



BACCALAUREATE SOCIAL WORK PROGRAM FIELD INSTRUCTION MANUAL

Prepared by

Dr. Brittany Short
Director of Field Education

Printed by the Department Social Work
Virginia State University, Virginia 23806
2023-2024

**VIRGINIA STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

P.O. Box 9010

Virginia State University, Virginia 23806

TABLE OF CONTENTS

	Page
I. VSU SOCIAL WORK PROGRAM MISSION & GOALS – EP 1.0	1
A. MISSION STATEMENT	1
B. BSW PROGRAM GOALS	1
C. SOCIAL WORK PROGRAM CONCEPTUAL FRAMEWORK	2
D. GENERAL EDUCATION PROGRAM	3
II. EXPLICIT CURRICULUM – EP 2.0	7
A. CSWE SOCIAL WORK PROGRAM CURRICULUM AND PROFESSIONAL PRACTICE	7
1. Liberal Arts/General Education Curriculum Courses	7
2. Pre-Social Work Courses (Support Courses)	9
3. Professional Level/Major Core Courses	16
B. VSU BSW PROGRAM CORE COMPETENCIES – EP 2.0 DEFINITION OF GENERALIST PRACTICE	19
1. Table 2-1A Social Work Curriculum (Fall 2019-Spring 2020)	21
2. Table 2-1 B BSW Program Degree Curriculum Model	23
III. UNIVERSITY POLICIES AND PROCEDURES	24
A. Student Rights and Responsibilities	24
B. Student Academic Code	24
C. Code of Conduct	24
D. Code of Ethics	24
E. Americans with Disabilities	24
F. Health Insurances	25
IV. SIGNATURE PEDAGOGY: FIELD EDUCATION – EP 2.2	26
A. OVERVIEW OF THE BSW FIELD EDUCATION PROGRAM	26
1. Standards and Components of the Field Instruction Program	26
a. Community Field Education Social Work Advisory Board (SWAB)	26
b. Agency Agreement	27
c. Criteria and Standards for Selection of Field Sites	27
B. RIGHTS AND RESPONSIBILITIES OF THE SOCIAL WORK PROGRAM	28
1. The Field Education Department	28
2. Director of Field Education	30
3. Field Instruction Field Liaison/Seminar Instructor	30
4. Responsibilities of the Faculty Field Instruction Liaison	30
C. RIGHTS AND RESPONSIBILITIES OF THE FIELD PLACEMENT AGENCY	32
1. Agency Rights	32
2. Agency Responsibilities	32
3. Field Instructors	34
4. Expectations of the Field Instructor	34
5. Selection of the Field Instructors/Supervisors	36

6.	Educational Level and Requirements for Field Instructors	37
D.	RIGHTS AND RESPONSIBILITIES OF THE STUDENTS	38
V.	BSW PROGRAM FIELD EDUCATION POLICIES	40
A.	FIELD PLACEMENT REQUIREMENTS	40
B.	FIELD PLACEMENT PROCEDURES	40
1.	Preparation for Field Interview	41
2.	Placement Interviews	42
VI.	FIELD INSTRUCTION AND PREPARATION	43
A.	FIELD INSTRUCTION GOALS AND OBJECTIVES	43
B.	WRITTEN WORK	48
C.	GRADING	48
D.	WITHDRAWAL FROM FIELD EDUCATION	50
E.	PROCEDURES FOR REMOVAL OF A STUDENT FROM THE FIELD AGENCY	51
F.	TERMINATION OF INTERNSHIP/FIELD PRACTICUM	52
G.	PROCEDURES FOR EVALUATION OF STUDENTS LEARNING IN THE FIELD	54
H.	EVALUATION OF PLACEMENT AGENCIES, FIELD INSTRUCTOR AND FACULTY FIELD LIAISON	57
I.	BACKGROUND CHECK	58
J.	DRESS CODE	58
K.	LIABILITY INSURANCE	58
L.	POLICY REGARDING FIELD PLACEMENT AND EMPLOYMENT	58
M.	EXTREME WEATHER AND REDUCED HOURS POLICY	60
VII.	SAFETY POLICY AND PROCEDURES	61
A.	POLICY	61
B.	PROCUDRES IN CASES OF INCIDENTS	61
C.	SAFETY PRECAUTIONS	62
1.	Liability Insurance	62
2.	Transporting Clients	62
3.	Client Office Visits	62
4.	Institutional Settings	63
5.	Home Visits	63
6.	After Hours Meetings	63
7.	Health Safety	63
VIII.	SOCIAL WORK PROGRAM FACULTY	65
IX.	ACADEMIC CALENDAR – FALL 2021 thru SPRING 2022	66
X.	FIELD INSTRUCTION BIBLIOGRAPHY and FURTHER READINGS	70
XI.	APPENDICES	74
	APPENDIX I	74
A.	Community Field Education Social Work Advisory Board (SWAB)	74
B.	Field Education Placement Sites	76

C. NASW Code of Ethics	83
D. NABSW Code of Ethics	104
E. CSWE EPAS 2015	105
APPENDIX II – FIELD PLACEMENT DOCUMENTS & FORMS	113
A. Social Work Internship Participation Agreement	114
B. Agency Placement Information	121
C. Field Instruction Program New Agency Site Visit Report	129
D. Questionnaire for Field Instructors and Agency Settings	133
E. Social Work Program Faculty Liaison’s Report	140
F. Field Placement Decision Form	147
G. Orientation Checklist for Field Instructor(s)	148
H. Request for Reduction in Field Hours	151
APPENDIX III – FIELD INSTRUCTION COURSE DOCUMENTS & FORMS	153
A. Social Work Program Application for Field Practicum	154
B. Acknowledgement of Risk in the Field Practicum	162
C. Social Work Program Working Contract	164
D. Statement of Confidentiality for SOWK 399, 490 & 499 Field Instruction	165
E. Field Instruction Placement Weekly Time Sheet	166
F. Learning Contract	167
G. Sample Student Field Instruction Learning Contract	169
H. Sample Supervisory Agenda Outline	172
I. Directed Journals/Logs	175
J. Outline for Process Recordings as an Educational Tool	177
1. Individual Process Recording	
2. Group Prospectus	
3. Process Recording for Group Practice	
4. Community/Organizational Process Recording Outline	
K. Guidelines for Case Analysis Paper	185
APPENDIX IV FIELD INSTRUCTION EVALUATION DOCUMENTS & FORMS	187
A. Student’s Final Evaluation of Field Placement Agency	188
B. Student’s Final Evaluation of Field Instruction/Field Instructor	191
C. Student’s Evaluation of Field Faculty – Liaison/Seminar Instructor	195
D. Field Instructor’s Evaluation of Faculty Liaison	199
E. Mid-Semester Evaluation Form	201
F. Final Evaluation of Student Performance SOWK 490	202
G. Final Student Field Evaluation for SOWK399 & 499	205
H. Field Practicum Improvement Plan & Student’s Removal from Agency	206
I. Field Instruction Readiness Interview Rubric	213

VSU SOCIAL WORK PROGRAM MISSION AND GOALS EP 1.0

MISSION STATEMENT

The mission of the Department of Social Work is to prepare traditional and non-traditional students for professional entry-level generalist social work practice who are committed to social, economic and environmental justice throughout the surrounding urban, suburban, rural and military base communities in Central and Southern Virginia.

As entry-level practitioners, students will be prepared and capable of delivering social services in a manner that is consistent with the values (social justice, dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry) and ethics of the social work profession. Ultimately, students will be able to recognize their responsibility to continue their professional growth and development in research, generalist practice and incorporating the latest technologies to enhance social work practice endeavors.

Building on a strong liberal arts base, the program is to provide quality professional educational experiences in partnerships with a wide variety of community agencies and organizations. The Department is committed to serving culturally and economically diverse students, including first-generation as well as those coming to the university from their first two years in the community colleges in the region, and from four-year institutions as well.

BSW PROGRAM GOALS

Based on our mission statement, the goals of the Social Work Program are to prepare:

1. Educated competent practitioners prepared as liberal arts-based baccalaureate level generalist social workers;
2. Culturally aware and knowledgeable generalist social work professionals with a demonstrated commitment to social, economic and environmental justice in an ever-changing global society, especially in the central and southern Virginia regions;
3. Generalist level social work professionals who are imbued to facilitate and provide community advocacy and service to diverse populations-at-risk in urban, suburban and rural settings, including surrounding military base communities;
4. Critical thinkers who are able to integrate social work knowledge, values, practice skills, social policy and the research process to provide ethical social work practice with an emphasis on addressing the needs of central and southern Virginia geographical residents;
5. Leaders in the social work profession dedicated to a commitment of lifelong learning by pursuing graduate education, training opportunities and leadership roles.

SOCIAL WORK PROGRAM CONCEPTUAL FRAMEWORK

Virginia State University “endeavors to meet the educational needs of students, graduating lifelong learners who are well equipped to serve their communities as informed citizens, globally competitive leaders, and highly effective, ethical professionals”. The BSW program mission upholds the University’s Historically Black College and University (HBCU) land-grant (1890 Morrill Act) charge to establish colleges (and programs) that provide a practical education and enable students to be life-long learners.

VSU has been a land-grant institution since 1920. Since 1882, VSU has promoted and sustained academic programs that integrate instruction, research, and public service to populations and areas throughout Virginia. The University has been dedicated to the promotion of knowledge and the development of humane citizens in an ever-changing global society. The BSW program supports the University’s mission and purpose as a land-grant HBCU by preparing entry-level generalist social workers to serve in underserved communities and provide leadership to benefit community development and revitalization throughout the Commonwealth of Virginia, especially with a focus on Central and Southern Virginia regions. The BSW program is responsive to residents’ needs in the Commonwealth of Virginia especially the central and southern Virginia region. Students and social work faculty cooperatively work with community residents to assess, examine, and research the contributors and factors perpetuating residents’ vulnerability to remain in an at-risk state. Serving populations-at-risk continues the profession’s historical legacy for acquiring an understanding of and the impetus to alleviate social problems. These campus-community collaborations may promote the improvement of humankind, enhance the quality of life and strengthen community well-being.

As part of the program’s living/learning environment, students have community immersion in several of the targeted communities during their field education experiences. Community immersion experiences cultivate and reinforce students’ abilities to apply theory to practice in real-life situations through their field education training. These community immersion experiences impact the students’ socialization into the profession and provide numerous opportunities to implement theory in a variety of community settings and client systems.

In each learning progression phase, students are taught to think critically, reflect, analyze, and evaluate their social work practice and to renew and reinforce their commitment to the creation of a just and equitable society. The BSW program upholds service to the community to create a living/learning environment that promotes a search for knowledge and seeks to cultivate a sense of pride and dignity within each individual. This living/learning community promotes an enduring search for knowledge among all students, faculty and staff ([VSU 2014 – 2020 Strategic Plan](#)). The impetus to achieving this core value resides in faculty [and students’] efforts to work with the community by supporting and affirming residents’ cultural values to improve the quality of life for all residents from their worldview.

Faculty and students serve urban and rural populations-at-risk in central Virginia across the lifespan, especially people of color (African Americans and Latinas/os) in central and southern

Virginia. These Virginia communities, historically, were heavily dependent on tobacco production and distribution. Multiple theoretical frameworks and cultural perspectives provide students with solid foundational material to better understand self and, accept and respect client differences [and similarities].

Program faculty provides a nurturing learning environment by role modeling professionalism and elicits students to participate in faculty members’ research agendas and scholarship efforts. Students have numerous opportunities to interact with social work faculty and faculty across the University to participate in leadership roles and on-going research/academic initiatives. Student involvement in faculty guided initiatives to advance social work knowledge encourages students to realize the significance of career and life-long learning efforts in an ever-changing global society.

**GENERAL EDUCATION PROGRAM
(VSU Undergraduate Catalog 2022-2024)**

The Virginia State University (VSU) General Education Program is founded on the principles of academic excellence and personal growth and comprises the core curriculum for all baccalaureate degrees offered by the institution. Driven by the University’s *Mission and Principles*, the program endeavors to develop engaged, enlightened, productive citizens in a changing world. The liberal arts emphasis of VSU’s General Education Program is designed to foster dispositions that value lifelong learning, personal responsibility, integrity, creative expression, and the ethic of service

Based upon the *University’s Mission and Principles*, the following Learning Outcomes comprise the foundation for the General Education courses.

<i>General Education Competency (Focus Areas)</i>	<i>Proficiency Statement</i>	<i>General Education Student Learning Outcomes Students will be able to:</i>
1. Citizenship & Socio-Psychological Integrity	Students will demonstrate an understanding of, and appreciation for, the needs and aspirations of self and others in the contexts of citizenship and socio-psychological integrity	<i>Examine the influence of personal actions and decision on self and others.</i>
2. Global Cultural Literacy and Understanding	Students will demonstrate an understanding and appreciation of global cultural literacy within a trans-cultural context and preferably, a second language.	<i>Identify and analyze diverse cultures and their value to individuals and society through language, literature, arts, and cultural and historical studies. Examine cultural, international, or global practices or events from a variety of perspectives.</i>

3. <i>Scholarly Disposition</i>	Students will demonstrate a commitment to high academic standards and scholarly dispositions.	<i>Independently utilize critical thinking, ethical reasoning, and analytical skills necessary to present and explain cogent, compelling, intellectually based theses/arguments.</i> <i>Apply problem-solving techniques to evaluate arguments or conclusions.</i> <i>Explore causal questions and explanations, and engage in collaborative and individual decision making</i> <i>Utilizing current, effective strategies (including</i>
4. <i>Communication Skills</i>	Students will demonstrate reading, writing, listening, and speaking proficiency in English.	<i>Effectively communicate, orally and in writing, using Standard English and the appropriate language, tone and disposition for the purpose and audience.</i>
5. <i>Holistic Wellness</i>	Students will gain an understanding of holistic wellness and its maintenance.	<i>Identify and analyze the interrelationships among the physical, social, emotional, intellectual, spiritual, environmental, and occupational components of wellness.</i> <i>Articulate what holistic wellness looks like for life now and in the future.</i>
6. <i>Quantitative/Mathematical Skills</i>	Students will demonstrate proficiency in applying mathematical concepts.	<i>Effectively apply mathematical skills, concepts, and ideas to solve problems, interpret information, make judgments, draw conclusions, and make predictions.</i>
7. <i>Theoretical Perspectives in Social Science</i>	Students will demonstrate an understanding of theoretical perspectives and concepts in social science.	<i>Apply knowledge of political, social, and economic concepts and theories, and principles of social science inquiry to explore contemporary issues and make</i>
8. <i>Scientific Literacy</i>	Students will demonstrate scientific literacy.	<i>Analyze and apply basic scientific principles and research methods of scientific inquiry to make informed decisions.</i>
9. <i>Technological Literacy</i>	Students will demonstrate technological literacy.	<i>Utilize current technology to effectively analyze and manage data, and solve problems in a variety of contexts demanding technological literacy.</i>

The Social Work curriculum aims at developing and preparing students to become successful in their majors, and to make active learning a lifelong vocation. The marks of an educated person are first, a respect for the relevant knowledge and thinking skills across the full spectrum of human experience; second, the disposition and ability to think critically about the information and perspectives that pertain to a wide variety of issues; and third, a foundation of relevant knowledge that supplies frameworks of understanding with which to interpret current developments, and to make informed and constructive choices in personal, professional and civic life.

The BSW program supports the University's Mission and Purpose as a land-grant HBCU by preparing entry-level generalist social workers to serve those who often are marginalized by society and provide leadership to benefit community development and revitalization throughout the Commonwealth of Virginia, especially with a focus on Central and Southern Virginia.

The Social Work Profession is committed to changing factors in society that diminish the quality of life for all people, but especially for persons who are most vulnerable to social problems. The curriculum incorporates a strengths-based empowerment approach into its generalist practice with vulnerable populations.

The University's General Education Curriculum and the BSW program apply knowledge of human behavior and the social environment to advance human rights and work toward social and economic justice in Central and Southern Virginia. In addition, the General Education Curriculum

and the BSW program believe in responding to the environmental contexts that shape social work practice for a just and equitable society.

The General Education Curriculum and the BSW Program Mission and Goals provide educational opportunities for students to engage in policy practice, to advance social and economic well-being and to deliver effective social work services to the residents in Central and Southern Virginia. In the provision to deliver effective social work services, students begin learning to apply social work ethical principles to guide professional practice. This process begins with SOWK 210.

Generalist social workers, to be effective, must be knowledgeable and understanding of the diverse populations they serve. They must be able to work with individuals from a multitude of cultures different from and similar to their own. Generalist practitioners must be able to conduct assessments that are non-discriminatory and have high treatment validity. Finally, they must be able to develop interventions that can address the diverse population needs of those in the service area. The General Education Curriculum, and SOWK 210 – Introduction to Social Work, courses introduce students to engage diversity and difference in social work practice. These learning opportunities, through coursework and service learning activities, begin to help students to engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities from a culturally relevant, strengths-based, empowerment perspective. This learning process teaches students to routinely apply culture, ethics, and critical thinking to each client situation.

The University's heritage and tradition of eminent concern for the education, welfare and progress of all people is demonstrated by welcoming and extending resources to all who strive for academic excellence, without respect to nationality, race, ethnicity or religious affiliation. The VSU BSW program believes it is imperative to build on the assets of people of color and strengthen their involvement in the social work process. This assets-building framework emphasizes the human capacity for resiliency, strength in the face of adversity, and the right of individuals to form their own aspirations and definitions (self-determination). Each student will be prepared to assume community leadership roles as a professional social worker, demonstrate a commitment to social justice, conduct him/herself accordingly by upholding social work values and ethics, and trained to provide community service and advocacy. The General Education Curriculum and the BSW program provide the foundation for students to: develop leadership capacities, maintain the dignity and worth of each person, and uphold the significance of human relationships from a cultural perspective.

After completing the General Education/Liberal Arts courses required by the University and those required as part of the Social Work major, students will emerge with an appreciation for and an understanding of the diversity and complexity of the person in his/her environment. The knowledge, attitudes, ways of thinking, and means of communication that are characteristic of an educated person capable of thinking about society, people and their problems, and expressions of culture as art, literature, science, history, and philosophy are integral components of the General Education/Liberal Arts Curriculum. The University and the Social Work Program are committed

to the liberal arts perspective attained from a solid grounding in the liberal arts. The Social Work faculty believes that such a liberal arts perspective is integrally related to and supportive of mastery of the Social Work content.

In conclusion, Virginia State University's Social Work faculty believe that the Social Work Curriculum reflects the University's Mission and Principles, the Social Work Department's Goals and Core Competencies, and course sequencing is coherent and is achieved through appropriate blending of liberal arts and foundation courses.

Afrocentric Strengths-Based Empowerment Perspective

The VSU Social Work Department views clients and client systems from an Afrocentric strengths-based empowerment perspective. This program recognizes, appreciates and builds upon the community's cultural diversity and innate capabilities for survival and growth. VSU prepared generalist social work practitioners will maintain clients' dignity and worth by providing respectful and culturally relevant services; understand and acknowledge clients' cultural diversity; and integrate the influences of our complex social, political and economic environment when engaging generalist social work practice.

Fundamentally, the social work profession centers its attention on helping people improve their social functioning by strengthening their interactions with various aspects of their community, i.e., with their children, parents, spouse or significant others, family friends, coworkers, or even organizations and whole communities. The VSU BSW mission reflects the commitment to the social work profession to improve people's social functioning by collaboratively working toward *strengthening interactions between individuals*, family members, community residents, and establishing workable networks between communities and social service agencies.

Currently, the social work program is comprised of four full time faculty members, and approximately 180 declared undergraduate majors. One full-time administrative assistant provides administrative and clinical support to faculty and students. The department will also sponsor three active social work organizations, the Social Work Association (SWA), the National Association of Black Social Workers Student Chapter, and the Phi Alpha Honor Society.

EXPLICIT CURRICULUM– EP 2.0

CSWE SOCIAL WORK PROGRAM CURRICULUM AND PROFESSIONAL PRACTICE

Liberal Arts/General Education Curriculum Courses

The social work program curriculum is grounded in the liberal arts presented through the courses contained in the general education and pre-social work component of the program curriculum. Liberal arts include academic disciplines such as language, history, philosophy, humanities, global studies, mathematics and natural sciences that provide information and knowledge of broad and general scope and application as opposed to professional studies where information is more narrowly and practically focused. A person must be knowledgeable about the human and social conditions and general methodologies of reasoning and communication to be an effective social worker. A strong liberal arts base helps students to obtain that knowledge. A liberal arts base is a fundamental part of the foundation on which the VSU social work program is being constructed. It is from the liberal arts courses (GE) and the pre-social work courses that students will be grounded in effective written and oral communication skills, develop a solid knowledge base about the world (past and present), gain an appreciation for understanding the arts, develop critical thinking skills, and develop a beginning understanding of and appreciation for human diversity. VSU liberal arts/general education curriculum is designed further to foster dispositions that value lifelong learning, personal responsibility, integrity, creative expression, and the ethic of service.

English Composition (6 credit hours) – *English 110 Composition I (ENGL 110) & English 111 Composition II (ENGL 111)*. ENGL 110 introduces students to critical thinking and the fundamentals of academic writing. This course requires frequent and intensive writing in varied expository modes, with emphasis on analysis and discussion of the composing process. ENGL 111 continues to develop students' critical thinking skills, documentation expertise, and academic writing proficiency. This course places greater focus on persuasive writing and the research process, as well as a close examination and discussion of a range of texts about the human experience leading to frequent and intensive writing (**Competency 1, 4**).

Mathematics (6 credit hours) - Basic Mathematics I (MATH 112) and Basic Mathematics (MATH 113) are courses for students who plan to pursue a major in humanities and social sciences. MATH 113 is the second part of the basic mathematics sequence [**Competency 4**].

Science (4 credit hours) – Biological Science & Lab (BIOL 116 & Lab) -While other sciences are available, the Social Work major requires biology as the natural science. *BIOL 116* covers fundamental concepts and processes of living organisms. Designed to familiarize students with relevance of science in their everyday lives. Topics stressed include reproduction, development,

genetics, evolution and adaptation, taxonomy, ecology, the cell, and chemistry of living organisms. Only students who are non-biology majors take this course [*Competency 7, 8, 9*].

History Elective (3 credit hours) - Students may elect to take one course from the following: World History I (HIST 114), World History II (HIST 115), United States History I (HIST 122) or United States History II (HIST 123). *World History I* (HIST 114) is the introduction to the development of civilization up to the eve of the Modern Period, covering the growth of independent cultural traditions and diffusion of ideas, institutions and people; *World History II* (HIST 115) – is a topical introduction to the evolution of civilization through the scientific, industrial, political and economic revolution of the Modern Period down to the present. Emphasis is placed on the evolution of global interdependence through the interaction of western and non-western cultures; *United States History I & II* (HIST 122-123). HIST 122 introduce students to the social, political and economic history of the United States from Reconstruction to Contemporary America and HIST 123 introduces students to the social, political and economic history of the United States from Reconstruction to Contemporary America. *United States Government* (POLI 150) is an introductory course in the study of the American political system [*Competency 2, 3, 4*].

Social Sciences (3 credit hours) – *Introduction to Psychology (PSYC 101) or Human Growth & Development (PSYCH 212)* - PSYCH 101 is designed to give students an understanding of the scientific approach to the study of human behavior and to develop an appreciation for the breadth and variety of psychological approaches. PSYCH 212 aids students in developing fundamental understanding of the patterns and sequence of development from conception through the adolescent period. Skills in this area contribute to an understanding of the physical, social, emotional, and intellectual development of children and ability to use this understanding in guiding learning experiences [*Competency 6, 7, 8*].

Health and Wellness (2 credit hours) – Health and Wellness (HPER 170) or two 1 semester credit HPER courses must be completed from the following: Team Sports I & II (HPER 160 or 161), Personal Fitness (HPER 165), Beginning Swimming (HPER 166), Aerobics & Conditioning (HPER 168), Gymnastics (HPER 169), Lifetime Sports (HPER 170 or 172) and Dance as Art (HPER 175) in the Freshman and Sophomore year. These HPER courses cover many health issues and are designed to foster understanding and attitudes necessary for intelligent decision making in the area of personal health behaviors and practices [*Competency 7*].

Humanities (6 credit hours) - Social Work students are required to take *Introduction to Public Speaking* (SPEE 214). This course introduces students to the compositional and delivery techniques for speaking before various audiences; instruction and participation in argumentation, debate, discussions, and parliamentary procedures. Participation is emphasized. Students may choose to take either *Introduction to Philosophy* (PHIL 140) or *Critical Thinking* (PHIL 180).

PHIL 140 is an introduction to methods of critical thinking, and to the major problem areas of philosophy such as epistemology, metaphysics and ethics. PHIL 180 is an introductory course exploring the nature and structure of arguments and enhancing reasoning abilities. Students learn to develop and analyze arguments, identify informal fallacies, differentiate assumptions, opinions, and facts and hone critical reading and writing skills [*Competency 1, 4*].

Global Studies (3 credit hours) – The study of Spanish I (SPAN 110) and Spanish II (SPAN 111) is recommended in this area in this area for Social Work majors but not required. Students may elect to take a foreign language [French, German, Spanish, or Arabic]. Other courses that meet the University requirement in this area are in the ARTS, ECONOMICS, ENGLISH, AFRICAN STUDIES and POLITICAL SCIENCE curriculum [*Competency 2*].

Literature (3 credit hours) – There are 8 courses from which to select in this category, which draws on basic *Introduction to Literature (ENGL 201)*; *African American Literature (ENGL 202)*; *English Literature I & II (ENGL 210-211)*; *American Literature I & II (ENGL 212-213)* and *World Literature I & II (ENGL 214-215)*. ENGL 201 and ENGL 202 focus on reading, critical thinking, and the discussion of literature from a variety of genres, through the study of significant authors. Both of these courses are writing intensive. ENGL 210 and ENGL 211 are studies of English literature and its background from Anglo-Saxon times to the twentieth century. ENGL 212 surveys various types of creative works and critical opinions, designed to show the variety and strengths of literary achievement and trends from Colonial times to the Civil War, whereas ENGL 213 surveys various types of creative work and opinions, designed to show the variety and strengths of literary achievement from the Civil War to the present. ENGL 214 and ENGL 215 is a survey in English of world literature from the Ancient World through the Renaissance to the present with attention to main ideas and genres [*Competency 1, 2, 3*]

Pre-Social Work Courses (Support Courses)

Introduction to Generalist Social Work Practice (SOWK 210) 3 credit hours-sophomore standing prerequisite - Focuses on the elements of social work practice and reviews practice settings. Students take SOWK 210 in the first semester of the sophomore year. This course requires 25 hours of voluntary service-learning experience. As recruitment vehicle and a service course for other disciplines, SOWK 210 is open to all University students.

SOWK 210 introduces students to the profession, including educational requirements, values, the NASW Code of Ethics, multi-sized systems of practice, career opportunities, licensure requirements, the generalist perspective and human diversity. This course reinforces one's commitment to work toward creating a just and equitable society. It helps students to recognize, support, and build on personal (and clients') strengths and identify areas of resilience in all human beings. The twenty-five hours of this service learning component ensures first-hand exposure to

generalist Social Work practice in community settings (food pantries, shelters, faith-based community revitalization efforts) throughout Virginia.

In SOWK 210, the definition of generalist practice is given along with an explanation of how this perspective is consistent with the focus and purpose of social work. Using the generalist perspective as a backdrop, the steps of the Generalist Intervention Model are introduced to students so they can gain a solid understanding of the necessary steps toward sound intervention.

Introduced initially in SOWK 210, values are discussed and reinforced in all the pre-professional and professional level courses. These values examined within the context of a diverse multi-system environment, with emphasis on the central and southern Virginia region, help students see their application and some of the challenges of practicing social work with diverse populations. Particular attention is given to social work's commitment to promoting social and economic justice, and developing an appreciation for cultural diversity. As well, attention is given to practice values and ethic, and an examination of the Afrocentric perspective in working with multi-systems. Integrating this content in all required curriculum content areas helps to reinforce learning and understanding, and helps to broaden the student's perspective [*Competency 1, 2*].

History of Social Welfare - SOWK 260 - (SOWK 210 and sophomore standing prerequisite).

The purpose of this course is to help students understand what drives social welfare policy, the values and beliefs underlying social welfare policy, and how it impacts our lives. The course is designed to be theoretical and practical. Fundamental concepts and theories of social welfare policy are examined. The competing values and beliefs that influence social welfare policy are discussed and analyzed. An overview of the history of social welfare policy in the United States is explored. Social welfare policies and programs are examined within the context of the social problems they address. The course also explores the strengths and weaknesses of current government interventions. Special focus is given to social welfare policies and programs designed to promote social, economic and environmental justice. The themes of poverty, racism, sexism, homophobia, and other forms of oppression are addressed. Students explore ways to conduct an effective social welfare policy analysis. [*Competency 1, 2, 3, 5*].

Elementary Statistics – STAT 210 (MATH 112-113 or the equivalent prerequisite) – is

required for social work majors as a prerequisite for the social work research course [SOWK 315]. This course introduces students to the presentation of data, frequency, distributions, descriptive statistics, elementary concepts of probability, random variables, binomial and normal distribution, sampling procedures, student's t-test, and linear correlation, as well as, interpretation of examples of data which occur in daily life. Students who major in social work and have completed a higher level of mathematics that meets the University's requirements (i.e., college algebra, calculus, trigonometry, etc.) and who have grades of a "B" or higher, may with the endorsement of the

SOWK 315 instructor, receive a waiver for the STAT 210 prerequisite and use their existing math credit to fulfill this university requirement [*Competency 1, 4*].

Pre-Professional Level/Major Courses

The VSU BSW professional level social work courses include content on social work identity and professionalism, social work values and ethics, critical thinking, diversity, human rights and social, economic and environmental justice, research, human behavior and the social environment, social welfare policy and services, social work practice, and field practice. The social work program has a coherent and integrated professional curriculum. These courses include social welfare policy and services, human behavior and the social environment, applied social work research, social work practice, and field instruction which draw heavily on the liberal arts content in examining, explaining, assessing, intervening in and evaluating situations from an Afrocentric/strengths and a person-in-the environment perspective. The required pre-professional level courses do not start until the first semester of the junior year. During the freshman and sophomore years, students are enrolled in general education and support courses. The freshmen year is often a transitional period as students try to adjust to college. As with many transitions, performance can be affected. Since students are expected to have an overall 2.5 GPA in the pre-social work courses [SOWK 210, SOWK 260, STAT 210] prior to entering the Social Work major, the Program tries to facilitate the achievement of that goal by initiating the required course during the first semester of the sophomore year after students have had an opportunity to adjust to college. The professional level courses, taught sequentially, allow students to develop a body of knowledge in a hierarchical order.

Junior Year – First Semester

Students, in the first semester of their junior year, enroll in Social Work Research I (SOWK 315) Writing for Social Work Practice (SOWK 318), the first major course in Human Behavior and the Social Environment I (SOWK 320), an introductory course on diversity, Diversity and Cultural Competence in Social Work Practice (SOWK 330), and the first course in Generalist Practice (SOWK 370).

Social Work Research I – SOWK 315 (3 credit hours) – is designed to develop the research knowledge and skills for BSW students to begin professional social work practice. The purpose of this course is to provide an overview of Social Work Research. This course introduces students to the value, philosophy, and knowledge base considerations of social work research. Students are introduced to basic research concepts and the research process, including research design, sampling, instrument construction, data collection, qualitative/quantitative analysis, and report writing. General topics covered include research approaches and processes, diversity issues and ethics; sampling; measurement; data collection; data analysis; research reports, and emphasis on analyzing social science research studies. Students are assisted in the beginning development of skills such as: evaluating and appraising research studies, self-awareness, and personal values, communication, identifying ethical research conflicts, and the ability to use ethical decision

making. Specific emphasis is placed on the integration of material from the student's knowledge of human behavior, cultural diversity, and the student's life experiences. Particular attention is given to preparation for understanding research concepts as it pertains to persons of diverse backgrounds including oppressed groups, populations-at-risk, and racial and ethnic minorities [*Competencies 2, 4, 9*].

Writing for Social Work Practice – SOWK 318 (3 credit hours) – This course is designed to introduce students to the study of various forms of written and verbal communication pertinent to social work practice. It is designed as a discipline-specific junior writing course. This course offers students opportunities to practice and master skills in various types of writing, to peer critique the writing of colleagues, and to revise their writing after peer and faculty review. All written and reading exercises reflect professional values and concerns. Students learn integrating writing, critical thinking, and active learning in the classroom, as they become scholarly writers. Students integrate the learning experience into the field and the professional realm. This course provides the foundational content to meet CSWE Educational Policy Standard Competency 1 to ensure that students can demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. In addition, this course contributes to VSU's ongoing commitment to fostering a culture of writing, which is a major goal of the University's Quality Enhancement Plan (QEP) [*Competencies 1, 2, 4*].

Human Behavior and the Social Environment I - SOWK 320 (3 credit hours): is the first of two courses in the HBSE sequence. SOWK 320 (Human Behavior in the Social Environment I) and its complementary course SOWK 321 (Human Behavior in the Social Environment II) provides a framework for studying the person and environment from an ecological perspective. This perspective is also employed to examine human development and social functioning within the context of transactional influences according to the biological, psychological, and socio-cultural domains of growth and development. Recognizing the significance of ethnicity, gender, culture, and class on development and how these realities should influence social workers' responses to people and their problems, the course explores a range of traditional and alternative theories for human growth and development. In addition, the course provides a conceptual model for viewing human behavior from a holistic perspective with particular emphasis on utilizing a Black perspective for social work practice, empowerment, the strengths perspective, the rural perspective, and the global perspectives for understanding behaviors and applying the change process with individuals, families, communities, groups, and organizations. The course provides a conceptual framework for organizing and analyzing knowledge of human behavior and the social environment with a focus on individuals and families. SOWK 320 focuses on the first half of the life cycle (i.e., the prenatal period through adolescence; SOWK 321 focuses on the second half of the life cycle (i.e., young adulthood through later adulthood). SOWK 321 can build on the accomplishments of SOWK 320 (e.g., understanding of basic terms and theories) by developing **macro content** more fully [*Competencies 2, 6, 7, 8, 9*].

Diversity and Cultural Competency in Social Work Practice – SOWK 330 (3 credit hours) - presents concepts and theories for generalist practitioners to culturally assess the client's vast cultural dimensions from culture general and cultural specific perspectives. Specifically, this course provides content that looks at the differences and similarities in the experiences, needs, and beliefs of people distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, or national origin., and it has content that promotes understanding, affirmation and respect for people from diverse populations. This content emphasizes the interlocking and complex nature of culture and personal identity. Particular emphasis is placed on understanding the dynamics and consequences of the social and economic, injustice, oppression, and discrimination experienced by minority groups in the United States. This course explores intervention strategies social workers may employ to achieve greater social and economic justice and combat the causes and effects of institutionalized oppression. Competencies necessary for multi-cultural professional practice are examined. A framework for interacting effectively with culturally diverse populations is presented. Important topics covered include the history of oppression, religious practices, family structure, acculturation, poverty, language, racism and prejudice, socio-political factors, child-rearing practices, values, and beliefs. Particular emphasis is placed on understanding the dynamics and consequences of the social and economic, injustice, oppression, and discrimination experienced by minority groups in the United States. This course explores intervention strategies social workers may employ to achieve greater social and economic justice and combat the causes and effects of institutionalized oppression [*Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9*].

Generalist Practice I – SOWK 370 (3 credit hours) – is the first in a sequence of three (3) required practice courses (SOWK 375, SOWK 475) designed to develop the practice knowledge and skills for BSW students to begin professional social work practice. The purpose of this course is to provide an overview of generalist practice, and it is designed to introduce students to the value, philosophy, and knowledge base considerations for professional social work practice. It provides an introduction to the generalist approach, systems theory, and planned change process as utilized with individuals, families, groups, organizations, and communities. Students are assisted in the development of beginning skills such as self-awareness, personal values, communication, observation, building a professional helping relationship, identification of ethical conflicts, and the ability to use ethical decision making. In addition, students are taught skills in the use of self in the helping role; interviewing techniques; client assessments, intervention strategies, evaluation of outcomes; and integration of these skills with knowledge of diverse lifestyles and racial, ethnic, and cultural patterns.

Specific emphasis is given in this first practice methods course to the integration of material from the student's knowledge of human behavior, diversity, research, student's life experience, and professional skill laboratory experiences. Particular attention is given to preparation for understanding and relating to persons of diverse backgrounds including oppressed groups, populations-at-risk, and racial and ethnic minorities. Working with individuals is stressed in this

course. A practice skills laboratory component is also an aspect to further student exposure and learning experiences. Students spend a minimum of 30 hours during the semester practicing fundamental skills required for effective social work practice. The laboratory allows students to gain skills in the use of video equipment, practice interviewing skills, role-playing, engage in experiential exercises, and explore various methods of practicing culturally sensitive generalist social work [*Competencies 1, 2, 3, 6, 7, 8, 9*].

Junior Year – Second Semester - During the second semester of the junior year, students enroll in Human Behavior in the Social Environment II (HBSE 321), a social welfare policy course (Social Welfare Policy & Services -SOWK 340) and Generalist Practice II – Families and Groups (SOWK 375). Students also enroll in the first field instruction course and integrating seminar (Field Instruction I and Seminar - SOWK 399). Upon completion of the junior year, students can examine the “whys” of client behavior (i.e., exploration of theories) at the same time they develop skills for engagement, assessment, and intervention. Also, students enrolled in SOWK 399 are required to complete 14 hours per week (160 clock hours for the semester) of supervised experience with practice situations to begin developing professional skills, values, and attitudes. The concurrent seminar focuses on the integration of knowledge with practice experience.

Human Behavior and the Social Environment II – SOWK 321 (3 credit hours) - SOWK 321 focuses on the second half of the life cycle (i.e., young adulthood through later adulthood); SOWK 320 focuses on the first half of the life cycle (i.e., the prenatal period through adolescence). Both courses explore the impact of socio-cultural, socio-historical, socio-political, and economic forces on individuals and social systems and utilize a diversity perspective to evaluate the effects of culture, social class, race, ethnicity, gender, and sexual orientation. While both courses consider the individual and his or her environment, SOWK 321 can build on the accomplishments of SOWK 320 (e.g. understanding of basic terms and theories) by developing **macro content** more fully. This course introduces foundation knowledge of communities, groups, organizations, and diverse populations at risk, and it applies the basic framework for creating and organizing knowledge of human behavior and the social environment acquired in HBSE I to the understanding of the group, organizational, community, and global systems. Attention is given to discrimination, oppression, the impact of technology, and poverty at each system level [*Competencies 2, 6, 7, 8, 9*].

Social Welfare Policy and Systems – SOWK 340 (3 credit hours) - This course is designed to provide students with the knowledge and skills needed to understand basic welfare policies and programs from a strengths perspective. Course content critically examines the development and operation of social welfare policies and programs, and the benefits of using the strengths perspective in policy analysis and development; explore the vital role social policy plays in all areas of social work practice, and emphasize the absolute responsibility of every social worker to engage in policy practice. The historical context and influences on social policy are examined from the traditional Western and an Afrocentric perspective. The course integrates the intersection

of the HBCU heritage and legacy to the variables that shape human delivery service systems
[Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9]

Generalist Practice II – SOWK 375 (3 credit hours) - This is the second of three courses comprising the generalist social work practice sequence. Taking Generalist Practice II concurrent with the first semester of Field Instruction I (SOWK 399) provides students with the opportunity to continue the development of knowledge, skills, and values for beginning generalist social work practice. Examination of the knowledge, values, and skills which comprise the generalist base of social work practice are studied with special attention paid to social work with families and groups. This course prepares students to work with mezzo-level clients. Students learn to apply the knowledge, skills, and values of generalist social work by workers with families and groups. Using a theoretical framework that emphasizes systems theory, the ecological model, and strengths-based perspective; students interpret human behavior within the context and influence of the family's ethnicity, worldview, strengths, and developmental stages and challenges. Students also learn about the community and societal forces which influence individual and small group behavior. They develop and practice skills and methods for observing, assessing, and intervening with groups and families. In addition, special emphasis is given to the building on the planned change model presented in the first course of this sequence. Students are expected to review the knowledge and skills presented in the Cournoyer text. These include communication through the interview, problem identification, engagement, data collection, assessment, intervention, evaluation of practice effectiveness, and termination with families, small groups, and communities. Cournoyer, Barry R. (2017). *The social work skills workbook*. 8th ed. Belmont, CA: Cengage Higher Education
[Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9].

Field Instruction I & Seminar - SOWK 399 (3 credit hours) - This course is the first of three sequential courses, and it is open only to social work majors with junior status. In the junior field experience, the student is introduced to the realm of social work practice by allowing him or her to shadow a social worker in a variety of practice roles and by participating in various activities that are planned to meet the learning objectives. Through this experience, students learn how to integrate practice behavior with social work knowledge, values, and skills. Upon successful completion of the junior year, the student will have attained a beginning understanding of, and integration with the Council of Social Work Education, (Educational Policy Accreditation Standards –EPAS) core competencies. Students are required to complete 14 hours per week (160 clock hours) of field internship in a community agency under the supervision of an agency-based field instructor. This placement is intended to facilitate student's understanding of agency structure and community context, engagement in professional relationships, to assess strengths, define problems, set goals, and utilize beginning level practice skills with individuals, families, groups, organizations, and communities. Students also begin identifying themselves in the professional social worker role. This placement requires a weekly field-integrating seminar that is designed to provide a peer support and learning vehicle for achieving the core competencies of Field

Instruction I. The field practicum and the integrating seminar enable students to integrate knowledge acquired across the social work curriculum with practice in an agency setting to further enhance their practice skills [*Competencies 1, 2, 6*].

Professional Level/Major Core Courses The VSU BSW professional level Social Work courses include content on social work identity and professionalism; social work values and ethics; critical thinking; diversity; human rights and social, economic, and environmental justice; research; human behavior and the social environment; social welfare policy and services; social work practice; and field practice.

As previously mentioned, the program has a coherent integrated professional foundation in social work. These courses include social welfare policy and services; human behavior and the social environment: applied social work research, social work practice, and field instruction which draw heavily on the liberal arts content in examining, explaining, assessing, and intervening in and evaluating situations from an Afrocentric and a person-in-the environment perspective.

The professional level courses include Generalist Social Work Practice III (SOWK 475), and Professional Field Practicum I & Seminar (SOWK 490) which continue to draw heavily on the liberal arts content in examining, explaining, assessing, intervening in, and evaluating situations from an Afrocentric and a person-in-the environment perspective.

Senior Year – First Semester

During the first semester of the senior year, students take Generalist Practice III – Community and Organizations (SOWK 475) and the second semester of field experience – Professional Field Practicum I & Seminar (SOWK 490 taught with an integrating seminar).

Generalist Social Work Practice III – SOWK 475 (3 credit hours) – is the third of three (3) required practice courses. This course is designed to help prepare students for entry-level social work practice working with larger systems, and organizations in urban and rural communities. This course extends techniques of social work assessment and intervention to large-scale social systems. Emphasis is on the use of influence, teamwork, and planned change processes in communities and organizations. Macro-level issues confronting the beginning social worker are also considered. Case materials are used to facilitate the integration of learning. The focus on working with larger social systems expands the foundation of students' knowledge and skills, enabling graduates to apply a broad range of practice interventions in social work settings. In addition, this course focuses on social work methods for practice with diverse communities and organizations, with an emphasis on the advancement of social justice. The dominant theme of the course addresses how professional social workers practice within these systems and the strategies, tactics, and methods they employ to advance social justice. Students explore basic content of the values and ethics of macro social work practice, the roles and methods practitioners use in various

situations in which organizational practice and community practice, and social action occur. Students complete the course with an expanded awareness of the organizational practice and community practice and social action and they will establish an initial framework for themselves that will ground their work in generalist course work [*Competencies 6, 7, 8, 9*].

Professional Field Practicum I & Seminar - SOWK 490 (3 credit hours) –is designed to provide an educational practicum for the student through supervised experience at an approved social service agency. It provides the student with the opportunity to work directly with client systems in a social service agency under the supervision of a professional social worker. Field education is referred to as the capstone experience or the “living classroom” where students have real-life opportunities to integrate their curriculum with client systems and thus prepare themselves as generalist practitioners. The field offers opportunities to apply knowledge, values, and skills learned in the classroom and develop competence as a beginning-level generalist practitioner. During the fall semester, students are expected to utilize the planned change process with emphasis on intake and engagement, assessment, and planning utilizing a generalist practice approach while in an assigned agency under the supervision of the field instructor. Lastly, the purpose of the field is to increase the student’s awareness and understanding of both their personal and professional selves within their role as field placement students and as social workers. Field Instruction is not a job, volunteer, or service position; the primary goal of field instruction in education. Thus, it is critical that students are engaged in meaningful, purposeful social work activities and have time through the use of supervision and personal reflection to process and learn from these activities.

Field Integrating Seminar is a component of Field Placement I and is designed to provide a peer support and learning vehicle for achieving the objectives of Field Placement I. In addition to the hours spent at the agency, a field seminar will be held once weekly for purposes of integrating theoretical and experiential information, processing personal experiences, providing assignments relevant to agency work, discussing the nature of agency services, and reviewing student goals and objectives.

Professional Field Practicum and Field Integrating Seminar is solidly anchored in the social work program's mission, goals, and core competencies. Internship reinforces identification with social work values and ethics by holding students accountable to the NASW Code of Ethics. Internship fosters the integration of evidenced-based and practice-based knowledge in practice settings by allowing students to do direct micro and macro practice in an agency setting. Internship promotes the development of professional competencies through supervision and professional guidance of students by their field instruction [*Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9*].

Senior Year – Second Semester

SOWK Senior Seminar - SOWK 498 (3 credit hours) – is the capstone course that culminates the Social Work major phase of studies by preparing the student for continued professional

development, socialization into the profession, and transition from student to a professional [role] as a generalist social worker. Social Work 499, Professional Level Field Practicum II, and Seminar is a co-requisite. This course requires students to complete a senior portfolio and a formal case presentation. Understanding that field education is the signature pedagogy for social work is essential that students prepare and understand the importance of a successful field experience. This undergraduate seminar provides the opportunity for students to reflect on the application of theory and classroom learning while adapting professional attitudes and behaviors. The seminar environment is for students to process expected field experiences and their capacity to pursue beginning generalist practice. The course facilitates the students' integration of the components of the professional foundation: values and ethics, diversity, populations at risk and social, economic and environmental justice, human behavior and the social environment, social welfare policies and services, social work practice methods, research, and field education. Students are expected to engage in in-depth self-examination, be open to new ideas and input from others, and continually evaluate their knowledge, values, and skills. Students receive systematic feedback to help them critically assess their development as they transition from classroom to practice [*Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9*].

Professional Field Practicum II & Seminar – SOWK 499 (3 credit hours) - is the second professional level field education course and it is designed to continue providing an educational practicum for the student through supervised experience at an approved social service agency. This practicum experience is solidly anchored in the Social Work Program's Mission, Goals, and Competencies and reinforces identification with social work values and ethics by holding students accountable to the NASW Code of Ethics. This course further promotes the development of professional competence through supervision and professional guidance. The primary goal of this field placement experience is designed to help students' achieve the social work program core competencies. This internship fosters the integration of evidenced-based and practice-based knowledge in practice settings by allowing students to do direct micro and macro practice in an agency setting. This course further enhances the personal and professional development that began in SOWK 399 & 490. It will enable the student to develop greater confidence in his/her ability to practice as a competent social worker. [*Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9*].

Topic Courses (Required Electives)

Child Welfare and Social Work Practice – SOWK 477 (3 credit hours) - This course is an advanced topics course designed to prepare students with the knowledge, values, skills, and ethics for effective practice in the field of child welfare. It prepares generalist practitioners for a career in child welfare and family services in the public or private sector. It addresses many of the competencies established by the state child welfare agencies and schools of social work for those preparing to work in agencies that strengthen families. It presents a model which is community-based, family-focused, and child-centered for helping families at risk. It addresses an array of services ranging from prevention, family support, and family preservation through protective

services, foster care, and adoption. The course examines the complex interplay of policy and law as they affect practice and services delivery. The course is grounded in ecological approaches, cultural competency, principles of family continuity, and the historic values of the social work profession

Trauma and Resilience in Social Work Practice – SOWK 495 (3 credit hours) – This course provides the student with a comprehensive exploration of the bio-psychosocial field of trauma. It explores the definition of trauma from childhood to adulthood. Topics address traumas in both the civilian and military lifestyle; assess the historical culture and religious events surrounding trauma and review therapeutic mental health options for victims of trauma. Topics discussed involved an arrangement of traumas such as abuse, death and dying, substance abuse, war experience, PTSD, and other traumas. Students analyze the impact of traumatic experiences amongst individuals, families, and communities, and learn beginning skills for intervening in a variety of direct practice settings with diverse client populations.

Each course syllabus in the Professional Curriculum was examined to determine if the specific content area was addressed. An analysis of syllabi indicates that professional content areas are integrated throughout the course work and field practice. The pyramid-shaped chart (VSU Baccalaureate Social Work Degree Curriculum Pyramid Model) presented on page 24 shows the overall design and flow of the social work program's curriculum.

In conclusion, Virginia State University social work faculty believe that the curriculum reflects the program's mission, goals, and competencies; that course sequencing is logical and ensures vertical coherence and horizontal coherence which is achieved through an appropriate blending of liberal arts and foundation courses. Furthermore, based on feedback from all constituents, there is strong evidence that the curriculum successfully prepares students for beginning professional practice. Faculty members also strongly believe that the Program's professional foundation in social work practice is one from which an advanced practice curriculum is built at the graduate level.

VSU BSW PROGRAM CORE COMPETENCIES – EP B 2.0

Graduates of the VSU Social Work undergraduate program will be able to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

DEFINITION OF GENERALIST PRACTICE

BPD defines generalist social work practice as follows :

Generalist social work practitioners work with individuals, families, groups, communities, and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities, and organizations and furthering the goals of social justice. (Discussed and advanced by the BPD *Social Work Continuum Committee* and approved by the *Board of Directors*, 2006. Retrieved from, <http://www.bpdonline.org/> on August 8, 2016).

CSWE defines generalist social work practice as follows :

Generalist practice is ground in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (CSWE, Educational Policy, and Accreditation Standards, 2015).

TABLE 2-1A SOCIAL WORK CURRICULUM
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
BACHELOR OF SOCIAL WORK (BSW) PROGRAM

NAME: _____					Expected Date of Graduation: _____				
Student's Signature: _____					Advisor/Form Completed By: _____				
Student's V#: _____					Advisor/Form Completed By Signature: _____				
Date Discussed/Reviewed with Advisor: _____					Date: _____				
GENERAL EDUCATION REQUIREMENTS									
FRESHMAN									
FALL _____	CR	Yr. & Sem.	Grade	Substitution	SPRING _____	CR	Yr. & Sem.	Grade	Substitution
ENGL 110 Composition I	3				ENGL 111 Composition II	3			
MATH 112 Basic Mathematics I	3				MATH 113 Basic Mathematics II	3			
HIST XXX History Elective	3				BIOL 116 Biological Science w/Lab	4			
HPER XXX PE Elective	2				PSYC 101 Intro to Psychology SOWK Required	3			
Unrestricted Elective GE Social Science	3				Unrestricted Elective	3			
TOTAL CREDIT HOURS	14				TOTAL CREDIT HOURS	16			
Total Freshman Credit Hours: 30									

GENERAL EDUCATION REQUIREMENTS									
SOPHOMORE									
FALL _____	CR	Yr. & Sem.	Grade	Substitution	SPRING _____	CR	Yr. & Sem.	Grade	Substitution
SOWK 210 Introduction to Generalist Social Work Practice	3				PHIL XXX Philosophy Elective Humanities	3			
SOWK 260 History of Social Welfare Policy	3				SPEE 214 Intro to Public Speaking SOWK Required	3			
ENGL XXX Literature Elective	3				Unrestricted Elective	3			
Global Studies XXX SPAN recommended	3				Unrestricted Elective	3			
STAT 210 SOWK Required	3				Unrestricted Elective	3			

TOTAL CREDIT HOURS	15		TOTAL CREDIT HOURS	15
---------------------------	-----------	--	---------------------------	-----------

Total Sophomore Credit Hours: 30

SOCIAL WORK MAJOR COURSES

JUNIOR (Pre-Professional Level)

FALL _____	CR	Yr. & Sem.	Grade	Substitution	SPRING _____	CR	Yr. & Sem.	Grade	Substitution
SOWK 315 SW Research	3				SOWK 321 HBSE II	3			
SOWK 318 Writing for SW Practice	3				SOWK 340 Soc. Welfare Policy & Services	3			
SOWK 320 HBSE I	3				SOWK 375 Generalist Practice II –Groups	3			
SOWK 330 Diversity and Cultural Competence in SOWK Practice	3				SOWK 399 Field Practicum & Seminar	3			
SOWK 370 Generalist Practice I w/Lab – Individuals	3				Unrestricted Elective	3			
TOTAL CREDIT HOURS	15				TOTAL CREDIT HOURS	15			

Total Junior Credit Hours: 30

SOCIAL WORK MAJOR COURSES

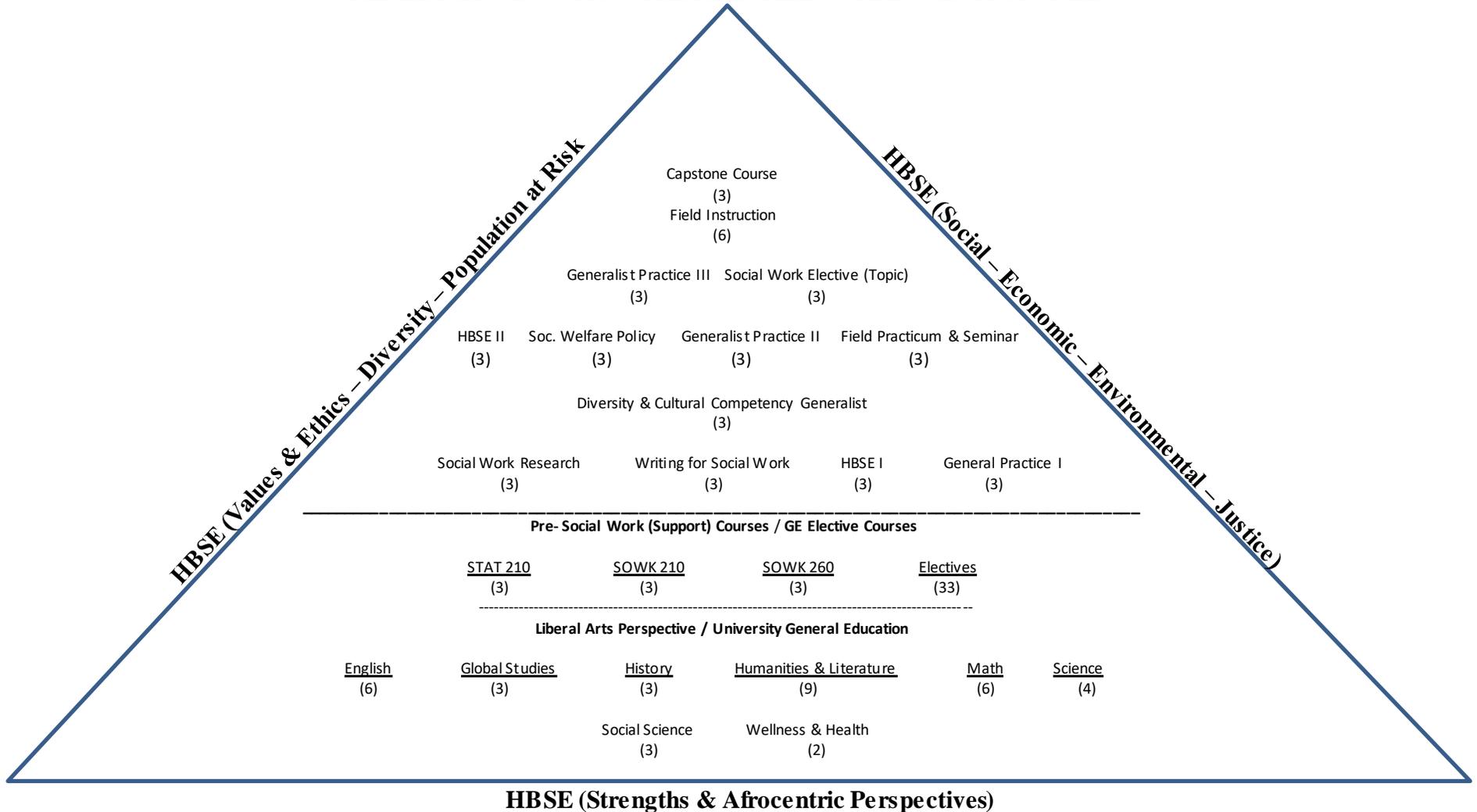
SENIOR (Professional Level)

FALL _____	CR	Yr. & Sem.	Grade	Substitution	SPRING _____	CR	Yr. & Sem.	Grade	Substitution
SOWK 475 Generalist Practice III – Community & Organizations	3				SOWK 495 Upper Level Social Work Elective (Topics Course)	3			
SOWK 490 Professional Field Practicum I & Seminar	3				SOWK 498 Senior Seminar Capstone Course	3			
Unrestricted Elective 300/400 Level Courses Recommended	3				SOWK 499 Professional Field Practicum II	3			
Unrestricted Elective 300/400 Level Courses Recommended	3				Unrestricted Elective 300/400 Level Courses Recommended	3			

Unrestricted Elective 300/400 Level Courses Recommended	3				Unrestricted Elective 300/400 Level Courses Recommended	3			
TOTAL CREDIT HOURS	15				TOTAL CREDIT HOURS	15			
Total Senior Credit Hours: 30									

CUMULATIVE CREDIT HOURS 120

TABLE 2-1B BSW PROGRAM DEGREE CURRICULUM MODEL



UNIVERSITY AND PROGRAM POLICIES AND PROCEDURES

UNIVERSITY POLICIES*

Students Rights And Responsibilities

Your rights as a student are very important. You should consult a Student Handbook that includes important information on your rights and responsibilities as a VSU student. Consult with the Director of Social Work, Director of Student Life, or the Student Government Association for more information about your rights and responsibilities. You should learn more about procedures for grading and other appeals policies, sexual harassment complaints, the Code for Academic Work, College Discipline, and a host of other policies vital to student rights and responsibilities.

Student Academic Code

A student's conduct at Virginia State University is expected to reflect that of a person engaged in a serious endeavor – the pursuit of an academic degree. The Student Code of Conduct and Code of Ethics contains rules and regulations governing student behavioral conduct and represents a means by which the orderly development of appropriate student conduct is assured. The Student Code of Conduct and Code of Ethics ensures that students maintain the highest ethical standards when in the academic setting, when performing work in the classroom, and when completing work outside the classroom.

Code Of Conduct

Students are expected to abide by all University rules and regulations, standards, and by the laws of Chesterfield County, the Commonwealth of Virginia, and the Federal government. It is not possible to list all acts of misconduct /disorderly conduct that can occur on campus, but students are required to exhibit the highest forms of good manners, behavior, and respect for the University community and its inhabitants (*VSU Undergraduate Catalog 2022 – 2024*).

Code Of Ethics

Students are expected to exhibit exemplary ethical behavior as part of the University community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical acts that may be specifically defined by a student's discipline are considered breaches of the Student Code of Ethics (*VSU Undergraduate Catalog 2022-2024*).

Americans With Disabilities

The Virginia State University Board of Visitors, the administration, and the faculty are committed to a policy of equal opportunity in education and employment prohibiting unlawful discrimination based on race, color, creed, religion, marital status, sex, age, disability, political affiliation, or national origin.

The University will provide reasonable accommodations upon request to otherwise qualified disabled individuals who require such accommodations to perform the essential functions of their

jobs, to meet the academic or technical standards of a University academic program, or to have an equal opportunity to participate in University programs or activities. Accommodation requests related to conditions or employment must be made directly to the Office of Human Resources. All accommodation requests must be written and consistent with the current documented needs of the individual requesting said accommodations.

Any student requiring accommodations must request such services directly from **the Students with Disabilities Program (located in Memorial Hall Room 101A)**. In the event a program, class, or activity is located in an inaccessible facility, the University will take such actions(s) as necessary to provide reasonable accommodations to ensure accessibility. All accommodation requests must be written and consistent with the current documented needs of the individual requesting said accommodation(s). A disability will be defined according to the parameters of Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. Inquiries regarding interpretation or compliance with this policy should be directed to the Office of Human Resources, Virginia State University, P.O. Box 9412, Petersburg, Virginia 23806, (804) 524-5085

Health Insurance

Health insurance is necessary for all students so that they will be covered in the event of accidental injury or serious illness requiring hospitalization. **The University is not responsible for accidents** occurring to students in connection with class, laboratory, shop, **field work**, athletics, student activities, travel, or other activities. The University Student Health Services does not cover expenses for accidental injury or inpatient hospitalization. Students who are not covered under the health insurance policy of a parent or spouse should consider the student insurance policy sponsored by the University. Health and accident insurance is strongly encouraged for all full-time students. Students without coverage may enroll in the University Plan. Students, who wish to supplement their existing coverage, may enroll in the University-sponsored plan. Insurance information is available at Student Health Service.

SIGNATURE PEDAGOGY: FIELD EDUCATION – EP 2.2

OVERVIEW OF THE BSW FIELD EDUCATION PROGRAM

The VSU Social Work Program implements the curriculum policy statement established by the Council on Social Work Education by setting forth the division of responsibility between field agencies and the program regarding the administration of the field practicum, the establishment of criteria for the selection of field settings, and appointment of field instructors.

Field education assists students in synthesizing and practicing learned foundational material as generalist social work practitioners. The primary goal of the field sequence is to prepare students for generalist social work practice with individuals, families, groups, and communities. The VSU BSW Program inculcates the commitment to social justice advocacy efforts through community development and revitalization initiatives.

To achieve this end, the field education curriculum is designed to facilitate the integration of knowledge, values, and skills of the BSW program through practice in an agency setting and a concurrent weekly 1hr field instruction seminar at the university. The Field Manual augments and supplements the field education course syllabi and field practicum experience. The field practicum is an integral component of the BSW program. It is administered under the auspices of the Director of Field Education. The field practicum focuses on generalist competencies and students must demonstrate proficiency in the following areas:

1. Ethical and Professional Behavior
2. Diversity and Difference in Practice
3. Human Rights and Social, Economic, and Environmental Justice
4. Practice-informed Research and Research-informed Practice
5. Policy Practice
6. Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Standards And Components Of The Field Instruction Program

Community Field Education Social Work Advisory Board (SWAB)

The Community Social Work Advisory Board is composed of social service professionals, community leaders and graduates from all geographic locations in Virginia served by the Virginia State University Social Work Program (Richmond-Petersburg Tri-City Area and other Southside Virginia localities). The Advisory Board functions as a link between the community and the Social Work Program, sharing community interests and needs, advising the Field Department on specific issues, discussing current trends in social work practice and social work education, and providing community support for the field instruction component of the curriculum (*See Appendix I-A*).

Agency Agreement

All agencies must complete and sign an internship participation agreement between their agency and Virginia State University. This outlines what each party is responsible for providing the student while in the field and also establishes a working relationship between both parties. This agreement is to be completed before the student can begin their field practicum in their designated agency. A brief example is below (See Appendix II-A).

SOCIAL WORK INTERNSHIP PARTICIPATION AGREEMENT

By and Between

VIRGINIA STATE UNIVERSITY (VSU)

And Agencies

Purpose: THIS PARTICIPATION AGREEMENT (“Agreement”), effective as of the date of the signature of both parties (“Effective Date”), is made by and between VIRGINIA STATE UNIVERSITY (the “University”), an educational institution and agency of the Commonwealth of Virginia, on behalf of the Social Work department within the College of Humanities, and _____, (“Site”), as an approved setting for Field Education in the University’s programs of education for social work. The University and Site are referred to individually as “Party” and collectively as “Parties”.

By signing this Agreement, both the University and the Site commit themselves to cooperative efforts, as described below, in the provision of Field Education to students of the University and agree to adhere to the policies and procedures outlined in the VSU Department of Social Work Field Manual. The Field Manual is located on the University’s website under the Department of Social Work. (*See Appendix II-A*).

Criteria and Standards for Selection of Field Education Sites

1. An enunciated agency mission and purpose that is compatible with the philosophy and intent of social work education.
2. Agency functioning that is consistent with the NASW Code of Ethics.

3. Identification of agency staff that can meet the requirements for practicum supervision of BSW students who are willing to serve in this capacity.
4. Provision of learning opportunities that will allow the student to engage directly in entry-level generalist social work practice at the individual, family, group, community, and organizational levels.
5. Provision of staff time for planning students' learning experiences, instruction, and evaluation.
6. Support for students' research activities designed to evaluate professional practice.
7. Administrative staffing and stability that assure continuity of instruction for students.
8. Physical facilities that permit students adequate space for activities related to practicum objectives.
9. Agency provision of a diversified learning experience consistent with the objectives of the social work major.
10. Agency agreement that students will not be used to replace regular staff or to render to clients who do not facilitate the achievement of practicum objectives.
11. Students' responsibility for travel expenses to and from the agency. If the agency requires students to travel to carry out field assignments, students will be reimbursed for travel expenses by the agency at the same rate allowed for the agency's staff;
12. Agencies that would like to be considered as a practicum site must complete an application packet consisting of an agency profile (*Appendix II-B*) a field instructor/supervisor profile(s) (*Appendix II-D*) and a practicum placement agreement (*Appendix II-A*)

RIGHTS AND RESPONSIBILITIES OF THE SOCIAL WORK PROGRAM

The Field Education Department

1. Selects the students to be referred to agencies for field instruction placement;
2. Carry final responsibility for the administration of the field education program, including decisions that affect the progress of the student, such as grades, credits, and field work hours in the agency;
3. Assumes responsibility for referring selected students for agency interviews and providing written pertinent information concerning students chosen for placement in the agency;
4. Provide faculty members to serve as the liaison between the School and each agency;

5. Prepares students for the field practicum experiences;
6. Screen and refer students to the agency for field placement interviews well in advance of placement starting dates;
7. Provides consultation to agencies (and staff) concerning the general development of the agency's Field Instruction Program;
8. Recruits and develops new field placement sites and appropriate field instructors within those agencies;
9. Makes periodic visits to the agency to review student progress and consult with Field Instructors on learning patterns;
10. Is informed of and intervenes as appropriate in all field instruction situations which are problematic from the perspective of any of the following participants: student, field instructor, field liaison, and other faculty or agency staff. The Director of Field Education will be available for immediate consultation when requested.
11. Evaluates all components of the Field Instruction Program including field instructors, liaisons, and agencies;
12. Provides evaluation forms to the Field Instructors to be completed electronically at the end of each semester by the School and agency for the evaluation of the student's progress;
13. Offers meetings, institutes, and seminars for the professional development of field instructors and other agency staff;
14. Acquaints agency directors and field instructors with the educational objectives of the total curriculum and the policies of the field department;
15. Offers a field seminar for all students;
16. Participates actively in curriculum work that contributes to the integration of classroom field learning, including assisting students and instructors in the development of written individual student learning objectives;
17. If a student does not meet field instruction objectives and comply with the NASW Code of Ethics for Professional Social Work Practice (*Appendix I-C*), the Director of Field Education will withdraw the said student from affiliation with the agency (see Termination Procedures).

Director of Field Education

1. Has ultimate responsibility for the direction and coordination of the Field Instruction Program;
2. Develops and maintains the Field Instruction Manual which provides context and guidance for field instruction;
3. Takes action as necessary to maintain the educational quality of all components of the Field Instruction Program;
4. Identifies and recommends to the University those agencies with which a Social Work Internship Agreement (*see Appendix II-A*) shall be signed;
5. Assigns liaison responsibilities to each faculty member designated as a faculty liaison;
6. Directs faculty liaisons in their role;
7. Coordinates educational opportunities for field instructors and field agencies.

Field Instruction Liaison/Seminar Instructor

1. The Faculty Field Liaison is the intermediary between the University's BSW program and the agency Field Instructor working with the student.
2. Faculty Field Liaisons closely monitor the student's progress during the field education experience and monitors the agency's effectiveness to ensure a quality learning experience that meets the program's goals and objectives for social work education.
3. Field Liaisons arrange and engage in agency visits and conferences with Field Instructors including 1) initial conference – check student/agency fit; discuss working contract and learning contract; 2) mid-semester conference to check on student progress and identify any problem areas; 3) final conference – participate in the evaluation of the overall quality of student's performance; 4) additional conferences with Field Instructor and/or student as needed.

The Responsibilities of the Faculty Field Instruction Liaison

1. Conducting the required weekly student Field Instruction Seminars – lead mutual support/learning group for field students and guide students through a curriculum focused on socialization to the role of professional social worker including use of discussion topics, relevant readings, and assignments;
2. Helping students plan their field experience;
3. Assisting students with the preparation of the practicum learning contract;
4. Consulting with the agency field instructor and student to review progress and access performance;

5. Have a minimum of two conferences per semester with each placement agency to confer with the field instructor and the student;
6. Oversee student completion of procedural assignments – including the working contract, learning contract, weekly supervisory agendas, and other records or materials provided by the student;
7. Oversee student completion of integrative learning assignments. Assisting students with any concerns they have relating to the agency field instructor, integration of classroom work with the field placement, or other field-related issues.
8. Informing the Director of Field Education of any problems relative to student's performance in the practicum.
9. Monitor student attendance in the field utilizing time sheets and notify students of any problems related to attendance.
10. Collect and submit to the Director of Field Education all necessary paperwork including working contract, learning contract, Field Instructor evaluation of student, Field Instructor evaluation of Field Instruction Liaison, student evaluation of Field Instructor, student evaluation of Field Agency, and student evaluation of Field Instruction Liaison/seminar instructor.
11. Participating in the evaluating and grading of the student's field practicum in collaboration with the field instructor and the student.
12. Assigning final grades based on the field instructor's evaluation, assessment of written materials, and information derived from liaison conferences with student and field instructor.
13. Acting as an educational consultant to field instructors to enhance their teaching skills, i.e., educate and support Field Instructors in their enactment of the Field Instructor role, identify any special Field Instructor learning needs or problems, and work with the Director of Field Education to remedy issues.
14. Help Field Instructors design meaningful learning experiences for the students placed in the agency.
15. Identify and respond to any crises or problems suggesting a breakdown in the student-Field Instructor - classroom teacher partnership.
16. Keep the Director of Field Education informed of any concerns and problems related to the field seminar or the field placements.

17. Bring current practice developments to the attention of BSW Program faculty to insure that the Program's curriculum is responsive to trends in professional social work practice.
18. Provide ongoing evaluation of the placement agency and field instructor's willingness and ability to provide learning opportunities and field instruction consistent with the competencies of the BSW curriculum and with the Educational Policy (EP) as set forth by the Council on Social Work Education (*See Appendix I – E*).
19. Participate in program meetings, Field Instructor orientation, and professional development courses sponsored by the BSW program, and final Field Instructor appreciation ceremony.

RIGHTS AND RESPONSIBILITIES OF THE FIELD PLACEMENT AGENCY

Agency Rights

1. A signed Agency Agreement with the Social Work Program (*See Appendix II-A*).
2. Identify their setting as an approved VSU Field Practicum site;
3. Interview all prospective students and complete the Placement Decision Form, (*See Appendix II-F*) retaining the right to reject individual students who cannot function in the agency's program:
4. Regular contact with the Field Department through faculty field liaison conferences and other consultation as requested;
5. Send their field instructors to all Field Department educational offerings.
6. Ask that a student be removed from the agency for cause (*See Removal from Agency Procedures-Appendix IV-H*).

Agency Responsibilities

1. Supply Virginia State University an outline of agency services (*See Appendix II-B*) and designates qualified agency personnel to serve as field instructors (*Appendix II-D*).
2. Interview and accepts students for placement in the agency without respect to race, ethnic origin, sex, age, religion, sexual orientation, disability, or political belief. The agency does retain the right to reject individual students who, in their judgment, cannot function in the agency's program.
3. Facilitate the development of a climate in the agency conducive to field instruction and student learning;
4. Provide appropriate facilities to the student during placement, including space for carrying out assigned activities, telephone access, office supplies and clerical support for agency records

and reports, involvement in staff meetings and training sessions when possible, access to clients and client records as appropriate to the learning experience,

- a. Agree to one semester of placement for each student accepted with junior standing; a total of 160 clock hours in the agency to be completed in no less than one semester.
- b. Agree to two consecutive semesters of placement for each student accepted with senior standing; a total of 480 clock hours in the agency to be completed in no less than 240 hours per semester.
- c. Enable the agency's Field Instructor to meet the educational needs of the assigned student by:
 1. Providing time for orientation to the agency (or providing this to students in a group)
 2. Providing time for regularly scheduled conferences.
 3. Providing time for conferences with the Field Liaison (at least twice each semester), or Director of Field Education.
 4. Providing students the opportunity to participate in the overall agency program and activities, as appropriate to educational needs, educational preparation, and practice.
 5. Enabling participation in seminars, workshops, or other meetings scheduled by Virginia State University to meet the needs of Field Instructors.
 6. Ensure that students on agency business are reimbursed for mileage or allowed to use agency vehicles. Students on agency business should also be covered by agency insurance where appropriate.
 7. Provide to the student a clear delineation of agency policies and procedures that are appropriate and relevant to the student's role in the agency. Balance service delivery needs with students' learning needs, i.e., it is important to avoid using students to fill staffing deficits.

Field Instructors

The role of the agency-based Field Instructor is crucial to this most important phase of the student's education. The Field Instructor's functions are very much like the on-campus faculty in that what the Field Instructor does or does not do vitally impacts the student's current education. It also affects the quality of future service to client systems and the viability of the profession as a whole, as reflected in the student's future career activities. Field Instructors are primarily responsible for the process of educating social work students to become professional practitioners. The field instructor's role as teacher or instructor requires planning and creativity.

To become an effective field instructor, one must be willing and able to devote sufficient time to:

1. Receive appropriate information from the Field Instruction Department on the student assigned to their agency.
2. Participate in interviewing the prospective student;
3. Two conferences each semester with an assigned faculty field liaison and consultation with other Field Department personnel as requested.
4. Participation in the educational offerings of the Field Department.
5. Information about the BSW curriculum;
6. Request removal of a student from the agency for cause (See Removal from Agency Procedures – *Appendix IV-H*).

Expectations of the Field Instructor

1. Attend and complete on-campus Field Instructors Training Seminars (dates and times will be published well in advance).
2. Participate in training seminars and workshops designed by the BSW Program. These seminars are held every fall and spring semester. Flyers or invitations to these seminars go out to all Field Instructors for the academic year in which they are supervising a student. The Director of Field Education, with the assistance of the Social Work Faculty, offers a variety of topics at these semi-annual seminars. The agenda at these meetings include information about the internship; clarification of the roles of the Field Instructor, the Field Instruction Liaison, and the Director of Field Education; review of the syllabus, goals, written assignments, and evaluation for the internship; and review of policies for field instruction. Time is also allotted for discussion of intern's agency

projects, as well as questions from the Field Instructors in attendance. Other topics may include, review of the social work curriculum, ethics, field instruction, etc.

3. New Field Instructors or a designee are required to attend this orientation seminar, and all Field Instructors are encouraged to attend. These seminars last for two to three hours, certificates of appreciation are given to participants at the end of the second semester.
4. Plan appropriate orientation activities and beginning tasks for the student before or during the first week of placement, including providing information about policy, funding, client population, access to resources, and agency philosophy.
5. Develop learning objectives conjointly with the student by no later than the third week of each semester. Select and assign tasks that are appropriate to the student's individual learning needs and competency and which are consistent with the defined objectives of field instruction.
6. Communicate the Field Instructor's expectations of the student, and what the student may, in turn, reasonably expect from the Field Instructor (i.e., appropriate dress for agency work, channels of communication within the agency, the hours for lunches and breaks, which meetings are to be attended, etc.)
7. Review and screen workload for appropriateness before assignment to the student.
8. Provide a minimum of one hour of preferably uninterrupted supervision time for the student each week to discuss issues, address problems, monitor progress, provide feedback, etc.
9. Monitor educational value of assignments and tasks (according to, for example, the various items enumerated on the final evaluation form, (*see Appendix IV-F & G*).
10. Maximize the student's access to other professionals and agencies in the community as they relate to or impact upon the student's acquisition of skills, knowledge, and values of the profession.
11. Assume responsibility for the supervision of the day-to-day educational experience of the student in the field.
12. Notify the liaison immediately if the student's performance is less than satisfactory.

13. Provide the department with mid-semester and final evaluations of student progress and growth submitted during fall and spring semesters.
14. Complete an evaluation of the faculty field liaison (*see Appendix IV -D*).

Selection of Field Instructors/Supervisors

Field instruction at Virginia State University emphasizes the provision of a setting in which students will be able to practice social work skills, knowledge, and values in the roles for which they are preparing. Therefore, each agency should employ or have the potential to employ baccalaureate-level social workers. Additionally, students should be provided practice experience that involves service assignments with individuals and/or groups as well as large organizations and the community.

Representatives of agencies should contact or are contacted by the Director of Field Education at Virginia State University who discusses with them mutual needs and opportunities. Agencies should be in good standing in the community, carry the positive sanction of any appropriate governing or accrediting bodies, endorse the role of baccalaureate social work education as preparation for professional practice, and give social work an important and respected role in agency function.

The field instructor's professional philosophy, goals, and objectives must be consistent with those of the social work profession and with those of the BSW program. The agency field instructor plays a vital role in the education of BSW students. Those who accept this role must have a good grasp of practice theory, significant experience in the field of social work, a good measure of patience, a desire to teach, and a sense of humor.

The field instructor must demonstrate commitment to his/her professional development. Such commitment may be indicated by professional affiliations, participation in continuing education courses, workshops, and seminars to enhance and update practice skills, community involvement and leadership, and innovation in service delivery, etc.

Educational Level and Requirements for Field Instructors

1. An MSW (and two years of supervised experience) or a MA degree in a related human service field (and three years of supervised experience).

2. A BSW (and two years of supervised experience) or BA degree (and three years of supervised experience) in a related human services field with demonstrated ability in the field and readiness for these responsibilities (as judged by the agency).

In programs where a field instructor does not hold a CSWE –accredited baccalaureate or master of social work degree, the program assumes responsibility for reinforcing a social work perspective. Those Field Instructors who function as Task Supervisors are provided direct supervision from designated BSW or MSW supervisors or staff members with two years or more experience. In agencies where a field instructor does not hold a CSWE –accredited baccalaureate or master of social work degree, the program assumes responsibility for reinforcing a social work perspective. The individual must have demonstrated competency in his/her area(s) of practice, as indicated with an undergraduate or graduate degree from a program in an allied discipline in human service and three years of supervised experience (*See Appendices II-D; Questionnaire for Field Instructors and Agency Settings*). If the field instructor does not have a social work degree, the field education program seeks to provide expanded professional supervision for the student in the following ways:

1. Designate a social work mentor within the agency setting if such a person is available. The mentor should be an employee of the agency with a social work degree from an accredited social work program who is willing to meet regularly with the student to expand and further his/her social work perspective and experience. A less preferred option would be a person with a social work degree employed by another agency.
2. Require additional student contact with the faculty field liaison regularly, in the absence of a social work mentor, to expand the student's integration of the social work perspective. This contact would occur at least every two weeks and more often if needed. The Field Director and the Faculty Field Liaisons are also available for phone contacts and additional visits if the need arises.
3. The Field Director has the ultimate responsibility of ensuring that the social work practice perspectives are met and if not, the Field Director assumes responsibility for direct supervision of the student's field internship.

RIGHTS AND RESPONSIBILITIES OF THE STUDENTS

All students are entitled to:

1. Field instruction that focuses on their learning needs.
2. Meet with their field instructors individually for at least one hour a week.
3. On-going feedback on progress in the field placement.
4. Written feedback on their written work.
5. Conferences with their liaisons twice a semester or more frequently if needed.
6. Access to the Director of Field Education for consultation.

All students are responsible for the following:

1. Supply necessary information on his/her background so that the agency can design a relevant placement for the student.
2. Adherence to agency norms and standards governing professional practice, including professional presentation of self.
3. Abide by the NASW Social Work Code of Ethics (*See Appendix I - C*).
4. Comply with the "HIPAA" (Public Law 104-191) regulations.
5. Strict observance of the principles and rules of confidentiality:
 - a. Specifically, no identifying client information is to be shared with anyone except the field instructor and other appropriate agency staff:
 - b. When case material or agency material is to be used by the student for classroom purposes, permission of the agency must be obtained;
 - c. When case material or agency material is used in class or process recordings all identifying information must be disguised.
6. Knowing about policies and procedures regarding field instruction and adhering to them.
7. Develop a weekly schedule with the assistance of the School and agency which will ensure student completion of minimum required hours of field experience (640 hours for three semesters, 160 hours to be completed in the Spring semester of the Junior year, and 480 hours to be completed in the Senior year - 240 hours per semester including field seminar meetings).

8. Report to the agency on time and engage fully in all activities prescribed by the agency, such as attendance at staff and committee meetings, transcription, maintenance of agency records, etc.
9. Active participation in their own learning in the field placement, completion of all assignments required as part of the field instruction experience, such as weekly logs, time sheets, process recordings, papers, learning objectives, and attendance at weekly seminar, and taking initiative in identifying and working through, with appropriate field personnel, those learning difficulties which may arise.
10. Take the initiative for various learning activities with special emphasis placed upon the regular use of supervision as a learning tool.
11. Be responsible for transportation to and from the agency.
12. Participate conjointly in the evaluation process with the Field Instructor by completing each semester of (*Appendices IV – E, F & G*):
 - a. Informal mid-term evaluation
 - b. Final evaluation
13. Completing an evaluation of the field agency/placement, field instructor, and the faculty liaison (*See Appendices IV- A, B & C*)

Students perform over **600** hours (in three semesters) of practicum in agency sites that provide the opportunity for them to engage in generalist social work practice activities with diverse populations. Specific assignments are based on a learning contract developed between a student and an agency. This learning contract includes learning objectives, tasks to fulfill those objectives, and methods used for evaluation (See Appendix III-F). Although all students are given the same basic learning objectives, tasks may vary considerably depending on the site. Students receive three credit hours for the pre-professional level field instruction I (SOWK 399) with seminar; they receive six credit hours for the Professional level field practicum with seminar (SOWK 490 & SOWK 499).

The field practice and the integrative seminar enable students to integrate knowledge acquired across the social work curriculum with practice in an agency setting. The student must complete both the agency internship/practicum and the field instruction seminar. The seminar assists students' understanding of previously learning material and further deepens their acquired knowledge.

BSW PROGRAM FIELD EDUCATION POLICIES FIELD PLACEMENT REQUIREMENTS

To apply for field placements, at the end of the fall and spring semester junior year, students must have an overall minimum GPA of 2.5 or higher in each social work 300 level course to be eligible to apply for admission to the field practicum (SOWK 399, 490 & 499) and after having completed all prerequisite courses in addition to the following:

1. Junior/Senior Status
2. Accepted as a Social Work major – Probationary status must be removed before coursework begins.
3. Received a “C” (2.0) or higher in the pre-social work and prerequisite courses: SOWK 210, SOWK 260, and STAT 210.
4. Overall GPA of 2.5 or higher and a GPA in the required Social Work curriculum of 2.5.
5. A positive endorsement for practice from the SOWK 370 instructor.
6. Completed application form with personal statement and references (*Appendix III-A*).
7. In addition, the student must possess the basic skills and emotional maturity necessary for working with clients and staff in an internship site. If the Director of Field Education/liaison has concerns about the suitability of the prospective intern a plan for addressing these concerns may be developed.

FIELD PLACEMENT PROCEDURES

Application Process for Field Instruction

Application for field instruction must be made through the BSW Program Director of Field Education and must be received by the eighth week of the fall or spring semester before the one in which field placement is to begin. An application must be made separately for Junior Field Instruction (SOWK 399) and Senior Field Instruction (SOWK 490-499). Application forms are available online and in Appendix III-A of the field manual.

Upon completion of the application, all applicants must schedule a time to meet with the Director of Field Education for an interview. Applicants must attach two copies of their resume with the application. The resume should provide information regarding their education, skills, and social service experience (volunteer and paid). This resume will be submitted to potential internship agencies before the internship interview. Students can utilize any resume format desired. However, if the student has never constructed a resume before, some basic rules apply.

Resumes should include:

1. Relevant post-high school education
2. Social Work related volunteer experience

3. Paid social work related experience
4. Listing of non-social work jobs along with dates can be useful to demonstrate reliability and industry.

The VSU Career Center can provide resume writing information that students may find quite useful. In addition, some students may wish to solicit feedback on the resume from social work faculty or a social work employer.

Preparation for Field Interview

Before students enroll in SOWK 399 they will have the opportunity to meet with the Social Work faculty and/or Director of Field Education to discuss the agency selection process and to answer their questions and/or concerns before entering the class. The BSW program maintains an agency profile manual (Appendix I-B) for students to browse through at any time. This manual contains information on approved field agencies.

Students research the types of internship placements that interest them. They may request a certain type of agency (i.e., child welfare agencies, family service agencies, mental health programs, criminal justice settings, programs serving elderly persons, programs serving developmentally disabled persons, medical social work, drug and alcohol treatment programs, and institutional treatment setting), but are not limited to the list of agencies provided. However, most students will be assigned to an agency that meets the knowledge and skills at the pre-professional level. It is anticipated that several students will request a specific agency based on access to transportation and interest for a particular setting. The program will accept reasonable requests from students and will try to accommodate these requests in the student's best interests.

Prospective field students will then meet individually with the Director of Field Education to assess their interests and agency opportunities. Before the meeting, the student will submit to the Director of Field Education a copy of their field application (*See Appendix III-A*) and two (2) resumes. A copy of the resume(s) is sent to each of the agencies in which the student interviews for placement. By the end of the spring semester (mid-April) all junior-level students will interview at (least) two agencies. By the end of April, the student informs the Director of Field Education on his/her agency preferences. The agency informs the Director of Field Education of which student(s) they will accept by the end of May.

Students are assigned one field placement for their senior year; they are at this agency for two semesters. Once a senior internship placement is agreed upon and during the first two weeks of placement, a Working Contract (*Appendix III-C*) is formalized which clarifies the expectations of the student and the agency. This agreement is signed by all three parties and kept in the student's internship file.

Placement Interviews

Applicants will be interviewed by the Director of Field Education, **and if qualified**, will be placed by the Director of Field Education in a cooperating agency. A field interviewing rubric (Appendix IV-I) will be used to determine if the applicant is qualified. Every effort is made to respond to student preferences for placement when possible. However, the Director of Field Education will base the final decision for the placement upon the following criteria in the order listed

1. Educational opportunity
2. Student preferences (not guaranteed)
3. The geographical location of the agency

If two consecutive agency interviews result in the student not being accepted for placement, no further placement will be attempted until the student and his/her advisor meet with the Director of Field Education to determine appropriate alternatives.

FIELD INSTRUCTION AND PREPARATION

Preparation for internship occurs during the Generalist Practice (Micro) I: Individuals (SOWK 370) class and at least one meeting with the Director of Field Education before the internship. The SOWK 370 class and meeting with the Director of Field Education are required for all students planning to do their junior (SOWK 399) and senior (SOWK 490) internships beginning the spring semester of their junior year and fall semester of their senior year.

FIELD INSTRUCTION GOALS AND OBJECTIVE

The field instruction component of the students' social work education, while paramount, cannot supply a student with all the knowledge, values, and skills outlined in the preceding definition. When the student enters the field, he/she should come to the senior year (Professional Level) with a great deal of the knowledge-values-skills triad already in place. Note that courses in social welfare policy, cultural diversity, psychology, social research, human behavior, and the social environment, and social work practice have been completed before field instruction and advanced courses in social work practice run concurrently with field instruction courses.

The field experience is designed to be an overall learning experience integrating the already acquired knowledge, values, and skills in a "practice" setting to assure the continuing process of professional growth. Thus, the purpose of social work field instruction is to give the student an educationally directed experience that will refine the tools and skills needed to become a beginning social work practitioner in an actual agency setting under appropriate supervision.

Each field agency offers a unique opportunity for students to experience social work in all its many facets. Populations served will vary as will the make-up of the staff and types of services provided. Within this broad range of field learning, certain types of experiences are made available to students in field instruction settings. These areas provide the student with sufficient opportunities that will expose them to all facets of the agency as well as create a structured learning experience to meet the BSW program's goals and objectives/competencies.

To achieve this purpose, agency learning experiences have the following objectives/competencies:

Knowledge of:

1. The nature of the field agency, the services it provides, its relationship to the community (urban, suburban, rural, or mixed) and other agencies, and its network of resources.
2. The agency's structure and policies including social welfare policies and issues as these relate to agency services and programs.

3. The client populations served by the agency, the physical /social environment in which they live, and the ways that some agency-client populations are subject to discrimination, economic deprivation, or oppressive conditions.
4. Research methods and assessment tools are used in the agency to serve client systems and evaluate agency services including those tools that are computer-based.
5. Self-as-instrument (self-understanding and practice reflective of this understanding) and the knowledge necessary to assess one's/own strengths and weaknesses in service of client systems.
6. A framework for understanding social behavior in the agency and community environment that appreciates the bio-psychosocial-cultural-spiritual integrity of the person, the embedment of persons in various social systems, and the influence of global and international processes.

Values that Develop and Enhance:

1. Awareness of and commitment to operate within the Social Work Code of Ethics.
2. Understanding of and commitment to the values of the inherent worth and dignity of the person.
3. Understanding of and commitment to the value of social and economic justice for all societal members including identification with social work's historical advocacy for oppressed populations and a sense of professional and personal responsibility to address continuously social and economic injustices.
4. Understanding of and commitment to the principle of the client system right to self-determination.
5. Understanding of and commitment to the protection of client system privacy and confidentiality.
6. Understanding of human diversity (i.e., knowledge of the various ethnic, cultural, religious orientations, and other membership patterns that occur in the family, group, and community) and the commitment to work effectively with others who represent that diversity.
7. Professionalism and professional comportment with an awareness and understanding of the need for continual professional development across a career including an appreciation for feedback (supportive or critical) from colleagues and supervisors.

8. Understanding of and commitment to the Afrocentric and strengths perspectives that emphasizes client system potentials rather than deficits and on the possibilities for positive client change.

Skills that Include:

1. The ability to seek out, listen to and take benefit from supervision from a Field Instructor.
2. Skill in written communication including records, summaries, service plans, client system observations, the use of computer-based word processing software, etc.
3. The facility in oral communication with client systems of various sizes, with their collaterals, and with colleagues.
4. Skill in gathering information from client and agency systems of various sizes, including information stored in computerized databases.
5. The ability to utilize a social work planned change process, specifically, to engage client systems, collect data, make assessments, contract, help client systems identify and clarify areas for work, develop intervention plans, terminate, and evaluate outcomes.
6. The ability to develop and maintain professional, helping relationships with various size client systems.
7. Facility to act to eliminate race, class, gender, and other prejudices in self and others and to support activities emphasizing each person's distinctiveness and right to fair treatment.
8. The ability to develop and maintain effective working relationships with staff and other members of the agency.
9. The ability to link clients with appropriate community resources and support networks.
10. The capacity for appropriate use in the practice of the stages of the social work planned change process (such as preparing, beginning, and ending).
11. The ability to manage time and effectively handle work responsibilities and workload.
12. The ability to operate within the bounds of agency rules and regulations.
13. The ability to think critically and scientifically in relation to all aspects of professional practice including assessment, intervention, effectiveness evaluation, use of self, policy analysis, and team collaboration.

In addition to these objectives, each student is expected to develop more personalized objectives for each semester of placement. These will be developed jointly with the Field Instructor and approved by the Director of Field Education/Liaison.

Field Placement Hours

Each student in the Junior Field Instruction I & Seminar (SOWK 399), Professional Field Practicum I & Seminar (SOWK 490), or Professional Field Practicum II & Seminar (SOWK 499) course is expected to participate in the field instruction setting from the first week of the semester through the 12th week of the semester. The junior field placement work week will consist of 14 hours (2 full days) per week for 12 weeks (total of **160 clock hours**) in their assigned placement, and the senior field placement work week will consist of 21 hours (3 full days) per week for 12 weeks (total **240 clock hours** each semester) in their assigned placement.

Students who do not complete the required hours in the field setting cannot receive credit for field instruction (i.e.) they will either accumulate the hours in a designated time or receive an ("F").

The student may find that the required hours (160 clock hours - junior placement; 240 clock hours –senior placement per semester) will be reached before the 12th week of the semester. Nevertheless, it is expected that the student will continue activities at the agency throughout the 12th week of the semester.

Students who compile the minimum number of hours per semester will be graded by the same criteria as those who complete more than the required number of hours above the minimum. There is no doubt that completing hours beyond the minimum could and usually would be advantageous to the student simply by providing more time for the development of skills and the accumulation of practice knowledge. However, students are expected to achieve sufficient skills within minimum hours and to successfully fulfill all evaluative standards. No penalties will be assigned to field grades (nor bonuses given) as long as minimum hours are met and agency contracts (for the length of time and hours on the job) are responsibly fulfilled. Exceptions to this policy, other than minimum hours to which there is no exception, must be recorded and approved in writing as an addendum to agency contracts and signed by all original signees or their approved successors.

Field placement hours accrued during University vacation periods (i.e., between semesters) must have the approval of both the Social Work Program and the Field Agency or their representative before accrual of such hours. Other than hours put in to maintain services to clients (or client groups or systems), this practice is discouraged. Field agencies are aware of the University vacation periods and can arrange for this break in coverage. Where there is an exception to this policy, agencies will usually discuss this with the Director of Field Education and the student at the time of the placement.

Except as necessary due to special circumstances and again with the prior approval of the Social Work Program and the Field Agency, students may not ‘bank’ hours ahead of time (i.e., over Christmas break for Spring semester). Similarly, students who fall behind in the accrual of hours in the fall semester may only accrue ‘make-up’ hours during the vacation period by prior arrangement between the student, Social Work Program and the Field Agency. There is, of necessity, a limit to the number of hours that can be met under these circumstances (maximum 40 hours). No hours may be during the time the University is completely closed (i.e., Christmas through New Year’s Day). It may be necessary to complete fall hours in the spring semester. Likewise, if a student has not completed the total number of hours by the conclusion of the spring semester, hours will not be made up during the summer. Students must repeat the semester for credit and its entirety (i.e., repeat the class).

Attendance

1. Hours: Students will keep weekly time sheets (*See Appendix III-E*) which will be signed by the Field Instructor and turned in to the Director of Field Education/Liaison each week (usually at the seminar). A total of 160 hours in the spring semester of the student’s junior year is required, and a total of 240 hours per semester (fall & spring 480 total hours) is required in the senior year. Additionally, additional hours (one hour each week – 15 hours per semester) are completed through attendance at field seminar meetings offered by the Director of Field Education/Liaison on campus
2. Students are to notify the field instructor when they must be absent because of illness or other reasons; if the absence is expected to last more than one week, they must also notify the faculty field liaison.
3. All absences except for official University holidays and required meetings arranged for by the Social Work Program, are to be made up in a manner mutually agreed to by the student, the field instructor, and the faculty liaison.
4. Absences due to the observance of religious holidays, attendance at professional meetings, or participation in professional conferences may be excused with the approval of the field instructor and the faculty field liaison.
5. Vacations: Prior to lengthy semester breaks (more than two weeks), students are expected to assess carefully their agency assignments (specifically related to clients and/or special projects) with their field instructors to determine if and how frequently, during their vacation time, they will need to be at the agency to meet on-going professional responsibilities. This assessment, and the resultant schedule designed to meet these responsibilities, will become part of their learning/working contract and will be shared with the faculty field liaison.

6. Some overtime in-field instruction is to be expected. This time may not be accumulated for use as leave time, vacation time, or to end the field placement early. However, if the overtime becomes excessive students should discuss the matter with their field instructor and, if necessary, with their field liaison.

WRITTEN WORK

1. The Field Education Department requires students to develop a learning contract with their field instructor within the first few weeks of the semester (*See Appendix III-F*). This contract will be modified as learning goals develop during the field practicum. A copy of the contract is to be given to the faculty field liaison.
2. Students are required to complete a minimum of two (2) process recordings per semester. Process recordings examples are in (*Appendix III-J*).
3. Students are to prepare written agendas (*see Appendix III-H*) in preparation for their weekly field instruction conferences.
4. Students will be expected to show some of their written work to their field liaison in preparation for each scheduled liaison visit.
5. Other written work may be required by the field instructor and/or the field liaison.

GRADING

1. The faculty field liaison, in consultation with the field instructor, is responsible for assigning the student's grade for the field instruction course.
2. Grades for field instruction are based on:
 - A. An evaluation form completed by the field instructor reflecting the student's attainment of field instruction competencies, including the students' demonstrated level of knowledge and skills in social work practice;
 - B. Faculty field liaison's assessment, from process recordings and other materials submitted by the student, of the student's progress and current level of social work practice knowledge and skill;
 - C. Conferences between the faculty field liaison, the field instructor, and the student, which is to evaluate the student's current level of social work practice knowledge and skill, as well as the student's ability to engage in a discussion of his/her work and his/her professional development.
3. The following grades are used for BSW field instruction courses:

- A (5) =EXCELLENT Student's performance consistently exceeds the usual Expectations and is outstanding in several areas.
- B (4) = VERY GOOD Student's performance is consistently above average in most areas.
- C (3) = SATISFACTORY Student consistently performs at an acceptable level in all areas.
- D (2) = MARGINAL Student's performance is below acceptable levels in specific areas. This is not a passing grade and the course must be repeated. Approval to repeat must be obtained from the student's advisor, the Director of Field Education, and the BSW Program Director.
- F (1) = FAILURE Student has not demonstrated the level of social work practice knowledge, values, and skills appropriate for the field instruction course. Students should discuss the advisability of their continuance in the program with their advisor. Approval to repeat the course must be obtained from the student's advisor, the Director of Field Education, and the BSW Program Director.
- I (0) = n/a – INCOMPLETE The grade of incomplete (I) presupposes that the student is doing passing work in the field instruction course, but because of illnesses or another **emergency** which is beyond the student's control, is unable to complete all course requirements by end of the semester.

The grade of incomplete (I) may not be given to allow the student to do additional work to meet field instruction course requirements more adequately.

The grade of Incomplete (I) requires an agreement in writing between the field instructor, the field faculty liaison, and the student about how the field instruction requirements will be met and in what time frame. An incomplete Grade Form must be completed and filed with the BSW Program Director.

If all requirements necessary for removal of the grade of Incomplete (I) are not satisfactorily met by the last day of field instruction in the academic semester following the academic session in which the Incomplete (I) was incurred, the Incomplete (I) will be changed automatically to a grade of Fail (F).

W = WITHDRAW

The grade of Withdrawn (W) indicates that the student has officially withdrawn from the field instruction course after the first week and before the end of the eighth week of the semester. No student who has officially withdrawn from the field instruction course may continue in the field instruction placement.

WITHDRAWAL FROM FIELD EDUCATION

1. Students may not withdraw from a field instruction course without prior consultation with and approval from their faculty field liaison and their advisor.
2. Consultation must include the development of an alternate plan for completion of the course which meets the requirements of the curriculum.
3. The reason for withdrawal and the plan for completion of the course must be submitted at the time of withdrawal and in writing, to the Director of Field Education, The Director of the BSW Program, and the Program Chair. The Liaison's signature is required to indicate approval of the plan.
4. A student who has withdrawn from the field (before the University Withdrawal date) for reasons related to documented poor performance will be replaced only one time. If he/she withdraws again for reasons related to documented poor performance in the second placement he/she will not be placed again until the Program Chairs office, provides an opportunity for the student, the student's advisor, the BSW Program Director, and the Director of Field Education to meet and review the students' program and performance. The purpose of this meeting is to provide educational counseling and make recommendations. These recommendations may include (but are not limited to): rearrangement of student's program to complete field instruction at a later time; having the student seek additional experiences outside of the University to address identified areas of weakness; providing one additional field placement opportunity.

REMOVAL OF A STUDENT FROM THE FIELD AGENCY

1. A request for the consideration of removal may be initiated by the field instructor, the agency executive, the faculty liaison, or the student. In all cases, a written statement, which documents the issues and/or concerns, is to be prepared by the person initiating the action.
 - a. At the request of the agency, the field instructor, or the faculty liaison:
 - i. A student may be removed from the field placement agency for documented unprofessional conduct or for demonstratable lack of progress in attaining instruction learning objectives.
 - ii. The following steps are to be taken:
 1. The student will be apprised, orally and/or in writing, of the specific nature of the concerns(s) about his/her behavior, progress in learning, or performance.
 2. The initiating the request will communicate his/her concern regarding the student to the others involved (e.g. field instructor, liaison, etc.). The faculty liaison will alert the Direct of Field Education.
 3. To arrive at a resolution of the situation, a meeting will be held with, at a minimum, the student, the field instructor, and the faculty liaison. The student's advisor and the Director of Field Education will be informed and may be included as appropriate. The purpose of this meeting is to ascertain the facts and give all parties involved an opportunity to raise their concerns, and explore possibilities for resolution of the problem. The possibilities include
 - a. Continuation in the agency with a specific plan (including time limits) for correction in the areas identified as deficient (Appendix IV-H).
 - b. Removal from the agency, without grade penalty, and replacement in another agency to complete the course requirements.
 - c. Removal from the agency, with grade penalty, and replacement in another agency to complete the course requirements.
 4. In the event the situation is not resolved as a result of this meeting, the matter will be referred to the Director of Field Education.
 5. Steps "b" to "d" should be completed in a period not to exceed three weeks.

- b. Serious obstacles to the student's learning in the agency may be addressed through a request for removal by the student. The following steps are to be taken:
 - i. The student will discuss the situation with the field instructor.
 - ii. If the issue remains unresolved, the student will consult the faculty liaison to discuss the issues and the rationale for the request to be placed elsewhere. The Director of Field Education will be informed.
 - iii. If, after such a discussion, the matter is not resolved, the faculty liaison will convene a meeting of the student, the field instructor, the Director, and the student's advisor. The purpose of such a meeting would be to ascertain the facts; to give all parties involved an opportunity to voice their concerns, and to serve as a basis for decisions.
 - iv. The Director of Field Education, in consultation with the Program Director and with the student and faculty liaison, will then proceed to decide this matter. The possibilities include:
 1. Continuation in the agency with a specific plan (including time limits) for correction in the areas identified as deficient.
 2. Removal from the agency, documented cause, resulting in a Failing grade.
 3. Removal from the agency, without grade penalty, and replacement in another agency to complete the course requirements.
2. If, as a result of these procedures, a student is removed from the field agency for documented unprofessional conduct or demonstrable failure to progress in attaining field instruction objectives, a grade of **Fail (F)** will be assigned for the course.

TERMINATION OF INTERNSHIP/FIELD PRACTICUM

Most students will have little or no difficulty in following the expectations for internship and field experience. However, occasionally situations arise which are serious enough to necessitate the removal of a student from field placement and/or Program (See *Student Handbook, p.49-50 and Appendix IV- H* for details).

The following are some (but possibly not all) of the major reasons for such removal:

1. A clear violation of client confidentiality. This does not include the sharing of information necessary for case management or knowledge integration.
2. Chemical abuse or any other conditions which interfere with responsibilities to clients, the placement agency, or academic course requirements.

3. Failure of a drug test will result in immediate termination from an agency placement or if before placement, the student will not be placed in an agency for internship. In these cases, students will be referred to the program director for further action and counseling services for assistance with their substance abuse issues.
4. Sexual involvement with a client.
5. Repeated failure to respect interpersonal boundaries with clients or placement staff.
6. Chronic failure to meet the expectations of internship or field experience.
7. A determination by the Field Instructor, the Field Instruction Liaison, or the Director of Field Education that the student does not possess the basic skills necessary for social work practice (i.e., the needs of the client, student, agency, or school are not being served).
8. Policy guidelines as specified in the Agency Agreement (*Appendix II-A*) are not being met.
9. A student may also be removed due to situations that are beyond his/her control, such as an incapacitation due to illness or accident, or agency problems that compromise the integrity of the placement experience.

Formal termination procedures may only be implemented when informal means have been exhausted, or cannot be met. Before the institution of formal means, informal means ought to have resulted in:

1. A clear understanding among all parties of the reason for termination.
2. A determination that resolution is either no longer advisable or possible.

Withdrawal requests may be initiated by the agency, school, or student. When any two parties agree that personal conduct or educational progress is such that no further time should be spent on the placement, the following steps should be taken:

1. Notification, in writing, to all parties regarding the specific problem,
2. Meeting of concerned parties, for discussion of the problem,
3. A mutual decision shall be made and recorded in the student's record (and agency's file, where appropriate).
4. In the event a mutual decision is not possible, the Agency and Director of Field Education will work out a suitable solution.

As in other matters involving possible disagreements, the Director of Social Work and the Social Work Committee will serve as sources of appeal. Upon failure of informal means, the reasons for termination must be submitted to all other parties in writing. Placements in progress must be

terminated, so desired, *before* the school's deadline for withdrawing from a class without academic penalty (see VSU undergraduate catalog).

Once the decision to remove a student has been made, the student will discontinue his/her duties at the field agency immediately. A student who is removed from the field agency for documented unprofessional conduct, failed drug test, or demonstrable failure to progress in attaining field instruction objectives, a grade of **Fail (F)** will be assigned for the course. Students who are removed for any of these reasons stated will need to reapply to the Social Work Program for re-admittance and provide written evidence that they have corrected their actions. Students who feel he/she has been removed unjustly may appeal the decision as directed by University policy (see *Student Handbook*, p.50 for details).

PROCEDURES FOR EVALUATION OF STUDENTS LEARNING IN THE FIELD

Evaluation procedures in Field Instruction at Virginia State University are designed to aid and involve the student, the agency, and the Social Work Program in working together to ensure integration of theoretical knowledge with a practical understanding of the reality of the professional social work setting.

The student's faculty field liaison is also the student's field seminar instructor. In the interest of ongoing evaluation, the field instruction liaison/seminar facilitator and the student maintain constant communication by way of the field seminar, planned meetings, blackboard, email, or phone. In the field seminar, each student is encouraged to discuss problems encountered during the week and to present the solution, which was agreed upon in conference with the Field Instructor.

In addition, ongoing student evaluation will consist of six parts. They are:

1. *The Learning (agreement) Contract* (See Appendix III-F) is the mechanism by which students, their field instructor, and the faculty monitor and assess students' progress in the field practicum. This learning agreement specifies competencies, tasks to be performed to meet those objectives, and evaluation methods. Performance expectations are stated as course competencies in BSW Field Instruction course syllabi. It is suggested that these competencies be consulted by the field instructor and the student as the basis for formulating the teaching/learning contract between them.

The Learning Contract is completed by the student and field instructor and must be approved by the Faculty Field Liaison. Field instructors are encouraged to review the learning agreement with their student(s) during regular supervisory sessions. In addition, the faculty liaison meets with the student and the field instructor twice during

the semester. The faculty field liaison reviews the learning agreement during this visit to assess progress towards the completion of outlined tasks.

2. The faculty liaison has the opportunity to review the student's field placement journals/logs (which are seminar class assignments) and other field instruction seminar assignments (presentations, papers, process recordings, etc) for the faculty liaison to award the field seminar grade. These journals and logs can provide the field liaison and field instructor with valuable information related to how the student is performing in his/her field placement. Class time is allotted for informal discussion of practicum experiences and issues, again giving the faculty liaison yet another means for assessing the student.
3. A formal mid-semester evaluation/conference involving the student, Field Instructor, and the Field Instruction Liaison. At this time, the competencies/ behaviors agreed upon for the placement are clarified and progress toward obtaining these behaviors is discussed. If there are particular problems or particular areas in which student growth is needed, they are delineated and a plan for meeting these learning needs is formulated (*See Appendix IV-E of Field Instruction Manual*). If the student is not performing at the expected level, the Faculty Field Liaison notifies the student and the Director of Field Education. Specific areas needing improvement are noted and a review date is set (*See Field Education Manual, Appendix IV- H*). If there are particular problems or particular areas in which student growth is needed, they are delineated, and a plan for meeting that need is formulated. The field instructor must notify the faculty field liaison immediately if there is any indication that the student performance is less than satisfactory at mid-semester in addition to:
 - a. The field instructor is required to prepare a written statement for the student with a copy sent to the faculty field liaison. This statement must identify the specific areas that are to be improved for the student to satisfactorily meet field requirements.
 - b. The faculty field liaison is required to inform the student's faculty advisor of the situation and be available to work with the student and the field instructor to assist them in arriving at a satisfactory resolution of the problem(s). Resolution may include termination of the student's placement.
 - c. If a student's performance is evaluated by the field instructor and is less than satisfactory at any point after mid-semester and before the end of the semester, the field instructor is required to notify the faculty field liaison immediately and follow the steps outlined in step 1 above.
4. The end of the semester evaluation/conference involving the aforementioned persons and the completion of a Social Work Program Field Evaluation. (See Appendix IV- F & G) that is reviewed with the student and submitted to the faculty field liaison. A formal evaluation by the field instructor is required one week prior to the end of each semester of BSW Field Instruction. A final in-person conference, between the field instructor and the student, is to be held before the end of the semester to evaluate the student's field instruction performance. The

student is expected to participate actively in the evaluation conference and is required to prepare a self-assessment of his or her performance. As a part of the final evaluation, at this conference the student involved may comment on the Field Instructor's submitted evaluation, the instructor's comments on the evaluation, and the progress the student has achieved toward established learning goals and objectives. Students' professional strengths and areas for improvement are also discussed. Also:

- a. The student **must read** the evaluation and **must sign it** to indicate that he or she has read it, **prior to** submitting it to the faculty field liaison for review and final grading.
- b. If the student disagrees with any part of the evaluation, he or she may attach a signed addendum noting the areas of disagreement. Undergraduate Grade Appeal Procedures apply to Field Instruction courses.
- c. The field instructor **must also sign** the evaluation before submitting it to the faculty field liaison for review and grading.

In SOWK 399 and 499, The SWEAP Field Placement/Practicum Assessment Instrument is used (*See Appendix IV–G – Field Instruction Manual*). The nine (9) Core Competencies behavior items are assessed using a 4-point Likert rating scale: (4) – superior performance; (3) competent performance (2) – inadequate performance (1) –lacking performance. In SOWK 490 a similar Field Placement/Practicum a mid-year evaluation instrument is used, which evaluates the students' knowledge of the 9 core competencies using only twenty practice behavior items (*See Appendix IV – F- Field Instruction Manual*). A five-point Likert rating scale is also used: (5) - Student illustrates the mastery of social work knowledge, values, and skills; (4) - Student illustrates superior knowledge of social work values and skills; (3) - Student illustrates competent knowledge of social work values and skills; (2) - Student illustrates inadequate or beginning knowledge of social work values and skills; (1) - Student has not demonstrated knowledge of social work values and skills.

5. At the end of the junior and senior placement, the student is required to complete an evaluation of the Field Agency/Placement, the Field Instructor, and of the Field Instruction Liaison (*See Appendices IV-A- B,-C*).
6. The field instruction courses, SOWK 399, SOWK 490-499 are three credit hours each and are graded on a scale of A, B, C, D, and F. The final grade is based upon a combination of:
 - a. Learning Contract
 - b. Working Contract
 - c. Conference Agendas
 - d. Process Recordings
 - e. Journals/Logs
 - f. Resolving an Ethical Dilemma Paper/Presentation
 - g. Macro Agency Analysis Paper

- h. Formal Mid-Term Evaluation
- i. Final Field Instruction Evaluation by the Agency Field Instructor

Since field instruction represents the implementation and evaluation of practice skills, the major part of the final grade (40%) is measured in terms of actual practice application and activities in the agency and with in-person contact with client systems (see Final Evaluation forms of Students Performance for specific criteria). Therefore, although “academic” tasks such as written projects might warrant higher grades, the student without favorable evaluation of practice skills cannot pass field instruction via mid-semester and final evaluation. A mean score of 2.5 on the final evaluation will be required to pass SOWK 399 and 490, and 2.75 to pass SOWK 499.

The Faculty Field Liaison, in consultation with the Agency Field Instructor and if needed the Director of Field Education, is responsible for assigning the grade for the field instruction. Student’s final grades are based on evaluations of their performances in the field and successful completion of assignments in the field instruction seminar. Any discrepancies or disagreements concerning a student’s grade shall be acted upon by joint participation of the Social Work faculty, the student, and the Director using the Grievance Procedure outlined in the Student Handbook, p. 52-54.

EVALUATION OF PLACEMENT AGENCIES, FIELD INSTRUCTORS, AND FACULTY FIELD LIAISON

1. At the end of each placement, forms are distributed by the Field Instruction Department of the Social Work Program to evaluate placement agencies, field instructors, and faculty field liaisons.
 - a. Students receive forms to evaluate the placement agency, the field instructor, and the faculty field liaison (*See Appendices IV-A, B & C.*)
 - b. Field instructors receive a form to evaluate the faculty field liaison (*Appendix IV-D*)
 - c. Faculty field liaisons receive forms to evaluate the placement agency and the field instructor (*See Appendix II-E*)
2. All evaluation forms are returned directly to the Director of Field Education and constitute the primary data used in subsequent planning and placement decisions.

BACKGROUND CHECKS

Background checks are required by Virginia state law for certain human service agencies, and if students are placed in those agencies they must comply with the agency's protocol in such matters. There may or may not be an additional fee to the student for these background checks.

DRESS CODE

Students placed in field settings through the VSU Social Work Program are to remember that they represent the university, the program, and the agency. Students must, therefore, at all times, exemplify the highest standards of professional commitment relative to personal appearance, demeanor, personal integrity, citizenship, social prudence, and personal hygiene. A modest professional dress that is consistent with the policy of the agency and reflects professionalism is expected of all students in the field.

LIABILITY INSURANCE

All students whose field placement is necessary to meet degree requirements are covered by liability insurance carried by the University as long as the student is performing within the course and scope of his/her responsibilities as authorized. Virginia State University BSW students are covered under the *Commonwealth of Virginia Risk Management Plan and §2.2-1836 and 2.2-1840, Code of Virginia* Tort liability continuous from the time initiated until canceled. Students are advised to carry sufficient auto liability and personal injury insurance of their own. Students are encouraged to discuss with their Field Instructor the kinds of insurance coverage the agency has and whether or not this applies to students to make decisions on the above.

POLICY REGARDING FIELD PLACEMENT AND EMPLOYMENT

Previous Work Experience: Academic credit for life experience and previous work experience will not be granted in whole or in part in place of the field practicum or courses in the professional foundation areas specified in the CSWE Curriculum Accreditation Standards.

Practicum Placement at Agency in Which Student Works as an Employee: Professional employment and learning are not inconsistent, but significant differences exist between the roles of students, staff, and members and between goals of education and service.

Field placement in an agency in which the student is employed is not encouraged and is subject to greater scrutiny. Students who wish to complete a practicum experience at their place of employment must submit a request to the Director of Field Education. The request is carefully reviewed using the following five standards:

1. The agency must be approved as a field placement site and provide an opportunity for the student to gain new knowledge and achieve the BSW program's educational goals and competencies.
2. The student must list all the positions he/she has held at the agency, including a description of employment responsibilities, a schedule of work hours, and the names of supervisor(s).
3. The student must be assigned to a department, unit, or program that differs from all prior or current employment units. This is to ensure that the student has exposure to new methods, client populations, and other new learning experiences.
4. The agency must provide a qualified field instructor who has not supervised the student in employment responsibilities. The field instructor must be approved by the social work program faculty using the same criteria for approval of any other new field instructor.
5. The schedule of hours designated for the field assignment must be designated and performed outside of the hours of the student's schedule of work hours.

Students who are approved to complete their practicum at their place of employment must meet the same educationally focused competencies as all other students in the program

If a student is offered a position with their field agency where they are doing their internship, they must first discuss this matter with their Field Instruction, Liaison, and the Director of Field Education before accepting such an offer. The employability of a student in a placement agency would be determined on an individual basis. In certain instances, a student may be advised not to accept employment in the agency where they are doing their internship based on their overall academic performance.

If a student becomes hired during the internship in the area that internship is occurring, he/she may continue in the internship setting in a paid position as long as the terms of the internship are carried out, assignments are turned in, and the evaluation is completed as scheduled by the Field Instructor and the student. Student assignments and field education supervision must differ from those associated with the student's employment. The same standards outlined above for students desiring to complete their practicum where they are currently employed apply to students who wish to accept a position at their assigned practicum site. It is highly recommended that students not accept a job offer in the agency where they are doing their internship until the last month of field placement in the final semester of their internship.

Field placements in agencies where students are also employed are monitored closely by the Director of Field Education and the student's Field Instruction Liaison via additional site visits, a close review of assignments, etc.

EXTREME WEATHER AND REDUCED HOURS POLICY

In cases of weather conditions, such as hurricanes and snowstorms, when the University is closed and/or when individual agencies are closed, field students are expected to make an informed choice about whether they should attempt to go to their respective field placements. If the agency is open, students may go to placements and be guided by the policies of their agencies. Students may also call their agencies and explain that the University is closed and, in their judgment, they cannot either safely make their way to and from placement or, for other reasons such as no arrangements for children unexpectedly home from school, etc., will not be at the field placement. Always put safety first in making such judgments.

When the University and the individual agency are BOTH closed, obviously the student will not be able to accumulate field hours during such closures. When a student believes it is not possible to make up the hours (.e., it is very close to the end of the semester or some other compelling reason), a deficit of up to 16 hours of field placement may be *requested*. Students must apply for this waiver of up to 16 hours submitting their request to the Director of Field Education, with a copy to their Field Instructor, and Faculty Field Liaison (*See Appendix II -H*). The Director of Field Education will decide to grant or deny the request for reduced hours, including the number of hours to be reduced. In so doing, the Director of Field Education may consult with the student's Agency Field Instructor and/or Faculty Field Instruction Liaison. Students will be notified in writing of the decision and the number of reduced hours. Students may appeal this decision, as with any such decision, using University appeal procedures.

Students should take note of the fact that the stated course requirements for SOWK 399 are 160 clock hours in the spring semester of their junior year and for SOWK 490 and 499 are 240 clock hours per semester in their field agency (a total of 480 hours). While it is true that the minimum number of hours required by the Council on Social Work Education is a total of 400 hours, the expectation of the VSU Field Instruction Sequence requires completion of 640 hours, plus 15 hours per semester (40 hours total) of concurrent class time.

When students, for reasons of weather, closings, or any other personal reasons, are unable to complete 240 hours plus the seminar hours within a given semester, they may seriously decrease their ability to satisfactorily complete all requirements of the field practicum. It is the VSU Social Work Program's opinion that the more hours a student can put into the field, the better prepared she or he will be for practice. Therefore, when a student is granted permission to complete a field with fewer than the number of required hours per semester (240), that student must give assurances that he or she will be able to satisfactorily complete all requirements of the field within the reduced hours requested. While there is room for flexibility here and students may have a need to exercise that flexibility, it should not be done lightly. It is the student who will bear the burden of proof of his or her ability to fully satisfy all field requirements.

SAFETY POLICIES AND PROCEDURES

The Social Work Field Department has developed policies regarding the safety of social work interns in the field. Policies were created to make students aware of potentially dangerous situations that they may face during their internship placement. Working with vulnerable populations, and in certain environments, can sometimes pose safety issues to social workers and interns in the field. The Social Work Program believes that you have a right to be informed of risks associated with this aspect of your educational and professional preparation and that with proper knowledge and preparation, risks can be minimized. The safety of interns in the field setting is a priority of the Social Work Field Department and Social Work Program as a whole.

I. POLICY

- a. Agency field placements are responsible for providing interns with orientation to the agency. In doing so, field instructors utilize the Orientation Check List for Field Instructors (Appendix II-G) as a guideline to ensure that proper agency orientation is being administered. Agency safety and security procedures along with the agency policy manual are to be reviewed with the student during the orientation process. Orientation to agency protocols to keep students safe in the event of communicable diseases (**epidemics, pandemics, etc.**) must be discussed with the student. This process should include a discussion of safety procedures for working with clients inside the facility, within the community, during home visits, and working with clients. Agency safety policy and procedures should be reviewed and completed with the student within the first week of placement to allow for additional discussion and time for questions to be asked.
- b. Upon completion of orientation with the field agency, and after reading the safety policy and procedures, the student is required to sign the Acknowledgement of Risk in the Field Practicum form (*Appendix III-B*). This form provides the student with additional risks in the field and advice on how to remain safe in these situations.
- c. If a student feels that their safety is at risk they should remove themselves from the situation and notify their Agency Field Instructor. If a solution to the students' safety concerns cannot be met then the student should not be required to remain at the field agency. The faculty field liaison should be contacted immediately to intervene and explore the concerns while seeking an agreed-upon resolution. If a resolution cannot be determined, then the Director of Field Education should be notified immediately for mediation and possible reassignment of the student to new field placement.

II. PROCEDURES IN CASES OF INCIDENTS

- a. It is the student's responsibility to report any incidents to their Agency Field Instructor immediately, especially in cases when they feel intimidated, threatened, harassed, generally unsafe, or hurt by a client or an employee of the agency. The Faculty Field Liaison should be notified by the Agency Field Instructor and informed of the incident immediately. The Faculty Field Liaison should document the incident, temporarily remove the student from the placement and refer to the Director of Field Education for the next steps to be taken to address the issue.
- b. The Director of Field Education will assess the information provided by the Faculty Field Liaison and schedule a meeting with the student, Faculty Field Liaison, and the Director of the Social Work Program. During the meeting, the student will be supported and the incident will be discussed. Upon the conclusion of the meeting, it is determined that the student is not ready to return to the field then the student will be given an Incomplete "I" for the semester and referred to campus support systems including counseling services if needed. The students' Agency Field Instructor will then be notified that the student will not be returning for the remainder of the semester. The Director of Field Education will document the meeting and any referrals made for student support services.

III. SAFETY PRECAUTIONS

Students need to be aware that **the practice of social work involves an element of personal risk**. When students have concern for their safety or the safety of others, they should discuss the concern with their Agency Field Instructor to determine the best course of action and share this with their Faculty Field Liaison. Students are not to take unnecessary risks in the course of their internship.

- a. **Liability Insurance.** As indicated earlier, it is highly recommended that students carry professional liability insurance over and above the coverage provided through existing university policies. An important aspect of professional practice is knowing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, see your Agency Field Instructor.
- b. **Transporting Clients.** The Social Work Program recommends that you do **not**

use your personal vehicle to transport clients. If clients are to be transported, an Agency vehicle should be used and you should be accompanied by an employee of the agency. This is to prevent any issues that you may encounter with a disgruntled client or claims against you by a client.

- c. **Client Office Visits.** Sometimes you may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your Agency Field Instructor early in your field placement so that you are informed of agency policy and recommended courses of action should such an event occur.
- d. **Institutional Settings.** Mental health and correctional institutional settings serve a client population whose behavior may be unpredictable. You must learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your Agency Field Instructor. It is acceptable to have your Agency Field Instructor or another staff person accompany you when visiting such clients.
- e. **Home Visits.** It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your Agency Field Instructor - time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your Agency Field Instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your Agency Field Instructor or another employee. Do not take risks. Be sure to have enough gas in your car. Know who to call or what steps to take if you should experience a vehicle breakdown.
- f. **After Hours Meetings.** Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your Agency Field Instructor or someone else when going to your car after dark. Don't take risks.
- g. **Health Safety.** Students should receive Information and training about how to protect themselves from infectious diseases. If you anticipate a placement setting where there is the chance of being exposed to blood-borne pathogens including

hepatitis or AIDS, it is recommended that you get the Hepatitis B vaccination. This involves a series of three injections over six months. The second injection is given one month following the first with the third coming five months later. Given the time requirements for this protection, you must begin immunizations at a time that would give you protection by the time you enter the field. The cost for this series can range from \$90-\$150, depending on where you receive your immunization. You are admonished to continue to take precautionary measures to protect yourself against these diseases. Also, the prevalence of TB in society has seen an increase in recent years. If you anticipate a field instruction setting that serves populations at risk for TB, it is recommended that you take this test before entering the field. Some settings may require this test.

SOCIAL WORK PROGRAM FACULTY

FULL-TIME FACULTY

Dr. Jimmie Fedrick, DSW, LCSW,
Chair, Director of MSW Program
Associate Professor
Office: Johnella Jackson Hall Rm 101
Phone: 804 524 -6276 (o)
Email: jfedrick@vsu.edu

Ms. Jane Parker, MSW
Director of BSW Program
Assistant Professor
Office: Johnella Jackson Hall Room 106
Phone: 804 524-5454
Email: jparker@vsu.edu

Tammy Walton, MSW
Assistant Professor
Office: Johnella Jackson Hall
Phone: 804-524-7023

Dr. Brittany Short, DSW, LCSW
Director of Field Education - BSW
Assistant Professor
Office: Johnella Jackson Hall, Rm 103
Phone: (804) 524-7028(o)
Email: bshort@vsu.edu

Dr. Dee Lucombe, DSW
Director of Field Education - MSW
Office: Johnella Jackson Hall Rm 105
Phone: 804 524-2981(o)
Email: dlucombe@vsu.edu

Jacqueline Cowan, MSW
Assistant Professor
Office: Johnella Jackson Hall
Phone:

ADJUNCT FACULTY

Daryl Simmons, LCSW
Adjunct Instructor
Phone: 804 524-1435 (o)
Email: dsimmons@vsu.edu

Chaniqua Jones, MSW
Adjunct Instructor
Phone: 804 524-1435 (o)
Email: chjones@vsu.edu

Keneshia Thornton, MSW, LCSW
Adjunct Instructor
Phone: 804 524-1435 (o)
Email: kthornton@vsu.edu

ToShera Friend-Kimble, LCSW
Adjunct Instructor
Phone: 804 524-1435 (o)
Email: tfriend-kimble@vsu.edu

Shaleash Williams, MSW
Adjunct Instructor
Phone: 804 524-1435 (o)
Email: spwilliams@vsu.edu

Tanisha Murraray, MSW
Adjunct Instructor
Phone: 804 524-1435 (o)
Email: spwilliams@vsu.edu

FALL 2023 SEMESTER

AUGUST		
Friday	11-13	Residence Halls Open at 8:00 a.m. for New Students
Monday-Friday	14-18	New Trojans Experience
Friday	18	Residence Halls Open @ 8:00am for Continuing Students
Monday	21	University Classes Begin (On-Campus and Term I, Eight Week Classes at Fort Lee)
Monday	21	Mandatory Attendance Verification Begins
Friday	25	Registration Ends for Fall Semester
Friday	25	Last Day to Add/Drop for All Classes
SEPTEMBER		
Friday	1	Mandatory Attendance Verification Due in the System by Faculty (5:00 pm)
Monday	4	LABOR DAY HOLIDAY (University Closed)
Monday	11	Formal Opening Convocation (7:00pm)
Tuesday	12	Last Day to Withdraw from Eight Week Classes (Grade of "W" will be recorded)
Friday	22	Trojan Wellness Day (No Classes – University Offices Open)
Friday	29	Last Day to file an Application for Fall Commencement (Applications must be filed in the Office of the Registrar)
OCTOBER		
Monday	2	Mid-term Examinations Begins
Saturday	7	Midterm Examinations End
Friday	13	Midterm Grades are Due in the System by Faculty (5:00 p.m.)
Saturday	14	Homecoming Game – 2:00pm
Monday-Tuesday	23-24	Trojan Wellness Days – FALL BREAK
Monday	30	Registration Begins for Spring Semester 2024
NOVEMBER		
Tuesday	7	ELECTION DAY (University Closed)
Friday	17	Last Day to Withdraw from On-Campus Classes (Grade of "W" will be recorded)
Thursday- Sunday	23-26	THANKSGIVING HOLIDAY (University Closed)
Monday	27	University Classes Resume Virtually
DECEMBER		
Tuesday	5	University Classes End
Tuesday	5	Registration Ends for Spring 2024 Semester
Tuesday	5	Last Day to Pay Graduation Fee and Clear Unpaid Balances for Fall Commencement
Wednesday	6	University Reading Day
Thursday	7	Final Examinations Begin
Monday	11	Final Examinations End (Faculty members are

		encouraged to submit grades to the Office of the Registrar within 48 hours after final examination)
Tuesday	12	Senior Grades are Due in the System by Faculty (5:00 p.m.)
Friday	15	Semester grades are due in the System by Faculty (5:00 pm)
Friday	15	Commencement Ceremony Rehearsal at 9:00am – Multipurpose Center
Friday	15-16	Commencement Ceremony Activities
Friday	15	ROTC Commissioning Exercises
Saturday	16	FALL COMMENCEMENT at 10:00 a.m. – Multipurpose Center

SPRING SEMESTER 2024

JANUARY

Monday-Tuesday	8-9	University Conference and Faculty Planning Workshops
Wednesday	10	Residence Halls Open at 8:00 a.m. for New and Continuing Students
Monday	15	MARTIN LUTHER KING, JR. HOLIDAY (University Closed)
Tuesday	16	University Classes Begin
Tuesday	16	Mandatory Attendance Verification Begins
Tuesday	16	Term I, Eight Week Classes Begin at Fort Lee
Tuesday	17	Late Validation Fee in Effect
Friday	19	Last Day to Add/Drop for All Classes
Friday	19	Registration/Validation Ends for Spring Semester 2020
Friday	26	Mandatory Attendance Verification Ends

FEBRUARY

Wednesday	7	ASSESSMENT DAY - All Undergraduate Classes Cancelled from 8:00am-5:00pm (Classes Resume at 5:00 p.m.)
Friday	23	Last Day to file an Application for Spring Commencement (Applications must be filed in the Office of the Registrar)
Monday	26	Trojan Wellness Day – No classes – University Office Open

MARCH

Monday	4	Midterm Examinations Begin
Wednesday	1	Term I, Eight Week Classes at Fort Lee End
Friday	3	Term II, Eight Week Classes Begin
Tuesday	7	Term II, Last Day to Add Eight Week Classes
Saturday	9	Midterm Examinations End
Sunday-Sunday	10-17	SPRING BREAK (No Spring Break for Eight Week Classes)*

Friday	15	Midterm Grades are due in the system
Monday	18	Multi-Semester Registration Begins for Fall 2024-Summer 2025
Thursday	21	FOUNDER'S DAY
Thursday	28	Term II, Last Day to Withdraw from Classes at Fort Lee (Grade of "W" will be recorded)
APRIL		
Monday	1	Academic Convocation and Awards Ceremony (5:00pm)
Monday-Friday	1-5	Honors Week Activities
Friday	19	Term II, Last Day to Withdraw from On-Campus Classes (Grade of "W" will be recorded)
Tuesday	30	University Classes End
Tuesday	30	Last Day to Pay Graduation Fee and Clear Unpaid Balances
MAY		
Wednesday	1	University Reading Day
Thursday	2	Final Examinations Begin
Thursday	2	Grade Rosters for All Spring Commencement Candidates Must be Distributed to Faculty by Registrar
Monday	6	Final Examinations End (Faculty members are encouraged to submit grades to the Office of Registrar within 48 hours after final examinations)
Wednesday	8	Residence Halls Close at 12:00 Noon (Non Commencement Participant Students)
Tuesday	7	Senior Grades are Due in the System (5:00 p.m.)
Friday	10	Semester Grades are Due in the System (5:00 p.m.)
Friday-Saturday	10-11	Commencement Activities
Friday	10	Commencement Rehearsal at 9:00 a.m. – Multipurpose Center
Friday	10	ROTC Commissioning Exercises
Saturday	11	COMMENCEMENT EXERCISES at Multipurpose Center
Sunday	12	Residence Halls Close at 12:00 Noon (Graduating Student Participants)

FIELD INSTRUCTOR'S BIBLIOGRAPHY AND FURTHER READINGS

- Ahn, B., Boykin, L., Hebert, C., & Kulkin, H. (2012). Exploring baccalaureate social work students' self-efficacy: Did it change over time?. *Journal Of Teaching In Social Work, 32*(5), 487-501.
- Auslander, G. K., & Rosenne, H. (2016). Data Mining for Social Work Students: Teaching Practice-Based Research in Conjunction with a Field Work Placement. *Journal Of Teaching In Social Work, 36*(1), 52-69. doi:10.1080/08841233.2016.1125731
- Blank Wilson, A., & Farkas, K. (2014). Collaborative Adaptations in Social Work Intervention Research in Real-World Settings: Lessons Learned from the Field. *Journal Of Evidence-Based Social Work, 11*(1/2), 183-192. doi:10.1080/15433714.2013.847267
- Beddoe, L., Ackroyd, J., Chinnery, S., & Appleton, C. (2011). Live Supervision of Students in Field Placement: More than Just Watching. *Social Work Education, 30*(5), 512-528. doi:10.1080/02615479.2010.516358
- Bogo, M. (2015). Field Education for Clinical Social Work Practice: Best Practices and Contemporary Challenges. *Clinical Social Work Journal, 43*(3), 317-324.
- Birkenmaier, J., Curley, J., & Rowan, N. (2012). Knowledge outcomes within rotational models of social work field education. *Journal Of Gerontological Social Work, 55*(4), 321-336.
- Bronstein, L., Anderson, E., Terwilliger, S., & Sager, K. (2012). Evaluating a model of school-based health and social services: An interdisciplinary community-university collaboration. *Children & Schools, 34*(3), 155-165.
- Campie, P., Pakstis, A., Flynn, K., & McDermott, K. (2015). Developing a coherent approach to youth well-being in the fields of child welfare, juvenile justice, education and health: A systematic literature review. *Families In Society: The Journal Of Contemporary Social Services, 96*(3), 175-184.
- Carey, L. (2016). Group work education: A call for renewed commitment. *Social Work With Groups, 39*(1), 48-61.
- Carten, A., & Finch, J. (2010). An empirically based field-education model: Preparing students for culturally competent practice with new immigrants. *Journal Of Public Child Welfare, 4*(3), 365-385.
- Charles, G., Barring, V., & Lake, S. (2011). What's in it for Us? Making the Case for Interprofessional Field Education Experiences for Social Work Students. *Journal Of Teaching In Social Work, 31*(5), 579-593. doi:10.1080/08841233.2011.615265
- Colvin, A., & Bullock, A. (2014). Technology acceptance in social work education: Implications for the field practicum. *Journal Of Teaching In Social Work, 34*(5), 496-513.

- Davis, R. (2010). Constructing a profession of social work: The role of social work supervision. *Revista De Asistentia Sociala (Social Work Review)*, 9(1), 20-30.
- Dinecola, C., & Lemieux, C. (2015). Practice with persons with autism spectrum disorders: Predictors of self-efficacy among social work students. *Journal Of Social Work In Disability & Rehabilitation*, 14(1), 23-40.
- Ferguson, A. (2015). The Future of Gerontological Social Work: What We Know and What We Don't Know about Student Interest in the Field. *Journal Of Evidence-Informed Social Work*, 12(2), 184-197. doi:10.1080/15433714.2013.808601
- Field education. (2011). *Journal of Teaching in Social Work*, 31(3), 362.
- Foote, W. L. (2015). Social Work Field Educators' Views on Student Specific Learning Needs. *Social Work Education*, 34(3), 286-300. doi:10.1080/02615479.2015.1005069
- Gelman, C. R., & Baum, N. (2010). Social Work Students' Pre-placement Anxiety: An International Comparison. *Social Work Education*, 29(4), 427-440. doi:10.1080/02615470903009007
- Gursansky, D., & Le Sueur, E. (2012). Conceptualising Field Education in the Twenty-First Century: Contradictions, Challenges and Opportunities. *Social Work Education*, 31(7), 914-931. doi:10.1080/02615479.2011.595784
- Healy, J., Tillotson, N., Short, M., & Hearn, C. (2015). Social work field education: believing in supervisors who are living with disabilities. *Disability & Society*, 30(7), 1087-1102. doi:10.1080/09687599.2015.1076379
- Hearn, C., Short, M., & Healy, J. (2014). Social work field education: believing in students who are living with a disability. *Disability & Society*, 29(9), 1343-1355. doi:10.1080/09687599.2014.935296
- Hemy, M., Boddy, J., Chee, P., & Sauvage, D. (2016). Social Work Students 'Juggling' Field Placement. *Social Work Education*, 35(2), 215-228. doi:10.1080/02615479.2015.1125878
- Johnston-Goodstar, K. (2012). A funny thing happened at the internship today: A reflection on ethical dilemmas, decision-making, and consequences of a questionable field work situation. *Reflections: Narratives Of Professional Helping*, 18(2), 60-63.
- Johnston-Goodstar, K., Richards-Schuster, K., & Sethi, J. (2014). Exploring critical youth media practice: Connections and contributions for social work. *Social Work*, 59(4), 339-346.
- Katz, E., Tufford, L., Bogo, M., & Regehr, C. (2014). Illuminating students' pre-practicum conceptual and emotional states: Implications for field education. *Journal Of Teaching In Social Work*, 34(1), 96-108.

- Kelly, M., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Berzin, S. (2016). Assessing the National School Social work practice model: Findings from the Second National School Social Work survey. *Social Work, 61*(1), 17-28.
- Kim, M. (2013). Challenging the pursuit of criminalisation in an era of mass incarceration: The limitations of social work responses to domestic violence in the USA. *The British Journal Of Social Work, 43*(7), 1276-1293.
- Marlowe, J. M., Appleton, C., Chinnery, S., & Van Stratum, S. (2015). The Integration of Personal and Professional Selves: Developing Students' Critical Awareness in Social Work Practice. *Social Work Education, 34*(1), 60-73. doi:10.1080/02615479.2014.949230
- Murty, S., Sanders, S., & Stensland, M. (2015). End-of-life care as a field of practice in the social work curriculum. *Journal Of Social Work In End-Of-Life & Palliative Care, 11*(1), 11-26.
- Neely-Barnes, S., McCabe, H., & Barnes, C. (2014). Seven rules to live by: Accommodations in social work education and the field. *Journal Of Social Work In Disability & Rehabilitation, 13*(4), 279-296.
- Paat, Y., & Hope, T. (2015). The effects of marital culture and social structure on marital aspirations and attitudes in "Fragile Families". *Journal Of Family Social Work, 18*(3), 143-163.
- Parrish, D. E., & Oxhandler, H. K. (2015). Social Work Field Instructors' Views and Implementation of Evidence-Based Practice. *Journal Of Social Work Education, 51*(2), 270-286. doi:10.1080/10437797.2015.1012943
- Peckover, C., Vasquez, M., Van Housen, S., Saunders, J., & Allen, L. (2013). Preparing school social work for the future: An update of school social workers' tasks in Iowa. *Children & Schools, 35*(1), 9-17.
- Reese, D. (2011). Interdisciplinary perceptions of the social work role in hospice: Building upon the classic Kulys and Davis study. *Journal Of Social Work In End-Of-Life & Palliative Care, 7*(4), 383-406.
- Rogers, A., Gualco, K., Hinckle, C., & Baber, R. (2013). Cultivating interest and competency in gerontological social work: Opportunities for undergraduate education. *Journal Of Gerontological Social Work, 56*(4), 335-355.
- Root, L. S., & Choi, Y. J. (2011). Work in the Lives of Social Work Clients: Perspectives of Field Instructors. *Journal Of Teaching In Social Work, 31*(3), 313-328. doi:10.1080/08841233.2011.580256
- Saltzburg, S., Greene, G., & Drew, H. (2010). Using live supervision in field education:

- Preparing social work students for clinical practice. *Families In Society: The Journal Of Contemporary Social Services*, 91(3), 293- 299.
- Scheyett, A., Pettus-Davis, C., McCarter, S., & Brigham, R. (2012). Social work and criminal justice: Are we meeting in the field? *Journal Of Teaching In Social Work*, 32(4), 438-450.
- Selber, K., Chavkin, N. F., & Biggs, M. G. (2015). Dual Mission: An Innovative Field Model for Training Social Work Students for Work With Veterans. *Journal Of Social Work Education*, 51S59-S75. doi:10.1080/10437797.2015.1001286
- Service learning. (2012). *Journal of Teaching in Social Work*, 32(3), 227-228.
- Shardlow, S., Scholar, H., Munro, L., & McLaughlin, H. (2012). The nature of employer's involvement in social work education: An international exploration. *International Social Work*, 55(2), 205-224.
- Simpson, G. (2012). Developing Wellbeing as a Critical Tool in Social Work Education: An Example from the Field of Learning Disability. *Social Work Education*, 31(5), 622-636. doi:10.1080/02615479.2011.605619
- Steenrod, S., & van Bael, M. (2010). Substance abuse education: Perceived competence of field instructors on substance abuse. *Journal Of Social Work Practice In The Addictions*, 10(4), 363-376.
- Traube, D., Pohle, C., & Barley, M. (2012). Teaching evidence-based social work in foundation practice courses: Learning from pedagogical choices of allied fields. *Journal Of Evidence-Based Social Work*, 9(3), 241-259.
- Tsang, N. (2014). Knowledge, professional and practice integration in social work education. *The British Journal Of Social Work*, 44(6), 1384-1401.
- Vu, C. (2010). The influence of social science theories on the conceptualization of poverty in social welfare. *Journal Of Human Behavior In The Social Environment*, 20(8), 989-1010.
- Watkins, D., & Hartfield, J. (2012). Health education for social workers: A primer. *Social Work In Health Care*, 51(8), 680-694.
- Watson, J. (2012). "Driving Ms. Jane Addams": Students and instructors learn in field education. Reflections: *Narratives Of Professional Helping*, 18(2), 32-36.

APPENDICES

Appendix I-A

COMMUNITY FIELD EDUCATION SOCIAL WORK ADVISORY BOARD (SWAB)

The Community Social Work Advisory Board is composed of social service professionals, community leaders and graduates from all geographic locations in Virginia served by the Virginia State University Social Work Program (Richmond-Petersburg Tri-City Area and other Southside Virginia localities). The Advisory Board functions as a link between the community and the Social Work Program, sharing community interests and needs, advising the Field Department on specific issues, discussing current trends in social work practice and social work education, and providing community support for the field instruction component of the curriculum. The current members are:

Dr. Jimmie Fedrick, DSW., LCSW
Virginia State University, Social Work
Department Chair

jfedrick@vsu.edu
Office: 804- 524- 6276

Angela Bowman, MSW LCSW
Henrico County Department of Mental Health
and Mental Retardation

Bow18@co.henrico.va.us
804-515-0579

Jane B. Parker, MSW
Virginia State University, BSW Faculty &
President, BSW SWAB

jparker@vsu.edu
804- 524- 5454

Debra Riggs, BA
NASW – VA Chapter, Executive Director

driggs@naswva.com
804-204-1339

Kimberly Willis, MSW, ACSW

Dr. Yvonne Barry
John Tyler Community College, Director of
Human Services

ybarry@jtcc.edu
804-706-5133

Ms. Michelle Bair, MSW
Virginia Commonwealth University, VSU
Alumni

mcbair@hotmail.com

Shannon Updike, MSW, LCSW
Hope Tree Family Services & VSU Adjunct

shannonb@hopetreefs.org
804 652 9859

Lillian Rhudy, MSW, LCSW

Lorna Caines, MSW

Certified School Social Worker
Petersburg City Public Schools
locaines@petersburg.k12.va.us

Pamela Ratcliff
J. Sargeant Reynolds, Director of Human
Services

pratliff@reynolds.edu
804-523-5535

Latroyal Smith, MSW
Independent Living Solutions & VSU Alumni

ilsolutions@hotmail.com
804-651-6204

Dr. Dee Lucombe, MA
VSU BSW Faculty & Field Director

dlucombe@vsu.edu
804-524-2981

Mary Vail Ware, MSW
VSU Adjunct
Kenesha Thornton, MSW

mware@vsu.edu
804-822-1724
McGuire Hospital
kthornton@vsu.edu
lynchb@coloniatheightsva.gov
804-520-9287

Becca Lynch
Office on Youth & Human Services

Tammy Walton, MSW
VSU Adjunct Faculty

twalton@vsu.edu
804-501-6158

Felicia B. Daniels
Progressive Adult Rehabilitation Center, Inc.

fdaniels@parcservices.org
804-732-0685 x-23

Melissa Foublasse, MSW
Chesterfield DSS

mfoublasse@dss.govu
804-586-2957

Carla Jones, MSW
VSU Adjunct Faculty
Kevin Holder, MSW, LCSW

cfjones@vsu.edu
NABSW
holderk1470@gmail.com

Krystal Mackey, BSW, QMHP-C
Hope Inc.
VSU Alumni
Frank Fox, MSW
Dr. Jimmie Fedrick, LCSW
Virginia State University Faculty
Assessment Coordinator

Jewish Family Services
jfedrick@vsu.edu

Appendix I-B

**FIELD EDUCATION PLACEMENT SITES
AND FIELD INSTRUCTORS**

CARITAS 1532 High St. Richmond, VA 23220	Jennifer Paterson Women's Emergency Shelter Program Manager jpatterson@caritasva.org [p] (804) 887-1598 [f] (804) 354-8220
Carver College & Career Academy 12400 Branders Bridge Road Chester, VA 23831	Jennifer Grossnickle 804-768-6156 jennifer_grossnickle@ccpsnet.net
Chesterfield County Domestic and Sexual Violence Resource Center 10111 Krause Road, Suite 100 Chesterfield, VA 23832	Patricia Jones-Turner, MA 804-318-8265 JonesTurnerP@chesterfield.gov
Chesterfield-Colonial Heights Department of Social Services P O Box 430 Chesterfield, VA 23832	Kelly Mahoney, MSW Family Services Program Manager cowanj@chesterfield.gov 804-751-4782
Divine Youth Counseling 306 Turner Road North Chesterfield, VA 23225	Emon Amber 804-658-0335 Emon.ambers@divineyouthcounseling.com
District 19 Community Services Board 20 West Bank Street-Suite 7 Petersburg, VA 23803	Ms. Vicky Lewis Vlewis@d19csb.com
Felicity Inc 1901 Huguenot Road North Chesterfield, VA 23235	Sierra Savedge 804-889-2384 felicityinc llc@gmail.com
Girls For A Change 100 Buford Road North Chesterfield, VA 23235	Angela Patton (804) 852-4385 angela@girlsforachange.org
Guided Paths 2025 E. Main Street, Ste. 114 Richmond, VA 23223	Ms. Allison Green agreene@guidedpaths.care 804-447-3411

Hopetree Family Services 3309 W. Hundred Road PO Box 3379 Chester, VA 23831	Shannon Updike, MSW 804-201-9006 shannonb@hopetreefs.org
Hopewell Dept of Social Svc. 316 E. Cawson Street Hopewell, VA 23860	Charlene Reed, MSW Family Services Supervisor (804) 541-2330 x 758 charlene.reed@dss.virginia.gov
Hopewell Redevelopment & Housing Authority PO Box 1361 Hopewell, VA 23860	Kathryn Thompson 804-541-0392 ext. 4 Kathryn.Thompson@hopewellrha.org
Intensive Community Outreach Services 501 East Franklin St., Ste. 516 Richmond, VA	Yurri Norrell 804-521-4136 (O) 804-690-6847 (C) ynorrell@icoservices.org
Ivy Counseling Center 325-B Brown Street Suite 104 Petersburg, VA 23803	Ms. Arsheia Jones, LPC Owner/Clinician Phone: (804) 835-5933 Fax: (804) 835-593 804-476-2503 or 1800-354-4107
Medi Hospice 4200 Park Place Court Glen Allen VA 23060	Dana Carson 804-840-9039 redrosefordana@yahoo.com drcarson@msa-corp.com
Milestone Health-Counseling 2205 Perl Road Richmond, VA 23230	Georgina Simmons 804-349-9038 glsimmons@mstonehealth.com
MINKS Youth & Family Services (formerly NDUTIME) Main Street Emporia, Virginia	Teshana D. Gipson, LCSW (804) 303-8393 tgipson@ndutime.org
New Pathways Youth Services Inc. 6958 Forest Hill Ave. Richmond, VA 23225	Ebone Williams 804-893-4832 (O) ebonewilliams.cfo@npysinc.com
Office on Youth & Human Services 201 James Ave Colonial Heights, VA 23834	Becca Lynch 804-520-9287 (O) 804-524-8761 (F) lynchb@colonialheightsva.gov
Open Door Resource Center 4009 Fitzhugh Ave, Suite 203 Richmond, VA 23230	Linwood Alford 804-658-2784 lalford@odrcinc.org

Pathways 1200 West Washington St. Petersburg, VA 23803	Doug Lewis 804-862-1773 804-304-3565 (C) dlewis@pathways-va.org Ms. T. Friend – Youth build Program 804-895-1120 tfriend@pathways-va.org
Petersburg DSS 400 Farmer Street PO Box 2127 Petersburg, VA 23804	Santina Bowman 804-861-4720 Ext. 3092 Daphne.mcLaughlin@dss.virginia.gov
Petersburg Healthcare Center E South Blvd Petersburg, VA 23805	287 Sharon Ward sharoward@chs-corp.com 804-733-1190
Petersburg Kids Growth 101 E Wythe St Petersburg, VA 23803	Penny Ellen Adkins (804)-615-6312 pennyellenadkins@gmail.com
Petersburg Redevelopment and Housing Authority 128 S Sycamore St. Petersburg, VA 23803	Lashawn Forehand 804-926-7475 (W) Lashawn.forehand@petersburgrha.org
Progressive Adult Rehabilitation Center 114 North Union Street Suite B Petersburg, VA 23803	Felicia Daniels 804-732-0685 fbdaniels@parcservices.org
Progressive Community Outreach 123 S. Adams Street Petersburg, Va 23803	Erika Holliday (804) 861-5003 tieraparker@pcoservices.org
Richmond Communities In Schools PO Box 17830 Richmond, VA 23226	<i>Dominique Routier, M.Ed.</i> Director Talent Acquisition & Training Communities In Schools of Richmond, Inc. 804.358.1247 305.495.5071(<i>cell</i>)
Richmond Department of Social Services 900 E. Marshall Street Richmond, VA 23219-2901	Shaleash Williams 804-646-6049 Shaleash.Williams@richmondgov.com
Riverside Regional Jail 1000 River Road Hopewell, VA 23861	Sabrina Whitaker 804-524-6600 ext. 6052 Whitaker.sabrina@rrjva.org Sandra Leabough Leabough.sandra@rrjva.org

Safe Harbor 2006 Bremono Rd #201 Richmond, VA 23226	Gabrielle Pearman, LCSW (804) 249-9470 ext. 30 gabrielle@safeharborshelter.com
Second Chances Comprehensive Services 2002 Wakefield Ave Petersburg, VA 23805	Tanikka Mason, MSW 804-733-1180 tmason@2ndccs.com
Serenity 849 S Sycamore St # B Petersburg, VA 23804	Rosa Johnson-Tuma 804-861-9977 @yahoo.com
Specialized Youth Services BREC 455 Old Wagner Rd. Petersburg, VA 23805	Kimberly M. Lindblad, LCSW (804) 863-2191 klindblad@sysva.com
St. Joseph's Villa St. Joseph's Villa 231B Sycamore Street Petersburg VA 23803	Ms. Erica Holmes, MS, CHC eholmes@sivmail.net Office: (804)722-1181 ext. 104; Cell: (804) 299-1420 Fax: (804) 722-1552
The Daily Planet 517 West Grace St. Richmond, VA 23220	804-783-0678 ext. 238
The Grown Program 1833 W. Broad St. Richmond, VA 23220	Latroyal Smith- Roxborough, MSW 804-651-6204 Lasmith@vsu.edu
The Hope Inc. 6767 Forest Hill Ave # 103 Richmond, VA 23225	Phyllis Ross, MSW 813-785-7673 pross@thehopeinc.com
The Huf Center 2701 Boulevard Colonial Heights, VA 23834	Randy Wilson 804-840-3071 randy.wilson0612@gmail.com
The James House 1016 Maplewood Ave. Hopewell, VA 23860	KeKe Cody 804-458-2704 ext. 223 keke@thejameshouse.org
The Outreach Foundation LLC 1865 Fort Mahone Street Petersburg, VA 23805	Carla Jones 804-722-3146 carla.jones@theoutreachfoundation.com

<p>Trinity Youth and Family Services 1108 East Main Street, Suite 800 Richmond, VA 23219</p>	<p>Ashley Williams, Tiana Patterson and Office Mgr; Ms. Crysatal Pollard Office: 804-271-0860 Cell: 804-928-3948 – Ms. Williams</p> <p>www.trinityfamilyservices.co</p>
<p>VSU Students w/Disabilities PO Box 9030 Petersburg, VA 23806</p>	<p>Dr. Peebles 804-524-5061</p>
<p>YWCA 6 N 5th St. Richmond, VA 23219</p>	<p>DerShawn Jefferson, MSW 804-980-7287 djefferson@ywcarrichmond.org</p>

Appendix I -C

NASW CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly and revised by the 2021 NASW Delegate Assembly

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 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:

- The *Code* identifies core values on which social work's mission is based.
- 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.
- The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
- The Code provides ethical standards to which the general public can hold the social work profession accountable.
- 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.
- 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 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.

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 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 the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner that is consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

ETHICAL STANDARDS

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.1 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.)

1.2 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.

1.3 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 cannot provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances, social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- d. In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- e. Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- f. Social workers should obtain client's informed consent before audio-taping or videotaping clients or permitting observation of services to clients by a third party.

1.4 Competence

- a. Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received supervised experience or other relevant professional experience.
- b. Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- c. When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.5 Cultural Competence and Social Diversity

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

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

1.7 Privacy and Confidentiality

- a. Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluations or research. Once private information is shared, standards of confidentiality apply.
- b. Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- c. Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep the information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made

should be revealed.

- d. Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information based on a legal requirement or client consent.
- e. Social workers should discuss with clients and other interested parties the nature of confidentiality and the limitations of clients' right to confidentiality. Social workers should review with client's 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 relationship.
- f. When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- g. Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employers', and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- h. Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- i. Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- j. Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- k. Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- l. Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available

to others who are not authorized to have access.

- m. Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- n. Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- o. Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- p. Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- q. Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- r. Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.8 Access to Records

- a. Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should assist 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 records should be documented in clients' files.
- b. When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.9 Sexual Relationships

- a. Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- b. Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship

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

- c. Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- d. Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

- a. When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- b. Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

- a. Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- b. Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for the 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 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

2.1 Respect

- a. Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- b. Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- c. Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.2 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.

2.3 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 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.

2.4 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.

2.5 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.

2.6 Referral for Services

- a. Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- b. Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- c. Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.7 Sexual Relationships

- a. Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- b. Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.8 Sexual Harassment

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

2.9 Impairment of Colleagues

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

practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

- a. Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- b. Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

- a. Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- b. Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- c. Social workers who believe that a colleague has acted unethically should seek a resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- d. When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- e. Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.1 Supervision and Consultation

- a. Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- b. Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

- c. Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or potential harm to the supervisee.
- d. Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.2 Education and Training

- a. Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- b. Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- c. Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- d. Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.3 Performance Evaluation

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

3.4 Client Records

- a. Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- b. Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- c. Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- d. Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.5 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.

3.6 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.

3.7 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.

3.8 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.

3.9 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 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

4.1 Competence

- a. Social workers should accept responsibility or employment only based on 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.

4.2 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,

age, marital status, political belief, religion, or mental or physical disability.

4.3 Private Conduct

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

4.4 Dishonesty, Fraud, and Deception

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

4.5 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.

4.6 Misrepresentation

- a. Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- b. Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- c. Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, and services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.7 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.

4.8 Acknowledging Credit

- a. Social workers should take responsibility and credit, including authorship credit, only for work they have 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

5.1 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.

5.2 Evaluation and Research

- a. Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- b. Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- c. Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- d. Social workers engaged in evaluation or research should carefully consider possible

consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

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

- o. Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- p. Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.1 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.

6.2 Public Participation

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

6.3 Public Emergencies

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

6.4 Social and Political Action

- a. Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- b. Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- c. Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, Advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- d. Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national

origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

Appendix L-D

NABSW CODE OF ETHICS

National Association of Black Social Workers: <https://www.nabsw.org/>. *Mission Statement:* The National Association of Black Social Workers, Inc., comprised of people of African ancestry, is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research. The National Association of Black Social Workers, Inc. will work to create a world in which people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression. In collaboration with national, international, and other appropriate groups, NABSW will continue to leverage its collective expertise to strategically develop capacity of people of African ancestry to sustain and flourish. NABSW's vision is guided by the Principles of the Nguzo Saba, which are Unity, Self-determination, Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity, and Faith, and the Seven Cardinal Virtues of Ma'at, which are Right, Truth, Justice, Order, Reciprocity, Balance, and Harmony.

Appendix J-E



COUNCIL ON SOCIAL WORK EDUCATION

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS PURPOSE: SOCIAL WORK PRACTICE, EDUCATION, AND EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shape the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and

the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards (*in italics*) are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Competency-Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a *holistic* view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment regarding unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students can demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1–Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2 –Engage Diversity and Difference in Practice

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies

to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5 –Engage in Policy Practice

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

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service

delivery, and access to social services;

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of

the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goal

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

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

APPENDIX II
FIELD PLACEMENT DOCUMENTS &
FORMS

Appendix II- A



**SOCIAL WORK BSW INTERNSHIP PARTICIPATION
AGREEMENT**

**By and Between
VIRGINIA STATE UNIVERSITY (VSU)
And**

Agency/Site

THIS PARTICIPATION AGREEMENT (“Agreement”), effective as of the date of the signature of both parties (“Effective Date”), is made by and between VIRGINIA STATE UNIVERSITY (the “University”), an educational institution and agency of the Commonwealth of Virginia, on behalf of the Social Work department within the College of Humanities, and _____, (“Site”), as an approved setting for Field Education in the University’s programs of education for social work. The University and Site are referred to individually as “Party” and collectively as “Parties”.

By signing this Agreement, both the University and the Site commit themselves to cooperative efforts, as described below, in the provision of Field Education to students of the University and agree to adhere to the policies and procedures outlined in the VSU Department of Social Work Field Manual. The Field Manual is located on the University’s website under the Department of Social Work.

WITNESSETH

WHEREAS, the University requires, as part of its accreditation and social work programs, that its Social Work students obtain micro and macro social work experiences in the treatment of individuals, families, groups, organizations, and/or communities; and

WHEREAS, the Site has the facilities, programs, and personnel that will enable it to provide such field practice;

NOW, THEREFORE, the Parties agree as follows:

1. **Term and Termination.** This Agreement shall remain in force for a period of three (3) years from the Effective Date. This Agreement may be terminated by either Party by the furnishing of ninety (90) days' notice, in writing, of its intention to so terminate providing that such termination shall not occur during an academic session. No modification or renewals of this Agreement shall be valid unless in writing and executed with the same formality as this Agreement.

2. **Duties of University.** University shall:
 - A. Consider the Site as a partner in the Field Education program and collaborate with relevant Site staff to provide appropriate learning experiences.
 - B. Maintain responsibility for the administration of the Field Education program, including decisions, which affect the progress of the student, such as grades, credits, and the Field Education hours at the Site.
 - C. Assume responsibility for the selection of students to be placed at the Site, and to provide the Site with names and contact information for those students assigned.
 - D. Provide consultation to the Site Field Instructor(s) and other appropriate staff in the general development of its Field Education program.
 - E. Provide a designated member of the faculty to serve as Faculty Field Liaison to the Site in matters pertaining to Field Education. The Faculty Field Liaison will:
 1. Serve as the principal liaison between the University and the Site;
 2. Make periodic visits to the Site to review student progress and consult with the Field Instructor on ways to facilitate student learning or to handle problems;
 3. Be available to the Field Instructor for immediate consultation when requested;
 4. Share with the Field Instructor knowledge of the educational program of the University.
 - F. Provide opportunities for professional development of the Field Instructor(s) and other appropriate members of the Site staff through the provision of meetings, workshops, and seminars.

3. **Duties of Site:**

- A. Accept students for placement in the Site, the exact number to be negotiated annually by the Site and the Coordinator/Director of Field Education.
- B. Accept students without regard to race, ethnicity, sex, sexual orientation, age, religion, or disability.
- C. Provide educationally sound Field Education placements consistent with the program level of the students accepted for placement.
- D. Include the student as a participant in Site programs and activities, as appropriate.
- E. Work with the University to provide opportunities for students to gain new knowledge and skills in all areas of the curricula.
- F. Provide qualified Field Education for student(s) by designating those persons who will serve as Field Instructors subject to the evaluation and approval of the University.
- G. Assure that each Field Instructor will:
 - 1. Meet the educational needs of the student, through the following activities: orientation to the Site and its services; development of learning opportunities appropriate to course learning objectives (which have depth and variety); preparation for supervision with the student; and regularly scheduled, weekly, individual supervisory sessions with the student;
 - 2. Meet with the Faculty Field Liaison at period intervals to discuss learning opportunities and student performance;
 - 3. Attend required Field Instructor training as well as appropriate University-sponsored meetings; and;
 - 4. Prepare reports and evaluations as required by the University and described in the Field Manual.
- H. Prepare students in whatever way necessary to maximize their safety in the learning environment, including in the Site, in the community, and with the client population(s) served.
- I. Allow the use of its facilities by students during the period of placement, including:
 - 1. Appropriate space for students, including an area that is sufficiently private for executing independent work and activity;
 - 2. If field placement experience is virtual or a combination of virtual and in-person then the agency must provide all necessary access for the student to complete tasks
 - 3. Space, on a regular or as a needed basis, in which privacy for interviews and conferences can be assured;

- 4. Convenient access to a telephone and computer;
- 5. Office supplies needed in the performance of responsibilities;
- 5. Access to client and Site records appropriate to the learning experience.
- J. Allow students to share with the Faculty Field Liaison appropriately discussed case materials, which are relevant to the student's learning.
- K. Advise the Coordinator of Field Education of changes in Site policy and/or service.
- L. Cooperate with the University in the use of Site materials for classroom discussions and assignments, based on the understanding that the University requires students to obtain the permission of the Field Instructor for any outside use of Site materials; that records must never be removed from the Site; and that all case material used for papers and discussions must be adequately disguised.
- M. Cooperate with the University's policy that students will not transport clients in their personal vehicles.
- N. Provide for student travel on behalf of clients by (please check those which apply):
 - () use of Site cars or
 - () reimbursement for use of his/her private vehicle for home visit appointments and NOT to transport clients, at the minimum rate of \$ _____ per mile, the mileage rate to be adjusted to the prevailing Site rate in case of its increase; or
 - () payment of an agreed amount, \$ _____ per _____(period) to cover this expense or
 - () other as described herein: _____

4. **Mutual Responsibilities.**

- A. Both Parties agree that in the event of unsatisfactory performance by a student, and/or faculty member, each Party reserves the right to recall that student and/or faculty member from the field and shall so notify the other Party through that Party's agent who is most closely associated with the field practice.
- B. The Parties understand and agree that no employment relationship is created or intended by the Site's compliance with items (1) through (4) above.

5. **General**

- A. **Entire Agreement:** This Agreement constitutes the entire understanding of the Parties with respect to the subject matter herein and supersedes all prior oral or written agreements with

respect to the subject matter herein. This Agreement can be modified or amended only in writing signed by all of the Parties.

- B. **Severability**: Should any portion of this Agreement be declared invalid or unenforceable for any reason, such portion is deemed severable from the Agreement and the remainder of this Agreement shall remain fully valid and enforceable.
- C. **Waiver**: The failure of a Party to enforce any provision in this Agreement shall not be deemed a waiver of such right.
- D. **Assignment**: Neither Party shall assign or otherwise transfer its rights or delegate its obligations under this Agreement without the prior written consent of the other Party. Any attempted assignment, transfer or delegation without such consent shall be void. All of the terms and provisions of this Agreement shall be binding upon and inure to the benefit of the Parties hereto and their successors and assigns.
- E. **Independent Contractors**: The relationship of the Parties to each other is solely that of independent contractors. No Party shall be considered an employee, agent, partner or fiduciary of the other except for such purposes as may be specifically enumerated herein, nor shall anything contained in this Agreement be construed to create any partnership or joint venture between the Parties. The University does not sponsor, endorse, or make any express or implied warranties for Site.
- F. **Publicity**: Except as specifically provided for herein, Site shall not use, in its external advertising, marketing programs, or promotional efforts, any data, name, insignia, trademarks, pictures or other representation of the University or its employees except on the specific written authorization in advance by the University. The University must receive all requests for authorization in writing no later than ten (10) days in advance of the use date.
- G. **Use of Trademarks**: Site shall not use the name or any trademark of the University without prior written permission of the University, no less than 10 days in advance of such use.
- H. **Nondiscrimination**: Both Parties to this Agreement agree to no discriminate on the basis of race, color, religion, national origin, sex, pregnancy or related medical conditions, age, marital status, or disability.

- I. **Sovereign Immunity**: Nothing in this Agreement shall be deemed a waiver of the sovereign immunity of the Commonwealth of Virginia and of Virginia State University.
- J. **Authorized Signatures**: The signatory for each Party certifies that he or she is an authorized agent to sign on behalf of such Party.
- K. **Third-Party Beneficiaries**: No third Party is entitled to rely on any of the representations, warranties, and agreements of the Parties contained in this Agreement. No Party assumes any liability to any third Party because of any reliance on the representations, warranties, and agreements of the Parties contained in this Agreement.
- L. **Liability**: To the extent permitted by the Virginia Tort Claims Act, Virginia Code §§ 8.01-195.1, et seq., as amended, the University shall be responsible for the simple negligent acts or omissions of its agents and employees causing harm to persons not a Party to this Agreement. Site shall be responsible for the negligent acts or omissions of its agents and employees causing injury to persons not a Party to this Agreement.
- M. **Insurance**: The signature on this document constitutes the Site's agreement to hold the University harmless of any incidents, accidents, injury, damages to person or property that shall occur while performing duties under this Agreement. The Risk Management Plan of the Commonwealth of Virginia provides liability coverage to students when they are required by the curriculum to participate in supervised and graded practicum including the University's Social Work Field Instruction Program. Student responsibilities are outlined in the Field Manual. The Site will provide evidence of coverage upon request.
- N. **Contract Administrator**: Upon award, the Coordinator of Field Education is designated as the individual who is authorized to administer all work performed in conjunction with this Memorandum of Understanding.
- O. **Choice of Law and Jurisdiction**: This Agreement shall be governed and construed according to the laws of the Commonwealth of Virginia. The parties hereto consent to the exclusive jurisdiction of the courts of the Commonwealth of Virginia and/or of any federal court located in the Commonwealth of Virginia in connection with any action or proceeding arising out of or

related to this Agreement. Any action brought by any party hereto shall be brought in the Commonwealth of Virginia.

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed, intending to be legally bound.

Virginia State University

(Agency) _____

Dr. Tia Minnis
Interim Provost

(Agency Representative) Date
(Agency Department)

Appendix II - B



AGENCY PLACEMENT INFORMATION

Agency Name _____ Date Completed _____

Name of Department/Unit/Program _____

Address: _____

City _____ State _____ Zip Code _____

Phone _____ Fax _____

Email: _____

Executive Director _____ Phone: _____

Coordinator of Training _____ Phone: _____

Type of Organization (check one):

_____ Public, _____ Private, not for profit _____ Private, for-profit

_____ Other (Specify) _____

SOCIAL WORK METHODS:

Please indicate the learning experiences available for BSW students at your agency (check all that apply).

_____ Individual, _____ Family, _____ Group, _____ Community, _____ Organization

AGE OF CLIENTS SERVICE (Check all that apply);

_____ Children, _____ Adolescents, _____ Adults, _____ Elderly

ETHNICITY:

_____ African American/Black, _____ Asian American, _____ Caucasian/White

_____ Latino(a) Hispanic, _____ Native American/First Nations, _____ Other

SEXUAL ORIENTATION:

_____ Gay, _____ Lesbian, _____ Heterosexual, _____ Bisexual,

_____ Transgender

SOCIO-ECONOMIC STATUS

_____ Poverty Level or Below

_____ Average Income \$ _____

_____ Above Average Income \$ _____

LOCALITY

_____ Urban

_____ Suburban

_____ Rural

FIELD OF PRACTICE and PROGRAMS (check all that apply):

Mental Health/Illness

___ inpatient, ___ outpatient, ___ prevention, ___ community support/day treatment

___ crisis intervention, ___ residential, ___ other (specify)

Family/Child Welfare:

___ family preservation, ___ family services, ___ foster care/adoption

___ child abuse/neglect, ___ residential treatment, ___ shelters,

___ daycare, ___, domestic violence, ___ other (specify) _____

Substance Abuse/Addiction:

___ inpatient, ___ outpatient, ___ methadone, ___ detoxification,

___ court-ordered, ___ other (specify): _____

Medical/Health:

_____ inpatient, _____ outpatient, _____ hospice, _____ home care,

_____ emergency, _____ dialysis, _____ other (specify) _____

Criminal Justice:

_____ institution, _____ probation/parole, _____ diversion, _____ residential,

_____ other (specify) _____

Social Justice & Other:

_____ legal, _____ advocacy, _____ government relations, _____ community action.

_____ social action, _____ international services, _____ employee assistance,

_____ other (specify) _____

PLEASE INDICATE THE NUMBER OF VSU STUDENT(S) FOR WHOM YOU CAN PROVIDE A FIELD PLACEMENT IN THE FOLLOWING SEMESTERS;

SPRING: Begins mid-January, ends late April/early May

Level of Student	Time in Placement	Number of Students
____ BSW Jr.	Begins Mid January 12 weeks (14 hours per wk)	_____

FALL: Begins mid-August, ends late November

Level of Student	Time in Placement	Number of Students
____ BSW Sr.	Begins mid-August 12 weeks (21 hours per wk)	_____

SPRING: Begins mid-January, ends late April/late May

Level of Student	Time in Placement	Number of Students
____ BSW Sr.	Begins mid-August 12 weeks (21 hours per wk)	_____

To whom do we send placement information?

Name _____ Title _____

Address: _____

City: _____ State _____ Zip Code _____

Does your agency provide any of the following resources for student(s):

_____ Housing _____ Parking _____ Housing Assistance

_____ Mileage reimbursement, _____ Meals, _____ Carpool,

_____ Use of agency car

Are stipends or scholarships available? _____ Yes _____ No

If yes, how many? _____

Amount _____

Type _____

Is training provided to students around issues of safety in the agency, with clients, and the community? _____ Yes _____ No

Can your agency provide practicum hours with MSW field instruction available at the following times? _____ Evenings _____ Weekends

Please specify hours: _____

Can practicum be completed entirely during evening/weekend hours? _____ Yes, _____ No

Is your organization equipped to provide practicum opportunities for?

International students for who English may be a second language: _____ Yes _____ No

Visually/hearing impaired students: _____ Yes _____ No

Students utilizing adaptive equipment _____ Yes, _____ No

Requirement of Students:

Does your agency require?

_____ **One semester** _____ **Two semesters** _____ **Three Semesters**

_____ **Specific coursework (specify)** _____

_____ **Specific times for attendance (specify)** _____

_____ **Specific training (specify):** _____

_____ **Special expenses (e.g., parking, physical exams, etc.):** _____

_____ **Prior experience (specify)** _____

_____ **Home visits (specify)** _____

_____ **Student to have own care (specify)** _____

_____ **Special hours. Please specify:** _____

_____ **Criminal records background check?** _____ **Yes,** _____ **No**

_____ **Abuse/Neglect back ground check"** _____ **Yes,** _____ **No**

_____ **Is a formal orientation provided?** _____ **Yes,** _____ **No**

_____ **Immunizations/health verification?** _____ **Yes,** _____ **No**

If yes, please specify: _____

Please list any other conditions of the practicum experience the student(s) may need to be aware of:

Potential Field Instructor:

Name: _____

Service of Division: _____

Address: _____

Phone: _____ Fax _____ Email _____

MSW acquired: Date _____

Prior Field Instructor: Yes _____ No _____ VSU _____ Other (specify)

Has attended VSU Field Instruction Seminars? Yes _____ No _____

(IF ADDITIONAL SPACE IS NEEDED, PLEASE ATTACH A SEPARATE SHEE

Appendix II-C



NEW AGENCY: SITE VISIT REPORT

Date of Site Visit _____

Agency Name: _____

Address: _____

City: _____ State _____ Zip Code: _____

Telephone: Area Code (_____) _____ Fax: (_____) _____

Does the agency have more than one location? _____yes_____no

If so, list the address of each:

Date of Visit: _____ Site Visitor: _____

Met with: _____ Title: _____

Name of Director (CEO & Director of Social Work, if applicable)

Agency philosophy and/or practice orientation: _____

Agency purpose, function: _____

Agency funding base: _____

The number of MSW's eligible (based on CSWE & SW Program criteria) to provide field instruction:

_____ How many are available _____

How far agency from VSU location? _____

Is there a stipend for students? _____yes_____no

What expenses might students have at the agency which is not reimbursed? (e.g., travel, supplies, parking):

Does the agency have sufficient space for students? _____yes _____no

Is parking available? _____yes _____no

Does the agency provide in-service training? _____yes _____no

What educational / training aids are available? _____

Are other students in placement? _____yes _____no

If yes, what university (ies) _____

and what discipline(s). _____

Has the agency received our Agency Agreement? _____, Signed _____, Returned _____

Is the agency ethically and culturally diverse?

Staff: _____yes _____no

Clients: _____yes _____no

Is the agency suitable for BSW? _____

Does the agency understand VSU requirements?

_____hours in field

_____client contact

_____macro experiences

_____vacation policy

_____learning contract

_____process recordings

_____liaison
visits

_____ethic and cultural diversity

_____Agency Agreement

_____group experiences

Recommendation: _____use _____do not use (explain)

Site Visitor Signature _____

Date: _____

Appendix II-D



**QUESTIONNAIRE FOR FIELD
INSTRUCTORS AND AGENCY
SETTINGS**

FIELD INSTRUCTOR

Field Instructor's Name _____

Title _____

Agency Name _____

Type of Organization

_____ Public _____ Private, not for profit _____ Private, for profit

_____ Other (Specify):

Agency Address _____

Phone _____ Fax _____

Number of Professional Staff (including administrators) at Agency _____

1. Degree(s) held by Field Instructor _____

2. If you do not hold a degree in social work, does anyone else in the agency have one? If so, who and at what level? (i.e., B.A., B.S.W., M.S.W., D.S.W., Ph.D.) _____

3. What, if any, licenses do you hold to practice? Are they required in your role in the agency?

4. Your professional career experience (length of time at current job, other positions held, _____ etc.)

5. Brief description of your current responsibilities and duties. _____

6. Membership in professional organizations. _____

7. Participation in professional work outside of the agency.

8. Are you currently _____ or do you plan to _____ pursue a program of professionally related education in addition to what you currently possess?

If so, please describe. _____

9. Publications _____

10. Please describe your supervisory experience (i.e., other workers, students, how many, when, major course of study, etc.) _____

11. Your practice orientation (i.e., group work, families, case-work, community practice, transactional analysis, milieu therapy, psychoanalytic approach, etc.)

12. How do you feel you can best contribute to a student's education in the field? _____

13. Please indicate the names of anyone else who will be acting as Field instructors.

Who will be designated as the person of overall responsibility for field instruction?

AGENCY

14. Description of Agency Mission and Services (include brochures, if available):

15. Please check educational experiences available to students:

<input type="checkbox"/> Case Management	<input type="checkbox"/> Group work with clients
<input type="checkbox"/> Intakes	<input type="checkbox"/> Discharge Planning
<input type="checkbox"/> Brief or Crisis Work with Clients	<input type="checkbox"/> Individual work w/clients
<input type="checkbox"/> Long Term Work w/clients	<input type="checkbox"/> Staff Meetings
<input type="checkbox"/> In-Service Training	<input type="checkbox"/> Documentation
<input type="checkbox"/> Home Visits	<input type="checkbox"/> Resource Systems

Other Experiences:

16. Clientele served by the agency (check):

<u>Age</u>	<u>Ethnicity</u>
<input type="checkbox"/> Infant – Toddler	<input type="checkbox"/> Older Adults
<input type="checkbox"/> Pre-School	
<input type="checkbox"/> Elementary	
<input type="checkbox"/> Adolescents	
<input type="checkbox"/> Adults	

_____ African
American/Black
_____ Asian American
_____ Caucasian/White

_____ Latino/a Hispanic
_____ Native American/First Nations
_____ Other

17. Is there an accrediting association that oversees students for agencies such as yours?
Does your agency currently hold an accredited or certified status? _____

18. What are the names and titles of the director of the agency or the head of the project? (i.e., executive
director, Ph.D., etc.) _____

19. What is the major funding source of your agency? _____

20. Are you affiliated with any other agencies? If so, whom? _____

21. Brief description of services provided by your agency _____

22. Brief description of the client population _____

23. Predominant mode of intervention provided by the agency (i.e., family therapy, eclectic

approach, behavioral therapy, group work, casework, etc.) _____

24. Give a brief description of activities or learning experiences a field student might encounter in your agency. _____

25. What skills might a student expect to acquire as a result of these experiences? _____

26. What would be important for a student to know in making a decision about seeking field instruction in your agency? _____

27. Does your agency employ bachelor-level social work practitioners? _____

28. Requirements and Resources for Students (Check):

Does the student require a car? _____ *Yes* _____ *No*

Are opportunities available for evening or weekend hours? _____ *Yes* _____ *No*

Is there any financial support available for students? _____ *Yes* _____ *No*

Does the agency compensate for agency incurred travel by: _____ *Yes* _____ *No*

Per mile reimbursement _____

Use of agency car _____

Other (specify) _____

Comments:

29. Name and degrees of other persons with a BSW or MSW degree providing **direct** supervision [Field Instructor(s)]:

Name	Degree	Year of Degree
------	--------	----------------

1. _____

2. _____

3. _____

4. _____

5. _____

Thank you for your cooperation in making this information available to our students.

Appendix II-E



Social Work Program

Faculty Liaison Report

Semester: _____

Date: _____

Faculty Liaison_

Name of Agency _____

EVALUATION OF AGENCY

1. Does the agency provide sufficient client contact to students to meet their learning goals?

_____ Yes

_____ No

If not, please explain:

2. Does this agency (its programs and the client contact) meet the learning needs of BSW

students? _____ Yes

_____ No

3. Roughly what percent of the student's direct practice is:

_____ % Individual

_____ % Family

_____ % Group

_____ % Community & Organizations

4. Do BSW students have the opportunity to apply practice/theory concepts to individuals, families, groups, and macro projects?

_____ Yes _____ No If not, please explain:

5. Are students treated primarily as "learners" at this agency?

_____ Yes

_____ No

If not, please explain:

6. Are there sufficient opportunities for students to work with clients from a range of diverse backgrounds (i.e., social class, sexual orientation, ethnicity, etc.)?

_____ Yes

_____ No

If not, please explain:

7. Does practice in this agency reflect the values and ethics of the social work profession?

If not, please explain:

8. Please comment briefly on the nature and appropriateness of the following:

Physical arrangements for students _____

Student caseload _____

Hours required by agency _____

Agency expectation of student's skills _____

Expenses related to the placement (e.g., unreimbursed travel)

Are there any other issues or concerns you have about this agency that should be taken into consideration when making future placements?

Semester _____

Name of Liaison_____

Name of Field Instructor_____

EVALUATION OF THE FIELD INSTRUCTOR

9. Has the field instructor attended VSU Field Instructor Orientation and Seminar

_____Yes _____No

10. Is the field instructor providing at least one hour of conference time for the student per week?

_____Yes _____No

If not, please explain:

11. Is the field instructor available to the student at other times?

_____Yes _____No

If not, please explain:

12. The field instructor works particularly well with)check all that apply):

_____Strong students _____Young and inexperienced students

_____ Student's who have experienced "problems" in the field

_____ Students who need structure

_____ Students who work independently

_____ Older student's

_____ Students w/social work experience

_____ Unable to evaluate at this time

13. The field instructor's teaching style can be characterized as

_____ Structured

_____ Conceptual

_____ Experi-
al

_____ Collaborative

_____ Does not "teach"

_____ Affective

_____ Cannot characterize

_____ Informal

14. To what degree does the field instructor emphasize the importance of self-awareness in her/her work with students?

1. _____ none 2. minimal 3. _____ none 4. frequently 5. __primary focus

15. Does the field instructor use process recording effectively as a teaching tool?

_____ Yes

_____ No

If not, please explain:

16. How would you characterize this field instructor's expectations of her/his student's learning and performance?

_____ Lower than the Program

_____ In line with the Program

_____ Higher than the Program

17. Please comment on any additional strengths or weaknesses of this field instructor which you feel should be taken into account as we make future placements:

Appendix II-F



Field Placement Decision Form

AGENCY NAME: _____

AGENCY ADDRESS _____

STUDENT NAME: _____

DATE INTERVIEW COMPLETED: _____

DECISION: _____ ACCEPTED FOR PLACEMENT
 _____ REJECTED FOR PLACEMENT

FIELD INSTRUCTOR NAME: _____

FIELD INSTRUCTOR PHONE: () _____ FAX: _____

FIELD INSTRUCTOR EMAIL: _____

RETURN TO: VSU SOCIAL WORK PROGRAM
 Att: Director of Field Education
 Department of Social Work
 P.O. Box 9010
 Petersburg, Virginia 23831

For Office Use Only: -----

Faculty Field Liaison _____

Appendix II-G



ORIENTATION CHECK LIST FOR FIELD INSTRUCTORS

- _____ Sent a memo to staff before the student's arrival introducing the student(s) to the agency.

- _____ Toured the agency and introduced students to the staff

- _____ Provided a written orientation schedule

- _____ The basics: working hours, parking, dress code, time and places that people eat lunch, location of soda and snack machines, schedule of agency holidays, procedures for mailing and copying, and obtaining an agency ID.

- _____ Clarified policies about calling in sick, used of telephones for business and personal calls, availability of supplies and how to access, processing travel vouchers.

- _____ Reviewed the *NASW Code of Ethics*
- _____ Provisions for HIPAA Training

- _____ Reviewed safety (Physical, agency pandemic or epidemic protocols) and security procedures
- _____ Provided a map of the city and county.

- _____ Provided a job description, outlining the functions of the student within the specific program, and an overview of orientation activities and ongoing tasks.

_____ Provided information on history of agency, organizational structure, types of staff and their roles, funding sources, etc. (*This will help with Competency #4 during evaluation*)

_____ Provided agency policy manual and general instructions regarding timeline for mastering content. (*This will help with Competency #5 during evaluation*)

_____ Discussed the supervision process and schedule for weekly supervision times; clarified availability outside scheduled times and others in the agency that the student might seek out to answer their questions

_____ Developed a glossary of terms and abbreviations commonly used in agency.

_____ Clarified how student (s) may identify him/herself in written and oral contacts.

_____ Discussed expectations for time management, record keeping, and any required reports.

_____ Provisions made for students to shadow their field instructor and other workers for short period of time.

_____ Provisions made for student to meet and interview key administrative personnel as well as key contacts in collateral agencies.

_____ Clarified confidentiality policies and procedures.

_____ Helped student(s) to identify own feelings and needs, in relation to completing the practicum.

_____ Scheduled specific supervision session to evaluate student's completion of orientation tasks.

_____ Negotiated and discussed learning contract with the student.

_____ Recommended learning activities/tasks the student can do when not busy, such as a list of recommended readings and where the student can access them.

_____ Assisted the student in understanding the agency culture and operating within it.

_____ Discussed issues of accountability, evaluation procedures within the agency as well as the methods for evaluating the student's performance

Appendix II-H



Request for Reduction of Field Hours

Directions: Complete this form, obtain the endorsement of your Faculty Field Instruction Liaison (seminar instructor) and submit an endorsed copy to the Social Work Director or Field Instruction. Also, please give an information copy of your request to your Agency Field Instructor.

Student Name

Date

_____ Semester & Year

Number of Reduced Hours Requested up to 16

In the space below, please explain:

1. Number of and reason for missed field hours:

2. Why you feel you will not be able to make up missed hours: _____

Endorsement: I have read this request for reduced field hours and support the student's request:

(check one) _____ in full _____ in part (use back of form for recommendations and/or restrictions).

3. How do you plan to meet all of your field instruction obligations within the reduced hours requested?

_____ Request granted for _____ hours reduction (Required total hours now _____)

_____ Request denied (240 hours still required)

Copy to: Faculty Field Instruction Liaison
Agency Field Supervision

APPENDIX III
FIELD INSTRUCTION COURSE DOCUMENTS &
FORMS

Appendix III-A



BACHELOR OF SOCIAL WORK PROGRAM FIELD EDUCATION APPLICATION

PLEASE DO NOT LEAVE ANYTHING BLANK ON THIS FORM.

- Checklist: Field Application
- Unofficial Transcript
- Resume
- Attended new student orientation Date: _____
- Attended pre-field orientation Date: _____

Name:	V#:	Expected Graduation Date:	
Street Address:	City:	State:	Zip Code:
Home Phone:	Cell Phone:	Email Address:	
Academic Advisor:			

SECTION I: Identifying Information:

STUDENT MUST HAVE AN OVERALL GRADE POINT AVERAGE OF 2.5 AND A MINIMUM OF 2.75 IN THEIR MAJOR COURSES BEFORE ENTERING THE FIELD PRACTICUM.

What is your current overall GPA? _____ Major GPA? _____

SECTION II: Social Work Interest

Briefly describe why you have chosen social work as a career.

PLEASE SELECT AREAS OF INTEREST in Priority (1 being your first choice and 5 being your last choice).

A MINIMUM OF 5

- Child Welfare Public Welfare Schools Aging Public Health
 Mental Health Corrections Substance Abuse Developmental Disabilities
 Delinquency (Juveniles)

SECTION III: Miscellaneous Information

ALL STUDENTS ARE REQUIRED TO HAVE THEIR OWN DEPENDABLE TRANSPORTATION FOR FIELD PLACEMENT INCLUDING PROPER AUTO INSURANCE.

FIELD PRACTICUM ASSIGNMENTS CAN BE LOCATED UP TO 40 MILES.

What form of transportation will you use to attend your internship? Please select from below.

- Yes No I currently have my own transportation.
- Yes No I currently have auto insurance.
- Yes No I will have my personal transportation before the field placement starts.
- Yes No I will have auto insurance before the field placement starts.

Are you currently employed?
If yes, how many hours per week do you work? _____

I am aware that I must make arrangements to allow me to complete field hours.
Junior Year (Tuesday and Thursday 8:00 am – 5:00 pm (minimum 14hours per week).
Senior Year (MWF 8:00am - 5:00pm minimum 21 hours per week)

Do you have any charges or convictions related to assaults, domestic violence, drugs, or children that may prevent securing a field placement?

If so explain, you may use an additional sheet if needed.

On a scale of 1 – 10 (10 = excellent and 1 = poor) how would you rate yourself in the following areas?

Briefly describe how you think the field practicum will assist you in achieving your career goals as a social worker.

Is there anything else that we need to know about you relative to your anticipated placement experience?

Writing Skills	Oral Communication Skills	Assertiveness Skills	People Skills (Social ability)	Punctuality and Dependability	Punctuality and Dependability	Self-Awareness	Critical Thinking

If student has met requirements, please have the student initial this statement. _____

Advisor Notes to Field Office

Thank you for completing this application. Please sign and date, below.

Student Applicant	_____	Signature:	_____
Date:	_____		_____
Academic Advisor	_____		_____
Signature: Date: BSW	_____	Program	_____
Director Signature: Date:			_____

THE FOLLOWING DOCUMENTS MUST BE SUBMITTED ALONG WITH THIS TYPED PRE-FIELD APPLICATION: A CURRENT RESUME, A CURRENT UNOFFICIAL ACADEMIC TRANSCRIPT, AND AN UPDATED TYPED PLAN OF STUDY REVIEWED AND SIGNED BY YOUR FACULTY ADVISOR.

Appendix III-B



Acknowledgment of Risk in the Field Practicum

This document is designed to inform you of the potential risks associated with the field practicum (SOWK 399, SOWK 490 & SOWK 499), which is required for graduation with a Bachelor's Degree in Social Work (BSW). It is the Social Work Program's belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation and that with proper knowledge and preparation, risks can be minimized.

- A. Liability insurance.** As indicated earlier, it is highly recommended that students carry professional liability insurance over and above the coverage provided through existing university policy. An important aspect of professional practice is knowing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, see your Agency Field Instructor.
- B. Transporting Clients.** The Social Work Program recommends that you do not use your personal vehicle to transport clients. If clients are to be transported, an Agency vehicle should be used and you should be accompanied by an employee of the agency. This is to prevent any issues that you may encounter with a disgruntled client or claims against you by a client.
- C. Client Office Visits.** Sometimes you may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your Agency Field Instructor early in your field placement so that you are informed of agency policy and recommended courses of action should such an event occur.
- D. Institutional Settings.** Mental health and correctional institutional settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your Agency Field Instructor. It is acceptable to have your Agency Field Instructor or another staff person accompany you when visiting such clients.
- E. Home Visits.** It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your Agency Field Instructor - time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel

uncomfortable or threatened in the situation. Return to the agency and report your experiences to your Agency Field Instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your Agency Field Instructor or another employee. Do not take risks. Be sure to have enough gas in your car. Know who to call or what steps to take if you should experience a vehicle breakdown.

- F. After Hours Meetings.** Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your Agency Field Instructor or someone else when going to your car after dark. Don't take risks.

- G. Health Safety.** Students should receive Information and training about how to protect themselves from infectious diseases. If you anticipate a placement setting where there is the chance of being exposed to blood-borne pathogens including hepatitis or AIDS, it is recommended that you get the Hepatitis B vaccination. This involves a series of three injections over a six-month period of time. The second injection is given one month following the first with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunizations at a time that would give you protection by the time you enter the field. The cost for this series can range from \$90-\$150, depending on where you receive your immunization. You are admonished to continue to take precautionary measures to protect yourself against these diseases. Also, the prevalence of TB in society has seen an increase in recent years. If you anticipate a field instruction setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some settings may require this test.

I have read the above, discussed these risks with the Director of Field Education and understand that the field instruction placement does present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations.

Student

Director of Field Education

Date: _____

Appendix III-C



Working Contract

Working Contracts basically commit to, in writing, what has been agreed to between the student and the field agency:

Student Name: _____ Agency Name: _____

Weekly Schedule

Days/Hours:

Scheduled Time Off: *(Include all VSU Holidays, Dr's Appts., etc.)*

Illness/Other Absences:

Weekly Supervision

Specify the day of the week and time of the day for supervision, if varying put day of the week and "varying times"

Conference Agendas and Process Recordings

Conference Agendas will be turned in: 24-48 Hours in advance of Supervision

Process Recordings will be turned in: at least 5 business before Supervision

Required Attendance at Agency Activities

Agency required trainings, conferences, etc

Contact Information

Phone number(s) where you can be reached:

Email address:

Emergency Contact Information

Parent/Guardian:

Your signature below indicates that the above contract have been reviewed and agreed upon by you and the agency field instructor

Student Signature

Date

Instructor Name Printed & Signature

Date

Field Department/Liaison

Date

Appendix III-D



Statement of Confidentiality

for

SOWK 399, SOWK 490 & 499 Field Instruction

I, _____, the undersigned student, recognize and accept my responsibility, on behalf of the welfare of the client and the integrity of the Social Work profession, to keep *confidential* those interactions I conduct, observe, and describe (whether written or verbal) between the client, agency, and myself. I willingly accept this responsibility in the same spirit as reflected in the Code of Ethics of the National Association of Social Workers.

Date Student

Date Agency Field Instructor

Date VSU Director of Field Education

Appendix III-E



**Virginia State University
Department of Social Work
Internship/Field Practicum
Weekly Intern Attendance Log**

Directions: Complete form weekly for the duration of internship. Submit to the course instructor for the student file. Do not submit if incomplete or without site supervisor's initials and date of approval.

Student Name: _____ Week of: _____

Agency Name: _____ Site Supervisor: _____

SECTION 1

Direct Service Work (Record all hours here done directly with clients; this may include face-to-face, crisis services in person or over the phone, assessments, intakes, etc.)

Direct Service to **Adult individual** clients _____ hours Direct Service to **Children** _____ hrs

Direct Service in **group** format _____ hours (**Adult** _____ or **Children** _____ group?)

Direct service to **families** _____ hours

How many hours spent with direct service adult or children clients who has a documented mental health diagnosis _____

Total direct hours for this week _____

SECTION 2

Indirect Service Work (Record all hours here completed for the site without clients present)

Case Recordings/Clinical Documentation
(**Writing case notes/case plans, reports, Proposals, etc.**) _____ hours

Staff Meetings/Treatment Plan Meetings _____ hours

In-Service Training _____ hours

Public Relations, outside presentations or consultation with other agencies (**only applies to field placement**) _____ hours

Individual Supervision (Site Supervisor) _____ hours

Other _____ hours
(please specify)

Total indirect hours for this week _____

Number of Total Internship Hours **to Date** _____

Total Internship Hours this week _____
(**Add Section 1 & 2**)

I have reviewed this week's log completed by the VSU Department of Social Work Student Intern.

Site Supervisor's Initials and Date: _____

I attest that all hours on this attendance log is correct and honest. _____

Student Signature & Date

Rev. (9/2021)

Appendix III-F



LEARNING CONTRACT

I. What is the Learning Contract?

A document developed by a student and a field instructor which specifies what the student will learn and how the learning will take place in a given period of time. It describes the structure of the learning experiences with respect to individual goals and objectives, as well as the goals and objectives set by the field instruction course syllabi.

II. Type of Contract

A. The learning contract provides a clear focus for the practicum and should be flexible to allow for changes as competencies are met and new ones developed. This contract consists of five (5) parts:

1. Competencies
2. Learning Activities (Tasks)
3. Time Line
4. Assessment Criteria (Evaluation Plan)
5. Completion Date

III. Why Use a Learning Contract?

- A. Good tool for supervision
- B. It specifies purpose, target issues, and clarifies competencies and objectives

- C. It can define expectations in behavioral terms
- D. Enables students to participate more actively in the evaluation of their own learning.
- E. It can formalize in explicit terms what the student needs to work toward.

IV. Why Identify Competencies

- A. They involve the student and field instructor in providing direction for the learning process
- B. They provide criteria against which to measure progress and performance.

V. Optimum Use of Identified Competencies Occurs When Competencies Are:

- A. Specific
- B. Explicit
- C. Feasible in regard to capacity, opportunity and resources
- D. Realistic and attainable
- E. Seen in light of constraints
- F. Related to the learning activity/task formulated
- G. Modifiable over time
- H. Measurable
- I. Ordered in priority

Appendix III-G



Virginia State University

SAMPLE STUDENT FIELD INSTRUCTION LEARNING CONTRACT

Belinda Jones

Students Name

Soo Good DSS

Agency

January 22, 2017

Date of Plan

Circle one:

Fall Semester Spring Semester

Signatures:

Field Instructor

Student

Faculty Liaison

Instructions:

For each competency specified below, indicate the learning activities/task planned that will allow the student to acquire the knowledge or skill needed to meet the competency, the criteria by which the student's efforts to attain the competency will be assessed, and the date by which the competency is to be attained by the student.

Competencies	Learning Activities/Tasks	Time Line	Assessment Criteria/ Evaluation	Completion Date
Identify and define the purpose, functions, and service program(s) of the placement agency	<ol style="list-style-type: none"> 1. Complete agency orientation 2. Study organizational chart 3. Discuss institutional roles, services, and functions with field instructor. 4. Instructor. 5. Develop a two-page paper which accurately identifies and defines the purpose, functions and services of the field placement agencies 	<p>2/15</p> <p>01/30</p> <p>02/15</p> <p>2/15</p>	<p>Field Instructor sign off Orientation Checklist</p> <p>Oral report in Field Seminar</p> <p>Field instructor will read and evaluate the student's written report for its clarity and accuracy</p>	<p>2/10</p> <p>2/12</p> <p>1/27</p>
Demonstrate knowledge of the Social Work Code of Ethics	<ol style="list-style-type: none"> 1. Study the Code of Ethics adopted by NASW 2. Discuss the meaning of the Code for daily practice in the placement agency with field instructor 	4 th Week of Semester	Field Instructor will evaluate student's oral presentation of his/her understanding of the Code and its meaning	3 rd week of the semester
Demonstrate adherence to the Social Work Code of Ethics in his/her practice	<ol style="list-style-type: none"> 1. Identify ethical dilemma in a case selected for analysis 2. Consider these dilemmas in terms of social work's ethical requirements and competing values. 3. Present a written analysis of what should be done by the social worker from the perspective of the professions Code, and specify how this requirement is consistent with the student's personal perspective 	8 th Week of Semester	<p>Conformance with and understanding of code of Ethics</p> <p>Field instructor will read and evaluate the student's written report for clarity of the value dilemmas identified and accuracy of the analysis re: case content and the Code</p>	7 th week of the semester

<p>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p> <p>Record progress notes and social histories for agency records with minimal help</p>	1. Learn the writing styles expected for this agency	03/15	Assemble a sample of all writing forms and turn in to Field Instructor for completeness	4/15
	2. Submit progress notes to supervisor for corrections and approval	04/15	<p>Submit progress notes to supervisor for corrections and approval</p> <p>Submit social histories (2) to supervisor for corrections, suggestions</p>	Incomplete

Each student will develop a focused learning contract which will identify three (3) to five (5) competencies, and the learning activities/tasks which the student plan to do achieve these competencies during each semester of their internship. The student is to take identified internship competencies and develop minimally three learning activities/tasks related to each competency.

Appendix III-H



**Virginia State University
Social Work Department
SOWK 399, 490, & 499
Sample Supervisory Agenda Outline- Version #1**

Student Name: _____

Supervision Date: _____

Items to discuss regarding tasks/responsibilities from the previous week

- I am concerned about the difference between the need for family interviewing and prying. I feel like I am prying when I request to meet with a family who has not asked to meet with me.
- I met with the Smith family and think it went well. I would like to discuss it.
- I met with TJ again. I think she may be depressed. How do I assess that for certain, and what do I do if she is depressed?

Discuss professional/personal development

- I don't think I am doing very well at moving my clients forward toward change. What progress do you think I am making?
- What other agency trainings can I participate in this semester?

Connect classroom material with your learning in your internship

- We talked in class this week about performing assessments with client systems. Does this agency have a theory it promotes? What is your theory?

This relates to the Competency 7: Assess individuals, families, groups, organizations and communities

Supervisor or Designee Initial & Date: _____



Virginia State University
Social Work Department
SOWK 399, 490, & 499
Sample Supervisory Agenda Outline- Version #2

Name: Belinda BSW

Date of Supervision: January 27, 2021

1. Questions I have after the orientation session:
 - A. Will I take “comp” time like regular workers?
 - B. I am not clear on who I should turn to for help if you are not available.
 - C. Could you expand on the unit’s participation in “emergency coverage”?

2. Learning Contract for VSU
 - A. I want to be able to work with clients from diverse backgrounds. Can we work that into the learning contract?
 - B. Is there something in particular that I should add to help me better clients and/or its mission?

3. Case on Annabel Lee
 - A. I see the initials LBK in this record. Is LBK still at the agency? If so, is this someone with whom I could / should discuss the case?
 - B. I feel a little unsure of myself about the issue of (specific topic or issue) that is part of this case. Do you have any suggestions as to how I can be more comfortable and/or informed about this before I see this family?
 - C. I know of two referral sources for this family. They are Child and Family Services and Jewish Family Services. Are there others that I should consider for referral or an agency that you would recommend above others?
 - D. Open for your input.

Supervisor or Designee Initial & Date: _____



Virginia State University
Social Work Department
SOWK 399, 490, & 499
Sample Supervisory Agenda Outline (Example 3)

Name: Belinda BSW

Date of Supervision: January 27, 2021

1. I have reviewed my cases from last semester and the two new ones you gave me when I returned. I have some specific questions:
 - A. Are the Grants now eligible for XYZ services since they have moved to a new apartment?
 - B. Will I need to obtain the medical records (after getting written permission and release) for Amy R. C?
 - C. Before I visit, or should I go ahead and visit without them and go back later if needed?
2. I'd like your input on my learning contract for this semester. Here are the things I have thought about over the break that I think I'd like to work on for this semester:
 - A. I really need to improve my knowledge of the network of services in our field.
 - B. My interviewing skills seem weak in the area of confrontation.
3. Regarding my big "Project" for the semester, I would like to use my research skills in the agency in a meaningful way (and get practice at it as well). I've thought about doing a Client Satisfaction Questionnaire, but do you have other ideas I might consider?
4. I hear that the Director issued a new policy about use of agency vehicles. What is the story there and how will it affect me?
5. Open for your input.

Supervisor or Designee Initial & Date: _____

Appendix III-I



Directed Journal/Logs

This assignment requires critical analysis of your field learning experiences and with it, a demonstration of an understanding of academic knowledge in the practice setting. **Diversity, human behavior, policy, populations at risk, research, social, economic and environmental justice, values and ethics, strengths perspective, practice and field instruction** are viewed from the target areas of work with individuals, groups, families, communities, and organizations. Each entry is to be written under a heading found in the Field Instruction Journal Matrix (separate handout) and should be about one page in length. Students must complete a minimum of one journal entry under each of the nine (9) curriculum themes during the semester and a total of twelve (12) entries for the semester.

After thinking about the events of the week just completed:

- A student selects for analysis some event, experience, question or thought regarding a theory or concept of social work that can be examined under one of the blocks in the matrix. This analysis must reflect on the meaning of and learning from field, and must connect practice experiences to some specific curriculum content or theory.
- One journal entry is due to the Field Instruction Liaison weekly.
- Journals will be judged on the degree to which the student uses the principles of critical thinking. These principles include *appropriate use of the concept, and analysis of an issue or topic or application of knowledge* rather than the reporting of an incident, assumptions held by the student regarding the theory/concept, and examples of the practical application of the theory/concept.

Field Instruction Journal Matrix

	Individuals	Family/Group	Communities/Organizations
Diversity			
Social & Economic Justice			
HBSE			
Social Welfare Policy			
Practice/Field Instruction			
Research			
Social Work Values and Ethics			
Populations-at-Risk			
Strengths Perspectives			

Notes:

1. Ten journal entries each semester, to include at least one entry from each of the nine curriculum themes, is required.
2. The “Practice/Field Instruction” category is reserved for “free writing” and does not require the use of a theory or concept. This allows for personal reflection about the field instruction experience.
3. Students should keep a record of the date on which a journal entry is made in the appropriate block above. Note also that your journal entries must specify the blocks on which you are writing.

Extra journal entries are an option for those students who may wish or need to demonstrate competence in any specific area of field instructions.

Appendix III-J



OUTLINE FOR PROCESS RECORDING AS AN EDUCATIONAL TOOL

In summary, process recording is a flexible and creative learning tool for both students and field instructors to maximize learning opportunities in agency-based placements. Undoubtedly, it provides additional opportunities for learning the art and skills of social work practice.

INDIVIDUAL PROCESS RECORDING INSTRUCTIONS

***Process recording assists in the development of social work practice skills by allowing reflection on communications used in interviewing clients.**

The process recording should include the following:

1. **Pre-Engagement Comments**
Prior to meeting with the client, the student writes down the purpose, goal, and intended outcome. Also list any planning and preparation efforts.
2. **Transactions**
The student writes down at least 10 minutes of communications with the client(s). Each statement, question, or response is recorded along with any emotional (laughter, crying, yelling) display. Use "SW" for student and "C" for client, "C2" another client etc. Record as accurately as possible.
3. **Feelings/Gut Reactions**
The student records their emotional-gut level responses to what has transpired.
4. **Using the Knowledge Base**
The student will apply social work practice knowledge, values, and theory to their communication with clients. See the example below.

The following are some examples of the social work "knowledge base":

Theories: Systems, Ecological, Feminist, Behavioral, Psychodynamic, Life Span Theory, Cognitive Development Models, Models of oral development, etc.

Frameworks/Approaches: Empowerment, Risk and Resiliency, Strengths, Generalist Practice Roles, Case Management, Cultural Competence, Crisis Intervention, Group Practice, etc.

Practice Skills: Introduction and development of rapport, Reflecting content, Reflecting feeling, Conducting assessments & social history, Seeking clarification, Goal setting, Reaching consensus or agreement, etc.

EXAMPLES:

Transactions (Record the flow of client/social worker communications)	Using the Knowledge Base
Client: "My sister went off with friends and left me standing there. I can't believe she would do that to me" (crying). SW: "Sounds like you're pretty upset with your sister."	Reflecting feeling Building rapport
Clients: "I don't know how I can get a job, pay these bills, and care for children." SW: "Would you describe a previous time when you got through a rough situation?"	Crisis Intervention Theory; Strengths perspective
Client: "I need to move out from my boyfriend's home and need to check on my parents who live in Florida." SW: "Which of these concerns do you think you want to talk about first?"	Goal setting; Empowerment perspective
Client: "I just was diagnosed with cancer, but don't know how serious it is yet." SW: "Who do you go to for support?"	Strengths perspective; Assessment of assets
Client: "My son was expelled from school a month ago and I can't eat or concentrate and don't know what to do." SW: "Has your sleep been affected by worrying about this?"	Bio-psycho-social; Systems Theory
Client: "I am still deciding whether to go back to the high school or to GED classes." SW: "I know you will make the decision that is best for you."	SW values; self- determination

5. Field Facilitator/Instructor Comments

The field facilitator/instructor should make comments, notes, or raise questions in relation to the interview.

6. Plans

The student thinks ahead and projects the next steps in the intervention.

7. Questions

The student takes initiative for her/his own learning and identifies areas where knowledge, skills and/or help are needed.

INDIVIDUAL PROCESS RECORDING

Name of Student: _____ Date of Interview: _____

Persons Present for Interview: _____

1. Pre-Engagement Comments:			

2. <u>Transactions</u>	3. <u>Feelings/Gut Feelings</u>	4. <u>Using the Knowledge Base</u>	5. <u>Field Facilitator/Instructor Comments</u>

INDIVIDUAL PROCESS RECORDING

6. Plans

1.

2.

3.

4.

5.

7. Questions

1.

2.

3.

4.

5.



PROCESS RECORDING OUTLINE FOR GROUP PRACTICE

Group Process Recording Outline

A. Information about the Group

Group Name:

Group Type: Date

of Group:

Group Members Present:

B. Purpose of the Group/Meeting

1. Write a brief statement on the overall purpose of the group. This statement is included only in the first process recording, or if there is an agreed upon change in the group's overall purpose.
2. Write a concise statement about the goals of the meeting of the group being recorded.
 - a. How were these goals perceived by the group?
 - b. How did you perceive these goals?
 - c. What are the similarities or differences between the group's perception of these goals and yours?

C. Group Process at the Meeting

1. Initial Observations
 - a. Describe briefly, in general terms, the physical and emotional climate at the beginning of the group meeting.
 - b. Describe briefly your initial impressions of the attitudes and feelings of the group members at the beginning of the meeting.
 - c. Describe any significant changes in the appearance or feelings or attitudes of the group members since the last meeting.
2. Group Member Interaction (Group Process)
 - a. Describe what went on within the group during its meeting. For example:
 - (1) Describe the means of interaction, e.g., program activity, discussion, debate, tasks, etc.
 - (2) Describe the feeling reactions of the members to this interaction.
 - (3) Describe your feeling reactions to this interaction.
 - b. Describe the effectiveness, vitality, and responsibility of the group's members during the interaction.
 - c. Describe your role in the group's interaction.
 - d. Describe the ways the group moved toward attainment of its goals.
 - e. Describe how the group's members dealt with obstacles to attainment of the meeting's goals.

D. Analysis of the Group Meeting

1. Describe your understanding of the nature of the interaction of the group members, including you, at this group meeting.
2. Indicate the theoretical or other knowledge, learned in your other courses, that helps you to understand the process and content of this group meeting.
3. On the basis of your analysis, what is your current assessment of:
 - a. the stage of the group's development,
 - b. the commitment of the group members to the group's purpose,
 - c. the climate and tone of the group,
 - d. if relevant, discuss specific roles played by individual group members and how they impact the group process.

E. Plan for the Group's Next Meeting

1. Write a brief statement of the plan for the next meeting of the group.
 - a. Explain how the members of the group, including you, arrived at this plan.
 - b. Explain how the plan relates to the purpose of the group.
2. Describe what you and the other group members are to do prior to, and in preparation for, the next group meeting.

F. Analysis of the Student Social Worker's Practice

- Discuss your use of social work practice knowledge and skills during the group meeting.
- a. What specific social work skills and/or techniques learned in your practice courses, did you use during the group meeting?
 - b. What were the strengths and weaknesses in your practice during the group meeting?



PRACTICE WITH COMMUNITY AND ORGANIZATIONAL GROUPS

Community/Organizational Process Recording Outline

A. Identifying Information

1. Name of the community group (committee, task force, board, etc.)
2. Overall purpose of the community group (committee, task force, board, etc.)
3. Date of the meeting or activity being process recorded.
4. Representatives present at and absent from the meeting or activity.
5. Name of the person who called the meeting or activity.
 - a. Indicate this person's position.
 - b. Indicate the method of notification for the meeting or activity.
 - c. Indicate how much time was allowed between notification and the date of the meeting or activity.
 - d. Indicate if it was a regular meeting or a special meeting.

B. Pre-meeting or Pre-activity Goals and Perceptions

1. Describe briefly the goals stated for the meeting or activity.
 - a. Attach the agenda, if there is one.
 - b. Include a discussion of the task and process goals specified for the meeting or activity in your description.
2. Describe briefly your own goal expectations for this meeting or activity, including a brief statement of your own task and process goals.

C. Meeting or Activity Process

1. Describe the role played by the chair or group leader.
 - a. Indicate how the chair or leader played this role.
 - b. Indicate the impact/influence of the chair or leader on the actions of the others present, including you.
 - c. Indicate the leadership style used by the chair or leader taking into consideration
 - d. communication style and skill, decision making, and problem solving strategies.
2. Summarize the overall interaction of those present at the meeting or activity.
 - a. Indicate the interactional roles played by different group members.
 - b. Describe any cliques, leadership patterns, or other factors that develop during the interaction.
 - c. Describe the atmosphere of the meeting or activity.

3. Describe any decisions made or actions taken during the meeting or activity, including how they were introduced and how the decisions were made.
4. Describe the plans for the next meeting or activity of this group, i.e., future agenda items, including a brief description of how the group reached consensus.

D. Analysis of the Meeting or Activity

1. Analyze the actions, decisions, conclusions or other interactions that occurred in the group and indicate why you think they occurred.
 - a. Assess the roles that members played that were significant to the interaction of the group.
 - b. Assess the cliques, leadership patterns, or other significant variables that influenced the interaction.
 - c. Assess the personal motivations of members in regard to the roles, cliques, patterns and other behaviors that emerged in the meeting or during the activity and elaborate about how these personal motivations might impact the interaction.
2. On the basis of your analysis, what is your current assessment of:
 - a. The commitment of the people involved in this group, committee, task force, board, etc., to the defined purpose.
 - b. The motivation of the community or agency people involved to achieve this purpose.
 - c. Evaluate the growth of leadership in this meeting or activity, including the group's capacity to solve the challenges or tasks facing it.
3. Describe the group's organizational culture and its impact on the purpose, format, norms, and process of the meeting or activity.
4. Describe any unarticulated agendas, goals, or issues that influenced the group member's interaction.
5. Describe and discuss differences in the power, status, roles, and diversity and the impact these differences had on the meeting or activity.
6. Describe how the meeting or activity was evaluated and by whom. Describe the nature of the evaluation: Formal, informal, summative, and formative.
7. Discuss the use of human, organizational, and/or community resources, i.e., time, materials, expertise, information management, etc.

E. Analysis of Student's Practice

1. Define your goals for the meeting or activity and explain how they were or were not attained.
2. Identify and analyze your feelings during the meeting or activity about:
 - a. Specific members/participants
 - b. The content of the meeting activity, i.e., apprehension, elation, anger, fear, frustration, etc.
 - c. The way your feelings influenced the actions and course of the meeting or activity including your own action or non-action.
3. Describe specific theoretical content and skills and/or techniques learned in social work courses that you used during the meeting or activity.

4. Describe specific theoretical content skills and/or techniques learned in your practice courses you could have used during the meeting or activity.
5. Discuss strengths and deficits in your practice during the meeting or activity.
6. Identify next steps (if any).
7. Identify areas where knowledge, skills, and/or help are needed to carry future similar assignment?

Adapted from Virginia Commonwealth University as printed in the IU School of Social Work MSW Student Handbook & Field Manual. Additions suggested by Dr. Theresa Roberts and Dr. Queiro-Tajalli, Indiana University School of Social Work.

Appendix IIIK



GUIDELINES FOR CASE ANALYSIS PAPER

Objectives: The written case analysis and oral presentation are a critical part of the unit on generalist social work practice in the practicum setting. In addition to demonstrating the use of generalist social work skills this required paper and class presentation enables the student to link course objectives to a specific client situation.

PAPER: See requirements above. All marginal headings and subheadings should be used.

ORAL PRESENTATION: Students are expected to present their case study at a regularly scheduled seminar session. The faculty liaison will assign the date and time for the oral report.

This will be a formal case presentation to the seminar group, approximately 15 minutes in length. The case should be **de-identified** and changed to protect the confidentiality of the information.

Refer to: Cournoyer, B. (2017). *The Social Work Skills Handbook*, 8th. Cengage Publishing, Pacific Grove, CA.

I. Description

Relevant client information

1. Name/Address/Phone number
2. Date of Birth
3. Social Security Number
4. Source of income
5. Name/relationship/ages of other household members
6. Other relevant information

II. Referral Information

- A. Source of referral, date, relationship to client, etc.
- B. Process by which referral was made
- C. Problem(s), issues, and/or concerns as viewed by the person making the referral
- D. Other relevant collateral data

III. Client, Family/Household, and Community System

- A. Description of client system
- B. Description of family and household system (**Attach genogram of clients family/household**)
- C. Description of clients social/ecological (community) system (**attach an ecomap**)
- D. Strengths and resources

IV. Presenting Problem(s) and Initial Goals

- A. Client's perception of the problem(s) and goals

- B. Identify differences, if any, between client's and referent's perception of the problem(s)/issues
 - C. Client's efforts to address the Problem
- V. Social History and current social circumstances
- A. Developmental
 - B. Personal and Familial
 - C. Medical/Physical
 - D. Psychological/emotional
 - E. Educational
 - F. Employment/vocational training
 - G. Recreational
 - H. Religious/spiritual
 - I. Prior psychological or social services, additional information, if appropriate
 - J. Critical Incidents
 - K. Sexual
 - L. Drug and alcohol
 - M. Other
- VI. Tentative Assessment
- A. Person
 - 1. Client's view of self, abilities, strengths, etc
 - 2. Client's mood and emotional state
 - 3. Assess appropriateness of client's developmental stage and psychosocial
 - 4. Development
 - 5. Competence to complete developmental tasks
 - 6. Assess risk to well-being of client and others
 - B. Family/Household/Primary Social System
 - 1. Assess problem in relation to the family/household system's identity and structure
 - 2. Assess the problem in relation to the dominant emotional climate within the system
 - 3. Assess the system in terms of its life cycle phase
 - C. Environment
 - 1. Assess the problem in relation to environmental resources
 - 2. Assess cultural/ethnic group as a resources
 - 3. Brief summary restating the case assessment
 - D. Problem(s)
 - 1. Client-defined problems
 - 2. Worker-identified problems
 - 3. Agreed upon problems needing work
 - E. Final Goals of services including, time frames and measurements
 - F. Plans
 - 1. Summary of agreed upon approach and differential roles of client and worker
 - 2. Client's tasks or action steps
 - 3. Social worker's tasks or action steps

- G. Plans for evaluation progress and reassessment of approach
- H. Plans for termination of service

APPENDIX IV

FIELD INSTRUCTION EVALUATION DOCUMENTS AND FORMS

Appendix IV-A



**STUDENT'S FINAL EVALUATION OF FIELD PLACEMENT
AGENCY**

Date _____

Your opinions regarding your agency placement are important to us. In order to ensure that your educational needs are being met satisfactorily we have developed a list of questions asking for opinion about your placement. All information is completely confidential.

Student's Name: _____

Agency: _____

Name of Field Instructor: _____

Please respond to the following questions for the current semester: (check one)

Please Indicate: _____SOWK 399 (Spring Semester – Junior)

_____SOWK 490 (Fall Semester – Senior)

_____SOWK 499 (Spring Semester – Senior)

AGENCY/FIELD PRACTICUM

1. Was the overall attitude of the agency supportive of student training?

_____very good

_____satisfactory

_____unsatisfactory

2. Were the agency's facilities (space, supplies, clerical support, etc.) adequate to allow you to carry out your responsibilities:

_____Very Good _____Satisfactory _____Unsatisfactory

3. Did the agency provide a useful orientation which included safety procedures for practice?

_____Yes _____No

4. Did your assignments call for a level of skill appropriate to your development?

_____Yes _____No

5. Did your experiences at the agency contribute positively to your identity as a social worker?

_____Yes _____No

If "no", please
explain_____

6. Did you have a full range of social work practice assignments, i.e., individual, family, group, macro project(s)?

_____Yes _____No

If "no", please circle the experiences you did not have:

Individuals Families Groups Organizations Communities

7. Did your field placement provide assignments and experiences which allowed you to practice and apply concepts, principles and techniques learned in the classroom?

_____Yes _____No

If "no", please

explain_____

—

8. Did you have opportunities to work with clients of diverse, racial, ethnic and cultural backgrounds?

_____Yes _____No

9. What did your supervisor do to help you to learn about yourself in regard to how you work with people?

10. What opportunities did you have to participate in staff meetings and conferences?

11. Did you have the opportunity to learn about the network of community social services?

12. How would you rate the agency as a field instruction placement?

_____Excellent _____Good _____Fair _____Poor

13. What else would you want a fellow student to know about this agency as a field placement site? Use additional paper if necessary

Appendix IV-B



STUDENT'S FINAL EVALUATION OF FIELD INSTRUCTION/FIELD INSTRUCTOR

This form is to be completed after the final semester of placement. It will not be used in any ways connected to final grading of students.

Date _____

Agency _____

Students Name _____

Name of Your Field Instructor _____

Please respond to the following questions for the current semester: (check one)

Please Indicate: _____ SOWK 399 (Spring Semester – Junior)

_____ SOWK 490 (Fall Semester – Senior)

_____ SOWK 499 (Spring Semester – Senior)

FIELD INSTRUCTION/FIELD INSTRUCTOR

(PLEASE INCLUDE YOUR PERSONAL COMMENTS ALONG WITH THE RATING YOU CHECK)

1. What was the quality of the working relationship with your field instructor?

_____ very good _____ satisfactory _____ Unsatisfactory

2. Did your field instructor help create an environment in which you felt you could risk questions, mistakes and disagreements?

_____Yes _____No

If “no”, please

explain_____

—

3. How well did your field instructor facilitate the learning of specific skills?

_____very well _____satisfactory _____unsatisfactory

4. How well did your field instructor model professional social work attitudes and values?

_____very well _____satisfactory _____unsatisfactory

5. Did your field instructor provide clear and consistent expectations of you during this field placement?

_____yes _____no

If “no”, please

explain_____

—

6. Did your field instructor seem to be aware of the learning process you were going through as a developing professional?

_____yes _____no

7. How well was your field instructor able to assess your strengths and limitations as the field placement progressed?

_____very well _____satisfactory _____unsatisfactory

8. Did your field instructor give you clear and useful feedback about your practice on a regular basis?

_____yes _____no

If “no”, please

explain_____

9. How well was your field instructor able to help you integrate the class and field experience?

_____very well _____satisfactory _____unsatisfactory

10. Did your field instructor schedule and keep regular conferences with you?

_____yes _____no

If “no”, please

explain_____

11. Was your field instructor available to you at times other than schedule times?

_____yes _____no

If “no”, please

explain_____

12. What would you say to a fellow student who asked about having this person as a field instructor?
(Use extra sheets of paper if necessary)

_____yes _____no

If "no", please

explain_____

5. Did your liaison take an active role in making sure you had learning experiences at the agency which met curriculum requirements?

_____yes _____no

6. How well did your liaison create an atmosphere in which you could openly discuss all aspects of your field placement experience?

_____very well _____satisfactory _____unsatisfactory

7. How well did your liaison create an atmosphere in which you could openly discuss all aspects of your field placement experience?

_____very well _____satisfactory _____unsatisfactory

Please

comment:_____

8. How effective was your liaison in helping you work out whatever problems arose in relation to your field placement?

_____very well _____satisfactory _____unsatisfactory

comment:_____

9. How useful to you as a learner were the liaison visits?

_____very well _____satisfactory _____unsatisfactory

comment: _____

10. In what ways did field seminar aid you in integrating the themes of VSU social work program (social justice, ethics and values, diversity, human and social environment, policy, strengths, etc.)?

comment: _____

11. What topics or skills covered in the seminar were of help to you in your placement?

comment: _____

12. How do you view yourself now? In what ways do you see yourself differently from when you started your placement?

comment: _____

Appendix IV-D



FIELD INSTRUCTOR'S EVALUATION OF FACULTY FIELD LIAISON

Date _____

Field Instructor's Name _____

Faculty Field Instruction Liaison's Name _____

Agency _____

Please indicate the number of VSU students you instruct? _____

1. Did your liaison make the required number (two per semester) of encounters?

_____yes _____no

2. What do you consider an appropriate number of visits per semester? _____

PLEASE EVALUATE YOUR FIELD LIAISON USING THE SCALE PROVIDED. IN THE SPACE TO THE RIGHT OF EACH STATEMENT, INDICATE THE NUMBER FROM THE SCALE WHICH BEST REPRESENTS THE STRENGTH OF YOUR AGREEMENT OR DISAGREEMENT WITH THE STATEMENT.

1	2	3	4	5	6	N/A
Strongly					Strongly	Not
Disagree					Agree	Applicable

3. My liaison was available for consultation by telephone. _____

4. My liaison understood the functions and policies of my agency. _____
5. My liaison was aware of learning opportunities available for students at my agency. _____
6. My liaison shared with me the School's expectations for students in the field. _____
7. My liaison shared with me information pertinent to the School's curriculum with the objective of helping me to teach my student. _____
8. My liaison was aware of the strengths and limitations of my student and helped in defining student learning needs. _____
9. My liaison provided me with useful feedback on student progress based on review of the students' recorded material. _____
10. My liaison was effective in helping me work out problems which arose in relation to my students. _____
11. My liaison maintained communication with me regarding my view of the student's progress in the field placement. _____
12. My liaison was flexible with regard to conference planning and would include the student if that seemed appropriate. _____
13. My liaison was responsive to my needs and concerns as a field instructor. _____
14. My liaison gave weights to my view of the student's growth and learning needs in assigning grades. _____
15. Please comment on the climate of the relationship and the quality of the contact you have experienced with your liaison.

comment: _____

16. Is the role of the faculty field liaison clear to you? _____yes _____no

Please

explain. _____

Appendix IV-E



VIRGINIA STATE UNIVERSITY

SOCIAL WORK PROGRAM

Mid-Semester Evaluation Form

Mid-semester evaluation of the student is a formal narrative process written in summary format by the Field Instructor and discussed with the student and Field Liaison. It represents an assessment of such items as:

- What projects and activities have been undertaken, what the envisioned outcomes are, and what is the current status.
- The impact of field learning experiences upon the student, i.e., what skills or knowledge have been acquired or changed (as referenced through identification of specific behavior).
- What the effect of field experience has been upon the student's value system.
- An assessment of student's strengths and areas needing further work.
- Planned new directions for remainder of semester (activities, skills and behaviors target for change or modification, learning experiences, etc.)
- The expected outcomes of activities, in terms of effect on student's skills, values, and knowledge.

In addition to the above items:

1. The conference involving the student, Agency Field Instructor and the Faculty Field Liaison is used to assess the competencies/ behaviors agreed upon for the placement and clarification and progress toward obtaining these behaviors is discussed. If there are particular problems or particular areas in which student growth is needed, they are delineated and a plan for meeting these learning needs is formulated. If the student is not performing at the expected level, the Faculty Field Liaison notifies the student and the Director of Field Education. Specific areas needing improvement are noted and a review date is set. It is imperative that the field instructor notify the faculty field liaison immediately if there is any indication that the student performance is less than satisfactory at mid-semester.

2. The VSU Field Instruction Liaison will also confer with the student and Field Instructor at mid-semester so that the three parties may further refine and coordinate agency competencies, program competencies, and specific student needs. This is to ensure the best possible “fit” between classroom experience and the world of actual work with client systems. A grade of Pass (P) or Fail (F) will be given for the mid-semester grade based on the information obtained during the Liaison conference.

Appendix IV-F



Mid-Year Evaluation of Student Performance SOWK 490

Please base your evaluation on how well the student is demonstrating in the following areas using the scale below.

Scale	Measure	Description
5	Mastered	Student illustrates mastery of social work knowledge, values, and skills.
4	Superior	Student illustrates superior knowledge of social work values and skills.
3	Competent	Student illustrates competent knowledge of social work values and skills.
2	Inadequate	Student illustrates inadequate or beginning knowledge of social work values and skills.
1	Lacking	Student has not demonstrated knowledge of social work values and skills.

Mid-Year evaluation of the student is a formal process by the Field Instructor and discussed with the student. It is an assessment of the following items as follows: Please circle your answers.

1. Student advocates on behalf of the client.	1	2	3	4	5
2. Student is profession in regards to appearance, behavior, and communication.	1	2	3	4	5
3. Student is able to recognize how personal values and beliefs can affect practice.	1	2	3	4	5
4. Student is able to recognize ethical dilemmas when they present themselves.	1	2	3	4	5
5. Student abides by the NASW Code of Ethics.	1	2	3	4	5
6. Student utilizes research skills in identifying best practices to serve the client population.	1	2	3	4	5
7. Student demonstrates effective oral and written communication when working with colleagues.	1	2	3	4	5
8. Student demonstrates effective and written communication when working with clients.	1	2	3	4	5
9. Student is able to resolve ethical conflicts when presented.	1	2	3	4	5
10. Student is able to effectively complete assessments with clients.	1	2	3	4	5

11. Student is able to identify social and economic injustices.	1	2	3	4	5
12. Student can identify forms of oppression and discrimination that affect the populations served.	1	2	3	4	5
13. Student is able to recognize how one's culture and values may contribute to oppression, alienate, or create privilege and power.	1	2	3	4	5
14. Student is able to recognize how policies affect practice.	1	2	3	4	5
15. Student is able to recognize how practice can affect policies.	1	2	3	4	5
16. Student advocates for human rights and social justice.	1	2	3	4	5
17. Student assesses client strengths and deficiencies effectively.	1	2	3	4	5
18. Student abides by agency rules and regulations.	1	2	3	4	5
19. Student arrives on time and communicates with field instructor when he/she is going to be absent or late.	1	2	3	4	5
20. Student assists in the overall mission of the agency.	1	2	3	4	5
Total Points =					

Printed Field Instructor's Name

Printed Student's Name

Field Instructor's Signature

Student's Signature

Date: _____

Date:

Appendix IV-G



Final Student Field Evaluation for SOWK 399 & 499 (SWEAP - Online)

The SWEAP Field Placement/Practicum Assessment Instrument (FPPAI) was developed to assess student practice of the EPAS Core Competencies in Field Placement/Practicum. The FPPAI consists of a series of items, related to each EPAS Core Competency, and related behaviors, to be scored on a 5-point Likert-type scale by the field instructor. In addition to the quantitative portion of the FPPAI, an optional qualitative questionnaire/text field option is available in online version only. Please note, aggregate reports for 2015 FPPAI instruments ordered after August 1, 2016 will provide measures of at least one dimension for each competency (Value, Skills and Cognitive). The SWEAP Assessment Instrument link will be sent to field instructors who have students in SOWK 399 and SOWK 499 in advance of the final evaluation deadline. Please complete and submit the link prior to the last day of field instruction.

<https://www.sweapinstruments.org>

Appendix IV-H



FIELD PRACTICUM IMPROVEMENT PLAN & STUDENT'S REMOVAL FROM AGENCY

This form may be completed by the Field Instructor, the Faculty Field Liaison, the Field Agency Executive or the student when a meeting is conducted to address a concern raised about a student's performance, the agency or the BSW Program. Each party must review and sign the document. A copy of the signed document will be provided to the student, agency (field instructor and/or agency executive), faculty field liaison and the Director of Field Education.

Student: _____ Meeting _____ Date _____

Agency: _____

Agency Field Instructor: _____

Student currently enrolled in:
_____ SOWK 399 _____ SOWK490 _____ SOWK 499

Identified Concern: (Narrative)

Previous attempts to address the concern (check all that apply):

- _____ Educational Feedback
- _____ Increased Supervision
- _____ Revised Learning Agreement and/or Service Contract
- _____ Other: (explain)

Outcome: _____

FIELD PRACTICUM IMPROVEMENT PLAN
(Complete in Behavioral Terms)

Student will:	Evaluation Target Date:	Field Instructor will:	Evaluation Target Date:	Faculty Liaison Faculty	Evaluation Target Date:

I have been provided a copy of this document:

Student _____ **Date** _____

Field Instructor _____ **Date** _____

Field Liaison _____ **Date** _____

Director of Field Education _____ **Date** _____



PROBLEMS IN THE FIELD PLACEMENT

Rarely, but occasionally, problems arise in field placement. A problem could center upon the students functioning within the field placement setting, or the concern could be with the field agency not providing the experience that is necessary for the student.

Problems with the Student in the Field Placement

There are times when problems arise due to inadequate performance of the student in the field placement. In the case of direct violations of the NASW Code of Ethics, the Agency Field Instructor should contact the Director of Field Education for consultation at the earliest possible convenience. Under normal circumstances, the student is to be promptly informed by the Agency Field Instructor of any problem(s) generated by his/her actions or behavior. To remedy the situation, the student should be given clear instructions on what improvement is expected and a time line for such improvement. If the problem is not resolved within this supervisory process, then the Director of Field Education should be contacted. The Director of Field Education will call a meeting between the student and Agency Field Instructor to devise a general strategy to resolve or alleviate the problem. If the problem continues and is not resolved, or a more serious problem arises, the student may be terminated from the placement. Depending on the nature of the concern the student may be placed in another agency or may be asked to reapply for placement at a later time. At the time of dismissal, the Director of Field Education will complete the Reason for Removal Form (on the next page).

Problems in the Field Placement Agencies

Problems can arise at a field placement agency that affects the quality of a student's education. In issues involving the field placement the student or agency should notify the Director of Field Education at the earliest possible convenience. Plans to improve the situation will be the first step; however, other measures may be necessary to ensure the educational focus of the practicum. For example, if the Agency Field Instructor has not been adequate, the Director of Field Education may request a change of supervision within the agency. However, if the agency is not able to provide adequate supervision, the student will be removed from the field agency and reassigned. The agency will not be considered for further placement of students until the problems have been rectified. At the time of removal, the Director of Field Education will complete the Reason for Removal form.

What to Do When Problems Arise in Fieldwork

If you are having difficulty in your agency or with your field instructor, the following guidelines may be helpful to you:

Step One:

- Speak with your Faculty Field Liaison.
- Identify what you see as the problem (i.e. not enough time for cases, difficulty with clients or agency expectations)
- Generate possible solutions, ask for what you need
- Be ready to listen and understand your Agency Field instructor's point of view
- Remain professional; try not to be defensive

Step Two:

If the problem has not been resolved by speaking with the Faculty Field Liaison, contact the Director of Field Education, Dr. Brittany Short.

- Discuss how you are experiencing problems and ask for a meeting.
- Ask for help to clarify the problem.
- Discuss the personal and professional issues that are interfering with your ability to learn in the placement.

Step Three:

Request a meeting at the agency for you, your Agency Field Instructor, your Faculty Field Liaison and the Director of Field Education to facilitate problem solving.

Step Four:

If the problem is still not resolved, your Faculty Field Liaison may ask for a further consultation with the Director of Field Education and members of the faculty, including the Social Work Program Chair.

Step Five:

If the placement has to be terminated, the Faculty Field Liaison and the Director of Field Education may make recommendations regarding the development of a new placement.

Readmission or Reassignment Procedures for a Second Field Placement Opportunity Students receiving an unacceptable grade in field placement or asked to leave may apply to be readmitted to the Social Work program and to a new field placement. The prospective student must submit the application to both the Director of Field Education and Program Director with the accompanying three letter of recommendation, along with a written statement that includes the following:

- 1) Students must provide a written explanation of the concerns that resulted in their termination from the Program. Students should include an acknowledgement of the deficiency in their previous performance and evidence that the deficiency has been removed. Students should also include a plan for continuous improvement and for preventing a reoccurrence of events.

- 2) The student must submit their reasons for their wish to return to the Program and to complete their social work degree.
- 3) Students must be in good standing with the college academically and financially.

The application and accompanying documentation should be submitted to the Social Work Program Director. Upon receipt of required materials, an interview will be conducted with the student and the Social Work Program faculty.

Following the interview, the Social Work faculty will make a decision regarding readmission. If denied readmission, the student may follow the steps outlined in the Grievance Procedure.



Reason for Removal from Field Placement Form

Date: _____

Name of Student: _____

Name of Agency: _____ \

Name of Supervisor: _____

Date of Removal: _____

Please describe the specific behaviors that first lead you to be concerned.

Describe what was done to remedy these concerns.

Describe the reason for removal.

Student: _____

Agency Field Instructor: _____

Director of Field Education: _____

Program Director: _____

Date: _____

Appendix IV-I



Field Instruction Readiness Interview Rubric

Student: _____

Interviewer: _____

Score: 1=far below standard 2=below standard 3=meets standard 4= above standard 5 = far exceeds standard

Category	Score	Comments
I. Resume <ul style="list-style-type: none"> Is resume professional and neat? Is resume free of errors? 	1 2 3 4 5	
II. Appearance & Language <ul style="list-style-type: none"> Is interviewee punctual? Is interviewee dressed professionally and appropriately? Does interviewee use proper language? Is the interviewee professional, and mature throughout the interview? 	1 2 3 4 5	
III. Cultural Diversity <ul style="list-style-type: none"> Does interviewee respect individual differences? Demonstrates respect, compassion, and fairness. Is interviewee sensitive to others? 	1 2 3 4 5	
IV. Ethics <ul style="list-style-type: none"> Can interviewee demonstrate knowledge of the NASW Code of Ethics? 	1 2 3 4 5	
V. Human Behavior & Practice Knowledge <ul style="list-style-type: none"> Does interviewee understand the plan change process? Is interviewee receptive of field coordinators placement options? 	1 2 3 4 5	

VI. Communication <ul style="list-style-type: none"> • Does interviewee demonstrate active/responsive listening skills? • Does interviewee communicate clearly and effectively 	1 2 3 4 5	

A Score of 18 or higher is needed to enter Field Internship. Score _____



Field Instruction Readiness Interview Rubric

Excellent - 26pts. – 30pts

- Stellar resume
- Great poise, professional dress, great eye-contact
- Detailed and specific answers to questions
- Knowledgeable and receptive to diversity issues
- Knowledgeable of the Code of Ethics
- Appears to have many leadership qualities
- Interviewee is professional when responding
- Very clear and concise manner of speaking
- Above-average maturity

Satisfactory - 22pts. – 25pts.

- Thorough resume
- Decent poise, professional dress, good eye-contact
- Specific answers to questions
- Receptive to diversity issues
- Somewhat knowledgeable of the Code of Ethics
- Appears to have some leadership potential
- Interviewee is usually professional when responding
- Clear manner of speaking
- Noticeable maturity

Acceptable - 18pts. – 21pts.

- Resume is organized, but shows little experience
- Not enough poise, semi-professional dress, some eye-contact
- Specific answers to some questions, others too general
- Somewhat receptive to diversity issues
- Is familiar with, but not knowledgeable of the Code of Ethics
- Appears to be a hard-worker, but not necessarily a leader
- Interviewee attempts to be professional when responding
- Manner of speaking is comprehensible, but sometimes a bit unclear
- Some maturity evident

Unacceptable – 0 - 17pts.

- Resume feels incomplete or has many errors
- No poise, dress too casual or inappropriate, poor eye-contact
- Answers to questions are not convincing, relevant, or sufficient
- Does not embrace diversity issues
- Has little to no knowledge of the Code of Ethics
- Does not appear to possess leadership skills
- Interviewee is not professional when responding
- Manner of speaking is unclear, jumbled, or poorly worded
- Interviewee needs more experience and maturity