategies, intervention	
techniques, an	
Other:	
Other:	
PB 8.3 applies specific	
practice skills geared	
toward special	
populations as related	
to relevant areas of	
practice.	
Other:	
Other:	
PB 8.4 incorporate	
culturally responsive	
methods to negotiate,	
mediate, and advocate	
with and on behalf of	
clients and	
constituencies.	
Other:	
Other:	

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes

and practice effectiveness.

Practice		Evaluation			Comments	
Behavior/Skill Area	1	2	3	4	5	Supervisor/Field Instructor:
PB 9.1 understand how culture of an agency and/or funding source can drive methods for evaluations; and		-				Student:
Other:		I				
Other:						
PB 9.2 select and use						
culturally responsive						
methods for evaluation of outcomes; and						
Other: Other:		1				

PB 9.2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	
Other:	

Agency/Field Supervisor's Summary of Student Performance:

Student Comments on Evaluation:

Student Signature & Date:	
Field Instructor/Supervisor Signature & Date:	
Faculty Signature & Date:	