



Texas College Social Work

Student Handbook & Field Manual

Benchmark II Volume III

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Program Director

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Student Handbook

Overview of the Social Work Program

The *BSW Program of Texas College* prepares graduates for generalist practice in entry-level social work practice and continuing professional development. The BSW graduate has basic theory knowledge and can engage in thought with conceptual complexity. Possession of the standard body of the profession's knowledge, values, skills, and cognitive and affective processes allows graduates to apply their generalist practice abilities in working with individuals, families, groups, organizations, and communities in various agency settings.

Social Work Faculty:

Ms. Charlotte Sanders, LBSW, MSW, Assistant Professor/ Program Director. She holds an MSW degree from Texas AM College-Commerce in a CSWE-accredited social work program. She has twenty-five (25) years of post-master practice as a licensed social worker with social service agencies. Her expertise lies in child welfare services, health care, and mental health.

Ms. LaKeshia Harris, LMSW, Assistant Professor/Field Director. She holds an MSW degree from Stephen F Austin State University School of Social Work. She has over 25 years of post-master practice as a licensed social worker with social service agencies. Her expertise lies in medical social work with specialization in HIV-AIDS and end-of-life care.

Program Director's Message:

Welcome to Texas College and the Social Work Program. In February 2023 the academic program was granted Candidacy by the Council of Social Work Education. The Social Work core course requirements at the junior and senior levels lead to the Bachelor of Social Work (BSW) degree.

Program's Mission Statement:

The mission statement of the Texas College Social Work Program is:

"The program mission is to provide quality educational services at a baccalaureate level that prepares competent generalist social workers to enhance the human well-being and the needs of the diverse populations, with special attention on persons who are vulnerable, oppressed, and living in poverty, in the local, and global community. The program is inspired by the vision of transformation in social, economic, and environmental justice, and advocacy for the well-being of all".

Program Goals

The BSW program goals are identified below. Each EPAS expectation for generalist practice is listed separately, followed by a description of the related BSW Program goal(s) and competencies related to each program goal.

Goal One: Prepare students to begin generalist social work practice with individuals, families, groups, organizations, and communities emphasizing rural, urban, and military social work practice.

Goal Two: Prepares students to be critical thinkers and ethical practitioners in social work practice with systems of all sizes. This goal reflects the mission statement that prepares competent generalist social workers. Competent social workers are guided by the NASW Code of Ethics and the International Code of Ethics to assure the client, colleagues, society, and profession are protected in services, human relationships, cultural differences, social policy, research, and social justice.

Goal Three: Prepare social work students who identify with the social work profession and are committed to becoming life-long learners. This goal supports the program's mission. It adheres to inspiring students to be transformed through knowledge, skills, and values of integrating social, economic, and environmental, and advocacy for the well-being of all.

Goal Four: Prepare social work students who will be able to evaluate practice, understand practice issues related to diversity, including rural lifestyles, advocate for social and economic change, and recognize the global context of social work practice. This goal aligns with the mission by understanding research methods and evidence-based research practice in providing educational services that prepare competent generalist social workers.

Goal Five: Prepare social work students committed to enhancing human well-being and alleviating discrimination, poverty, and oppression.

Goal Six: Prepare educational opportunities to promote undergraduate generalist practitioners to advance to graduate studies. Students will gain competencies that will establish a base for entering graduate programs of their choice.

Generalist Practice Definition

The BSW Program at TC defines **generalist social work** practice as follows:

Generalist practice serves client systems utilizing an ecological approach focusing on persons, families, groups, organizations, and communities. A narrow cadre of theories does not confine it; instead, it is versatile enough to allow problems and situations, as well as strengths, capacities, and resources, to determine the practice approach. Generalist practice employs a problem-solving framework and broad knowledge, value, and skill base, which demands ethical practice and ongoing self-assessment. Briefly, generalist social work practice is as follows:

- It is multi-level to include individuals, families, groups, organizations, and communities.
- It is multi-theory, allowing for the free selection of theories as appropriate.
- It utilizes a problem identification and solving focus that follows a problem-solving framework.
- It utilizes multiple interventions at multiple levels as appropriate.
- It addresses the complexity of interactions between individuals, families, groups, organizations, and communities.
- It requires integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations at risk.

The curriculum comprises a liberal arts base and courses addressing the profession's knowledge, skills, and values. Preparation for a career as a generalist practitioner in Social Work is augmented by a supervised field practicum of 420 clock hours.

The Nine CSWE Social Work Competencies and Practice Behaviors

The nine social work competencies are listed below. 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 ethical decision-making frameworks 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 inter-professional teams. Social workers recognize the importance of lifelong learning and continually update their skills to ensure that they are relevant and practical. Social workers also understand emerging forms of technology and their ethical use in social work practice.

Social workers: • make ethical decisions by applying the NASW Code of Ethics standards, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the 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: 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, alienation, privilege, power, and acclaim. Social workers also understand the forms and

mechanisms of oppression and discrimination and recognize how a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

- apply and communicate an 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. They are knowledgeable about theories of human needs, social justice, and strategies to promote social and economic justice and human rights. Social workers understand systems 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:8 8 2015 Educational Policy and Accreditation Standards SOCIAL WORK COMPETENCIES

- 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 the 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: social workers understand that human rights, social justice, and 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 recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They also know about policy formulation, analysis, implementation, and evaluation. Social workers understand their role in policy development and implementation within their micro, mezzo, and macro practice settings. They actively engage in policy practice to effect change within those settings.

- Identify local, state, and federal social policy 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

Social workers: 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.

- 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 engage diverse clients and constituencies effectively.

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

Social workers: 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 assessing diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand assessment methods with various 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. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

- 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 to analyze 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: 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 inter-organizational collaboration.

- critically choose and implement interventions to achieve practice goals and enhance the 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 goals.

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

Social workers: 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 evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, assess critically and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

- 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

Admissions to Program

Admissions Criteria to the Social Work Program:

Social Work Pre-Major

Provisional/Pre-major status applicants are first- and second-year students who are required to obtain the following:

Social Work Major

- Applications for entry into the Social Work program are accepted during the Spring (March-April) and Fall (October-November) semesters. Prospective students are assessed by the Admissions Committee, which makes the final decisions based on the students' overall strength of their application materials. Students' application materials must be submitted directly to the Social Work Program.
- To qualify for consideration as a major in the program, applicants must:
- be admitted and enrolled at Texas College with the completion of a minimum of 30 accumulative credit hours, minimum of general studies, or transfer student/or returning student in the process of admission, with a minimum of 30 accumulative college credit hours.
- Submit all official undergraduate transcript (s).
- Have at least a 2.00 overall GPA.
- Have completed one of the following cognate courses with at least a 2.0 grade point average or better: Introduction to Sociology 1301 or Psychology 2301 as transfer credit.
- Two letters of recommendation from professors, student organizations, and academic personnel on student development
- Submit an autobiographical essay

Admissions Essay

Each applicant must write an autobiographical essay that meets the following guidelines:

- Typewritten, doubled spaced with a font size of 12,
- One page or more that supports your interest in social work (e.g., unique challenges/obstacles that you have met/overcome, examples of leadership, other influences that help shape your interest in social work)
- The admissions essay is one of the critical elements that the Admissions Committee will review for consideration in the program. Applicants must carefully follow the instructions that are given above for the essay. The essay must be as thorough as possible.

- Several attributes are essential for students seeking a social work career. These attributes consist of good judgment, integrity, openness to new ideas, receptivity to the development of self-awareness, ability, or willingness to change, and acquisition of a nonjudgmental attitude regarding differences in people. Other essential attributes require a dedication to the values of the National Association of Social Workers Code of Ethics, such as commitment to social work's role in institutional change and broad-based respect for human rights and diversity.

Evaluation of Admissions Applications

Policy

The social work faculty determines the admissions policies and procedures for the BSW program. Student representatives solicit input from all majors through the Social Work Student Association (SWSA). Students participate in policy review, policy development, and the admissions process. The admissions policies are reviewed annually by the social work faculty. When approved, the new or revised policies are published in the Texas College Academic Catalog every four years.

In evaluating applicants, faculty members consider many factors, and no one criterion alone automatically determines acceptance or non-acceptance into the program. The applicant's liberal arts foundation courses, cognate courses or courses, and student performance are among the factors examined. Additionally, the faculty considers the student's statement and the demonstration of their ability to communicate effectively in writing, their level of motivation as a professional social worker, and lastly, the criminal background result findings.

Students may be given conditional acceptance if the application is near completion except for missing one reference letter or if the student is completing the two required cognate courses and meets all other criteria. The students will be given the semester's end to satisfy their application requirement. Once all the application requirements are met, the applicant will be reviewed by The Admissions Committee for approval or non-approval acceptance into the program. Students who do not comply with this policy are notified in two weeks of the grounds on which the student was not accepted into the program.

The Procedure

The Social Work Program Director revises the BSW Admissions Brochure annually for distribution to prospective applicants. Prospective applicants who request information about the program are given or mailed the brochure along with all materials necessary to complete the BSW application process at the program level. Once a semester, the faculty holds a mandatory meeting regarding all prospects of the BSW program and distributes information for admissions and other materials related to the social work profession.

The Program Director has the primary responsibility for implementing the admissions policies. Procedurally, the social work program handles admissions semi-decentralized within the College. The applicant must submit the Application for Social Work Program, copies of all student transcripts, three reference letters, and personal narrative statements directly to the Social Work Program's Director and have completed two of the following courses with at least a **2.0-grade** point average or better.

Upon receipt of application materials, the Program Director enters demographics and application information into the Admissions Database for each applicant. Periodic reminders are sent to the applicants with updates on the status of their application (e.g., incomplete application). Once the application is completed, the Program Director sends a notification to the social work faculty to review the completed

admissions file before a faculty meeting to determine the acceptance decision. Guidelines for review are sent to faculty to remind the criteria for approval.

Admissions Appeal Procedures

If students want to appeal their admission status, they must submit a formal letter requesting an appeal. The students must address their appeal's reason(s) in the letter. Copies of the appeal must be sent to the Social Work Program Director, Chair of the Division of Business and Social Sciences, and Vice President of Academic Affairs. The process must be submitted within fifteen days of their admission decision.

Notifying Applicants

Policies: Students are notified of the decision of acceptance or non-acceptance within thirty (30) days of completing the admission process.

Procedures: This notification is sent electronically to the student's email account on file. Not accepted students will be notified by email and allowed to meet with the Social Work Program Director to discuss the admissions decision.

Notifying Applicants of Any Contingent Conditions

Policies: Students are given conditional acceptance if the application is near completion except for missing one reference letter or if the student is completing the two required cognate courses and meets all other criteria.

Procedures: The students will be given the semester's end to satisfy their application requirement. The Program Director will notify the student via email of the contingent conditions associated with admission into the program within five (5) days of the decision of conditional acceptance.

Transfer Credits Policies and Procedures

Policies: Transfer students must meet the same standards for admission to the BSW Program as other students. Only those students who have attended CSWE-accredited undergraduate programs can transfer courses for social work equivalency. The student must have earned a "C" or better in all social work courses. Courses taken at nonaccredited social work programs cannot substitute for required social work courses. These courses transfer to the Texas College Social Work Program as electives.

The social work program will accept twenty-one (21) transfer credits equivalent to the foundation, history, policy, research, human behavior, social environment sequences, and social work electives. The program will accept transfer credits of the social work cognate sociology, psychology, and micro or macroeconomics courses from another institution with a minimum of a "C" grade. The program will *not allow* the transfer of practice and practicum sequences from another institution.

The College requires that the last 30 credit hours be taken in residence.

Procedures: The Program Director reviews transfer student applications and materials in consultation with the faculty on a course-by-course basis. Students must complete the usual application materials, submit course syllabi or a copy of the course description from the other institution, and a letter of recommendation from the previous institution attended. In addition to the program evaluating the transfer student's admissions process, the TC Admissions Office evaluates the transfer transcript. Decisions are made regarding the number of equivalent transfer credits and courses that will apply to TC. Transfer students majoring in social work at Texas College are advised to carefully analyze the social work curriculum and the TC academic catalog to ensure the completion of their intended social work degree plan. Students are encouraged to maintain a copy of their files.

Non-Credit for Life Experience Policy

Life experience or previous work experience does not warrant credit in the social work program at Texas College (See Texas College's No Credit Policy provided by the Provost, Dr. Jan Duncan) below). This policy is published in the Appendix in the Social Work Student Handbook Volume III. Further, no life credits policy will be discussed with faculty at the new student orientation in August of each year and advisement.

To Whom It May Concern:

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

Credit for Work and Life Experience

The Texas College Bachelor of Social Work Program will not grant academic or other credit for life or work experience. Only students admitted to the BSW program may take social work courses in the professional sequence. Also, only those students who have been admitted to the program and who have completed all required prerequisite course work may enroll in practice and methods courses, and in the field instruction courses.

Sincerely,



Jan E. Duncan, Vice-President for Academic Affairs

Social Work Programs Degree Requirements

Texas College-Social Work Degree Plan

Freshman		
Fall		
Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
MATH 1314	College Algebra	3
ENGL 1301	English Composition I	3
BIOL 1471	General Biology I	4
PHED	any active hour (1) course	1
HIST 1301	History of the U.S. to 1865	3
SOCI 1100	First-Year Seminar	1
		15.5
Spring		
Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
SOCI 1301	Intro to Sociology	3
COSC 1330	Computer Literacy	3
ENGL 1302	English Composition II	3
MATH 1432	Applied Statistics	3
RELI 1311	Survey of the Bible	3
		15.5
Sophomore		
Fall		
Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5

	ELECTIVE	3
ENGL 2302	World Literature	3
PHYS 1405	Introduction to Physical Science	4
HLTH 2281	Essential Elements of Health	2
HIST 1302	History of the U.S. since 1865	3
		15.5

Spring

Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
GOVT 2305	U.S. National Government	3
SOCI 2100	Second Year Seminar	1
MUSI 1301	Intro to Music	3
	ELECTIVE	3
	ELECTIVE	3
SOCW 2363	Introduction to Social Work and Social Welfare	3
		16.5

Junior

Fall

Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
SOCW 3305	Human Behavior and the Social Environment I	3
SOCW 3302	Social Welfare Legislation and Policy	3
SOCW 3308	Methods in Social Work Research	3
SOCW 3303	Ethics and Values in the Helping Profession	3
SOCW 3307	Social Work Practice with Individuals & Families	3
		15.5

Spring

Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
SOCW 3306	Human Behavior and the Social Environment II	3
SOCW 4304	Social Work Practice with Groups	3
SOCW 4302	Cultural Competence	3
SOCW 4305	Social Work Practice with Organizations and Communities	3
SOCW 4301	Evidence-Based Practice	3
		15.5

Senior		
Fall		
Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
SOCW 4330	Seminar in Helping I	3
SOCW 4601	Field Instruction I	6
3000/4000	Advanced Sociology Elective	3
3000/4000	Social Work Elective	3
		15.5
Spring		
Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
SOCW 4331	Seminar in Helping II	3
SOCW 4622	Field Instruction II	6
3000/4000	Advanced Sociology Elective	3
3000/4000	Social Work Elective	3
		15.5

GENERAL CORE REQUIREMENTS		
COURSE NUMBER	COURSE NAME	CREDIT HOURS
COSC 1330	Computer Literacy	3
MATH 1314	College Algebra	3
ARTS1301 or MUSI 1301 or THTR 1301	Art Appreciation OR Introduction to Music OR Introduction to Theater	3
RELI 1311	Survey of the Bible	3
HLTH 2281	Essential Elements of Health	2
PHED	Any Activity (1) Hour Course	1
ENGL 1301	English Composition I	3
ENGL 1302	English Composition II	3
ENGL 2302	World Literature	3
BIOL 1471	General Biology I	4
PHYS 1405	Introduction to Physical Science	4
HIST 1301	History of the U.S. to 1865	3
HIST 1302	History of the U.S. since 1865	3
SOCI 1301	Introduction to Sociology	3
GOVT 2305	U.S. National Government	3
INSTITUTIONAL REQUIREMENTS		
ASSEM1100	College Assembly	4
SOCI 1100	First-Year Seminar	1
SOCI 2100	Second Year Seminar	1

	ELECTIVE	3
	ELECTIVE	3
	ELECTIVE	3
SOCIAL WORK COGNATE COURSE REQUIREMENTS		
MATH 1342	Applied Statistics	3
SOCIAL WORK MAJOR COURSES		
SOCW 2363	Introduction to Social Work and Social Welfare	3
SOCW 3303	Ethics and Values in the Helping Profession	3
SOCW 3302	Social Welfare Legislation and Policy	3
SOCW 3305	Human Behavior and the Social Environment I	3
SOCW 3306	Human Behavior and the Social Environment II	3
SOCW 3308	Methods in Social Work Research	3
SOCW 3307	Social Work Practice with Individuals & Families	3
SOCW 4304	Social Work Practice with Groups	3
SOCW 4305	Social Work Practice with Organizations and Communities	3
SOCW 4302	Cultural Competence	3
SOCW 4301	Evidence-Based Practice	3
SOCW 4330	Seminar in Helping I	3
SOCW 4601	Field Instruction I	6
SOCW 4331	Seminar in Helping II	3
SOCW 4622	Field Instruction II	6
3000/4000	Social Work Elective	3
3000/4000	Social Work Elective	3

3000/4000	Advanced Sociology Elective	3
3000/4000	Advanced Sociology Elective	3
Total Hours		125

ADVANCED SOCIAL WORK ELECTIVES		
SOCW 4307	Social Work Medical and Health Care	3
SOCW 3308	Services and Youth in Institutional Settings	3
SOCW 4308	Social Work and Human Trafficking	3
SOCW 4309	Social Work Mental Health	3

ADVANCED SOCIOLOGY ELECTIVES FOR SOCIAL WORK MAJORS		
SOCI 3309	Marriage and Family	3
SOCI 3339	Race and Ethnicity	3
SOCI 4304	Social Gerontology	3
SOCI 4306	Criminology	3
SOCI 4308	Inequality, Class, Race & Gender	3

Advisement, Retention, and Termination

Academic Advising

Policies for Academic Advising: Student advising is the responsibility of each faculty assigned to the social work program. Faculty members are introduced to the student advising process early in their first semester at Texas College. After meeting with the Program Director to learn about the program curriculum and the process involved in developing student schedules, new faculty are initially assigned a small advising load while becoming familiar with the process. After that, the advising load increases each semester until they

reach the same advising load as the other faculty members. The Program Director is available to aid with advising on problems.

Procedures: The undergraduate advising process has four stages: initial advising, ongoing advising, application to the major, and preparation of the degree plan.

Advising: The Initial Stage

The structure and sequencing of the BSW program and the importance of working with the faculty advisor are essential to the advisement process. Advising begins when the student decides on social work as a major and continues through each semester. At this time, the student must meet with the Program Director to assess his/her motivation for choosing the social work major and discuss specific areas of professional interest. Based on this initial interview, the student may be uncertain about the major they would like to pursue or that their interest is not in social work but a related field. In the former case, the student is suggested to take the Introduction to Social Work course (SOCW 2363). Students more interested in a related field are advised to contact other departments, such as Sociology and Criminal Justice. If the student declares social work a major, the academic advising process begins following the initial interview described above. Two types of students must be advised, and each group's processes are slightly different. The two groups are incoming first-year students and students with prior college coursework.

Many of the students who major in social work have previous college work. However, first-year students are the largest group to attend the College in the fall semesters. The College conducts summer orientation for these students before enrollment; semester orientation is for last-minute enrollees, and divisional orientation is once per semester. The new first-year student will be assigned dates for the orientation to facilitate attendance. The orientation session deals with many aspects of college life, such as the use of the library, familiarization with the campus, college food service, residence halls, career and meaningful choices, and recreational activities. An essential part of this first-year orientation is the opportunity to meet with representatives of the academic divisions and departments to discuss the option of a major. A social work faculty member attends all these orientations and meets with students who express an interest in social work as a major. At this meeting, the faculty member discusses the structure of the social work curriculum and the importance of advising. Students are also given information on social work as a major and career.

Academic Affairs advises students who remain undecided on a major and assigns students to their prospective majors once they declare a major. Students who choose social work as a major are admitted to Texas College as a pre-major. They return for academic advising with a social work faculty member. At that time, either the Program Director or a faculty member prepares a course schedule.

The Texas Success Initiative (TSI) is a statewide program to promote academic success for all students by ensuring they are well-prepared for college-level work. TSI supports the programs that require students to earn exemption from placement testing or undergo assessment in the areas of (reading, math, and/or writing). According to their TSI, first-year students must be advised (Texas Success Initiative). Students are then given a copy of the social work course sequence for reference purposes and are assigned to a faculty advisor.

This advisor is usually the faculty member the student will see in future semesters. Students are advised to return to the program's office to see an advisor for advice concerning course changes or drop courses after they have already been advised. Students must also be advised before registering each semester. A block or hold placed on their files prevents registering without advising.

Students with prior college or community college coursework are advised to use a slightly different procedure. Students considering social work as a significant meet with the Program Director or another faculty member for an initial interview to discuss their interest in social work. The Program Director also discusses the course structure and sequencing in the program, career opportunities in social work, and the importance of faculty advising. Students whose interests appear to lie in disciplines other than social work are referred to other departments with programs more consistent with the student's interests. After the interview, students who remain undecided about social work are advised to take Introduction to Social Work (SOCW 2363) to help them learn more about the profession. Once these students decide on a major, academic advising begins. Students who have prior college-level coursework must have been evaluated to plan their program of study. The first stage of this evaluation starts at either the Admissions or the Registrar's office. Students who transfer to Texas College from other four-year universities or community colleges must have their transcripts evaluated by the Admissions office. This evaluation process translates the student's courses into the Texas College course equivalents. The social work program director's official evaluation determines the courses that the transfer student has already completed.

The Program Director then uses this transcript evaluation to prepare a program of study for the transfer student. The Program Director checks off the student's courses on a copy of the social work course sequence. One copy of this course sequence is given to the student, and another is retained in the student's advising record. The Program Director then helps the student prepare a schedule for the upcoming semester. In preparing this schedule, the Director advises the transfer student to take any remaining general education courses before scheduling courses in the designated program requirements, social work major, or electives. The student is then assigned a faculty advisor. It is explained to the student that it is particularly important to see a faculty advisor make changes in the prepared schedule or drop or add courses.

While the Admissions Office evaluates the courses students have completed, the Program Director's responsibility is to assess the social work courses the student is attempting to transfer to Texas College. Social Work courses transferred from community colleges or unaccredited social work programs are individually assessed for social work credit, but rarely is such credit given. All social work courses from unaccredited programs are counted as elective credits. Students already enrolled at Texas College and declare Social Work as a major follow an advising procedure like that used for transfer students. The principal difference is that students who are already enrolled must obtain a copy of their transcript from the Registrar's Office before academic advising by the Program Director. Otherwise, the advising procedure is identical to that used for transfer students.

Advising: The Ongoing Process

Once a student declares Social Work as a major, an advising folder is prepared. This folder is updated and maintained as the student advances through the program. Each folder may contain the following information:

Student Information Sheet: Includes name, address, phone number, permanent address, and social security/student ID number.

Social Work Course Sequence. A copy of the program of study is listed in the degree plan. Courses completed are checked on this form, and courses currently being taken are noted.

Advising Slips. An advising slip should be present for each semester the student was enrolled in. With the faculty advisor, the student developed a copy of the schedule.

Advising Checklist-Tracks process and necessary forms

Student Transcripts and Course Transfer Evaluations

Checklist of Requirements for Admission into the Social Work Major. Identifies which requirements for acceptance to the major have/have not been met, grade-point average, the status of approval (clear or provisional), comments regarding what is necessary to remove temporary status, and signatures of the faculty advisor and Program Director

Application for Social Work Major, signed by the student.

Admission to Major Letter. Identifies program expectations for majors; must be signed by the student and faculty advisor.

Certificate of Admission to the Social Work Major

. Student Degree Plan: Completed for each major who has reached junior standing. It identifies the courses completed by the student and the remaining courses that must be met to graduate (Plan of study)

. Petitions to Change Degree Plans. Any changes in a degree plan, such as declaring a minor field of study.

. Final Graduation Plans. For senior students in final field practicum or who plan to enter final field practicum within one semester. This is a check to see that graduation requirements have been met.

. Correspondence Regarding Students

The academic advising folder is essential for the faculty member providing academic advice to the student. This folder contains information about each semester the student is enrolled in the program to graduation.

The following ongoing advising process is employed after the student has entered the Social Work Program. First, the student must see the faculty advisor to obtain an advising slip to register for the next semester. A student may obtain an advisor slip during pre-registration or regular registration periods. Pre-registration occurs at the mid-term of the preceding semester, and regular registration is conducted immediately before the start of the semester. The advising slip contains a list of courses to be taken. Both the student and the advisor agree on this list. Students are not permitted to register without an advising slip.

This advising process requires students to contact their faculty advisors at least once each semester. For most students, contact with the advisor is more frequent. Faculty advisors spread the advising over two weeks to make sufficient time available to advise students adequately—for example, the week before pre-registration and the week after pre-registration is available for advising students. The faculty publishes an advising availability schedule, and students sign up for a suitable time. Extra time may be necessary because

students and faculty members often take time to discuss the student's professional and career interests during academic advising.

A second part of the advising process involves the academic advising of students who are not making satisfactory academic progress. These are students whose grade point average is below a college minimum and who have been placed on probation or suspension (below 2.0 for first-year students, sophomores, juniors, and seniors). Such students are blocked from pre-registration and must see the Program Director before registration. The Program Director advises probationary students, and the Program Director advises students on academic suspension.

The Program Director, the faculty advisor, and the student work together to identify the source of grade problems. If a skill deficit affects the student's grades, the student is often referred to the academic support tutorial services. This center provides remedial assistance with reading, writing, mathematics, and study skills. This educational support service has been beneficial in improving the student's academic performance we have referred to. Faculty advisors may also recommend that students with poor academic performance take one of the remedial courses in reading, mathematics, or English to improve their skills. This advice intends to give students a better opportunity to succeed in college rather than just let them struggle independently. The advisor will frequently recommend the unpopular option of repeating courses to raise grades and remedy grade problems. Students often do not like to follow this recommendation, but repeating courses is the quickest way for a student to increase his/her grades.

Advising: Application for the Social Work Major

In the first semester of the junior year, students must formally apply for acceptance to the Social Work major. Acceptance into the major allows students to take upper-level courses, including the first practice course (SOCW 3307: Practice I). To become a Social Work major, students must meet the following criteria:

Have a 2.0 cumulative GPA in courses taken at TEXAS COLLEGE

Have completed SOCW 2363 with a grade of C or higher.

Have completed the human biology requirement (BIO 1471) with a grade of C or higher.

Have completed ENGL. 1301 and ENGL1302 with a grade of C or higher in each course.

Have met the MATH requirement (MATH 1314, 1432, or higher).

Have completed Statistics (MATH 1342) with a grade of C or higher.

Have nine or fewer hours of general education courses to complete.

Admission to the Social Work major involves completing an application (BSW Handbook, Accreditation Standard 3.2 Volume III Appendix A Student Handbook, p. 11). The is expected to include information regarding previous volunteer or work experience, felony convictions, and a personal statement about why the student believes he/she is suited for a career in Social Work. When the student submits the completed application for the Social Work major to the faculty advisor, the application is then presented to the entire undergraduate faculty at a regularly scheduled faculty meeting for approval by vote. In this way, faculty who have had the student in class, and are thus aware of the student's strengths and challenges, participate in the decision to approve or reject the application. To prevent

conflict of interests, the Program Director does not vote on applications for the Social Work major. Instead, the Program Director is the first level of the appeal process if the student files an appeal against the faculty's decision.

Students not admitted to the major cannot take upper-level Social Work courses or file an official degree plan, except for the following. Students are ready to take the first practice course (SOCW 1307) but have only one unmet criterion that can be approved "provisionally" for one semester. The student then has one semester to complete the outstanding requirement to proceed with the following senior-level courses. Students receive an official Certificate of Admission to the Social Work Major. Currently, the student also signs an agreement to continue to meet the following program expectations:

- Maintain an overall 2.5- cumulative grade point average in all social work courses at TC.
- Maintain a C or better in all professional social work courses.
- Demonstrate acceptable standards of professional conduct, personal integrity, and emotional stability requisite for professional Social Work practice.
- Demonstrate practical interpersonal skills necessary for forming professional helping relationships.
- Demonstrate a commitment to the profession of Social Work
- Demonstrate a commitment to adhering to the Codes of Ethics for the National Association of Social Work/IFSW and Texas State Board of Social Worker Examiners.

Advising: Preparation of Degree Plans (Plan of Study)

The next aspect of student advising is the preparation of degree plans. During the first semester of the junior year, or when the student is enrolled in the first practice methods course (SOCW 3307: Generalist Practice I), the student must meet with his/her faculty advisor to make a degree plan. Before this time, the social work course sequence given to the student upon entry into the major serves as an informal degree plan.

Procedures Academic Advising: The degree plan is a formal document that outlines the student's courses and identifies the practices the student must meet to graduate. The information to compile a degree plan is from student transcripts and transfer evaluations. The faculty advisor prepares the degree plan and checks for accuracy by the student, Program Director, and Divisional Chair. A signed copy is then given to the student. Changes in the degree plan are made through a petition initiated by the student and the faculty advisor. The BSW Program Director and the Chair must approve petitions to change degree plans.

When the student reaches the first semester of the senior year or enrolls in SOCW 4301 (Evidence-Based Practice), the student must file for a Final Graduation Plan. The Registrar's Office prepared this plan and compared the degree plan requirements with the student's academic transcript. The Final Graduation Plan provides the student with a brief list of conditions to meet to graduate. This plan must be prepared to ensure that the student has met the requirements to enter Field Instruction II (SOCW 4622).

Professional Advising

Policies for Professional Advising: Faculty are assigned a minimum of twenty-five (25) students an academic year for academic and professional advising. The social work major must receive professional advising from a full-time faculty member as much as three times a semester. Faculty engage students in multiple dialogues of specialization in practice, licensure, employment with social service organizations, graduate school opportunities, values and ethics of the profession, and use of supervision in practice. Moreover, students are provided opportunities for mentorship, internships, community services, leadership opportunities within and outside of the college, and engaging in professional organizations. Students are encouraged to join a professional organization of social work practice, such as the National Association of Social Workers.

Procedures for Professional Advising: The social work faculty is responsible for professional advising. This type of advising assumes greater importance in the latter half of the student's junior year but is not limited to this time of academic enrollment. At this point, students are clear about the courses they need to take to graduate because of the program's structure and because they have already prepared a degree plan. Therefore, much less time must be devoted to academic advising, and more time must be committed to professional advising. Professional and career advising become more critical to students who are juniors and seniors because they have increased involvement with community agencies; a decision must be made on the settings for their field practicum. They must prepare for social work employment. Our students' first practical experience with social work agencies occurs in the first semester of the senior year in SOCW 4601 and SOCW 4330 (Field Instruction I and Seminar in Helping I). As a result of this initial agency experience, students have questions they discuss with their advisors about agency policies, procedures, clients, and services. Students have several questions concerning the type of internship setting, the state licensing exam, professional organizations, future employment in social work, and graduate Program in the senior year while in the field practicum and seminar. The faculty liaison and field instructor often help address student concerns. The faculty advisors set aside time to address additional unresolved student questions during this process.

Evaluating Student's Academic Performance

Policies: A student in the BSW program at Texas College must comply with the following educational performance policies:

1. As a pre-major in social work, students must maintain a "C" average of 2.0 on a scale of A= 4.0.
2. A social work major with less than a 2.3 GPA in all social work courses will be placed on the social work program's academic probation and will be required to repeat the social work course (s) to obtain a 2.3 GPA to continue in the social work major.
3. The BSW students are given a probation period equal to one attempt to raise the grade to 2.3 or above. Please do so to avoid academic suspension from the BSW Program.

Procedures: The program has specific procedures for terminating students from the program. The first procedure is through the grading system. Grades of D and F are

unacceptable for a required social work course, and students receiving such grades must repeat the course successfully before continuing in the major. Students may repeat a social work course two times if they earn a grade of a D or F. They are terminated from the program if they cannot raise their grade to a C. This policy is included in the Social Work Student Handbook and provided to all social work majors.

The second procedure for evaluating students' suitability for the social work major relates to the year-long field placement and the three methods courses that may be taken only with the explicit permission of the faculty. Students are denied permission to enroll in the field placement SOCW 4601(Field Instruction I) and SOCW 4622 (Field Instruction II) if they have not completed the social work prerequisites with a grade of "C" or better. The third procedure for evaluating a student's achievement is based on the student's achievement of a cumulative GPA of at least 2.0 in all coursework, a GPA of at least 2.3 in the major, and a grade of C or better in each required social work course. The Field Director also determines students' readiness for the field based on input and advice from faculty. This policy is also spelled out in the program's academic policies and requirements, which appear in The Social Work Student Handbook and the Field Manual.

In addition to unacceptable academic performance, a student may be removed from the program for nonacademic reasons. Students who fail to adhere to basic expectations regarding professional behavior or whose behavior violates TC's Codes of Student and Academic Conduct, or the National Association of Social Workers (NASW) Code of Ethics may be terminated from the program. Through their performance in classroom and field placement courses, students are evaluated for their appropriateness for the social work profession. The field education experience is beneficial for identifying students who are having difficulties meeting social work demands and assessing their suitability for the profession. Faculty field liaisons and the Field Director of field education work closely with field instructors to identify students who are having difficulties meeting the expectations of the field placement and decide on appropriate courses of action.

Academic Probation and Suspension:

The College requires that students make a minimum grade of "C" or better in all major courses. Students are allowed to make a "D" in general education courses. The program requires students to maintain a GPA of 2.3 as a social work major. A student whose grades fall below 2.3 in the social work courses is placed on academic probation with the social work program. The student can return to the program to retake the course(s) only with the student's faculty advisor's written recommendation and approval from the Social Work Program Director. Permission to retake the course and continue in the BSW program will be granted if it is believed that there is a reasonable likelihood that the student can earn a GPA of 2.3 overall scores for all social work courses or better on the second attempt. Removal from academic probation is granted when the student grades 2.3 or better in all social work courses undertaken. Students are reminded that failure to achieve a grade of 2.5 or better in

a required social work course may delay one year or more in completing the program due to the sequential nature of the courses.

Incomplete Grades:

The grade of “I” (Incomplete) is conditional and temporary in those rare circumstances when students are passing a course with a grade of “C” or better but, for reasons beyond their control, have not completed a small part of all course requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking a scheduled examination. The grade of “I” must be changed by fulfilling the course requirements by the deadline set by the instructor, but no more than one semester from the date awarded. In conformance with college policy, the grade will automatically lapse into an “F” if the incomplete grade is not satisfied within the specified time. The approval by the Chair of the Division of Business and Social Sciences and the Provost/Vice President of Academic Affairs is required for all incomplete grades.

Academic Honesty:

The value of an academic degree is contingent upon the integrity of the work performed by the student for a degree. Students must be responsible for maintaining ambitious standards of individual honor in academic work as indicated in Texas College’s Academic Integrity policy. Violations of this policy include receiving from a fellow student or another unauthorized source a copy of an examination; obtaining, distributing, or referring to a copy of an examination that the instructor or Social Work Program has not authorized; representing another’s work, published or unpublished, as one’s own; tampering with another student work; altering grades or any other records related to the academic performance of students, or submitting false documents or information to gain admission to Texas College or the Social Work Program.

Academic Performance Grievance

Policy: Students can appeal to any action they believe is inaccurate or unfair through an academic appeal process. Students shall follow the guidelines of the College’s “Grievance Policy.” The student is responsible for becoming familiar with the various policies and regulations of the College and the Social Work Program to meet their imposed conditions.

Procedures: The procedure includes the following:

- To initiate the resolution of an academic grievance, the student shall discuss the problem with the faculty member or the student whom the student believes has taken improper action. The student shall discuss the issue with the Program Director if the resolution is not achieved.
- If the faculty member is the Program Director, the student may bypass the Program Director and speak with the Chair of the Division.
- If the resolution is not achieved at the Chair’s level, the student shall file a grievance petition with the Provost/ Vice President of Academic Affairs.
- The student should discuss the student’s grievance with the faculty member unless the student is enrolled in the faculty member’s course and believes it prudent to approach the faculty member only after receiving a course grade or the student feels threatened by

the other student and wishes not to share concern without the support of a faculty member.

In any case:

1. If the occasion for grievance occurs during the fall semester, a grievance petition must be filed with the Program Director no later than the last day of class in the following semester; if the occasion for grievance occurs during the spring semester, a grievance petition must be filed no later than the last day of the fall semester.
2. Suppose the student or the faculty member is a non-resident at the College during the semester in which a grievance petition must be filed, and initial discussion between them is thus impossible. In that case, the student shall transmit a written statement of the grievance to the faculty member, either directly or through the Program Director.
3. To protect the faculty member and the student, tests, papers, and other such materials (which were evaluated and were considered in arriving at the final grade but have not been returned to the student) must be available for inspection by the student and by other persons (i.e., the Program Director, the Division Chair, and the Provost/ Vice President of Academic Affairs) involved in the grievance procedure. These materials should remain available for inspection until the last day of classes of the semester following the one where the alleged grievance occurred.
4. All written materials submitted by the student on the course should be graded and made available for inspection within a reasonable time.
5. Since student evaluation includes the process by which a final grade is determined, and the grades assigned to individual projects, a procedure like the one that applies to written materials submitted by the student should refer to calculations that determine a final grade. The grade book, or its equivalent, is a permanent record kept by the faculty member and filed in the departmental office when the faculty member leaves the College. However, this permanent record does not necessarily clarify the nature of the final grade determination process. It is, therefore, necessary for the faculty member to be able to explain this process, should the process by which a grade was assigned be the subject of the grievance.
6. An aggrieved student shall prepare a written grievance petition with the student's name and student's TC identification number, specifying the action that the student believes to have been improper, the instructor, the course number, the section, and the semester, and any other information needed to explain the circumstances. The petition shall be dated and signed by the student and sent directly to the Program Director of the social work program. Other documents and personal testimony may supplement the request.

7. The Program Director shall supply copies of the grievance petition to a Student Grievance Committee (one social work faculty, one field instructor, one advisory board member/constituency member, and one non-social work faculty member). If the faculty member questioned by the student is the Program Director, then the student can petition the Chair of the Division. If the student is dissatisfied with the Chair's decision, the student can request the Provost/ Vice President of Academic Affairs, where the final decision lies. Any committee member with a conflict of interest in a case shall be disqualified from deliberations and action.
8. The committee shall request the faculty member to reply to the committee within a 10-workday period with a written statement concerning the action referred to in the grievance petition. If the grievance relates to a course grade, the instructor should explain the evaluation components and relative weight, supplying evidence such as papers and examinations. Other documents and personal testimony may supplement the report.
9. After an initial meeting to review the information presented, the student grievance committee members may ask the faculty member and the student to meet with the committee for a confidential hearing. The committee members may request testimony from other faculty and students. The chair of the student grievance committee shall make a formal recommendation, copies of which shall be sent to the student who filed the grievance, the faculty member, the Program Director, and the Chair of the Division.
10. Suppose the committee members' recommendation includes a request for action by the faculty member. In that case, the faculty member shall, within a 10-workday period, inform the student grievance committee in writing of their response to that request. The committee chair shall forward copies of the faculty member's response to each person listed above. Suppose the faculty member does not implement the recommendations of the student grievance committee. In that case, the Program Director shall report the recommendation for the final act to the Chair and Provost/Vice President of Academic Affairs. (a) The student grievance committee protects students' rights to freedom of expression and other rights in the classroom and against improper academic evaluation and disclosure. It does this by investigating and seeking to resolve academic grievances.
11. Once the student grievance committee submits the recommendation to the Program Director, Chair, and Provost/Vice President for final implementation, the student is informed in writing of the last action of the grievance petition within ten days of the final decision of the student grievance committee.

Evaluating Student's Professional Performance

Policies: The Social Work Program at Texas College is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The program is also responsible

to the community at large to produce fully trained experienced social workers who consciously exhibit the social work profession's competencies, values, and skills. The National Association of Social Workers (NASW) Code of Ethics codifies the profession's values. The Council on Social Work Education has nine core educational competencies that social workers must master. Students are viewed as adult learners and professional conduct is expected in all aspects of social work education.

The Social Work Program reserves the right to terminate a student's participation based on professional non-suitability if the Program determines that a student's behavior has constituted a significant violation or pattern of any of the Social Work Standards of Professional Conduct as noted. A professional performance review is allowed at the request of the student. Please refer to the Termination Policy for Academic and Professional Performance in the TC Social Work Student Handbook.

Procedures: As in the academic grievance policy and procedures, the program adheres to a similar approach to professional performance. The Social Work Program recognizes students' right to fair and due process. The professional performance grievance is defined as the following:

1. Complaints were brought against students regarding professional behaviors affecting the role of a student.
2. Professional grievances must be based on program policy and claimed to be violated.
3. Social work faculty, field instructors, constituents, other College faculty, staff, and students at TC can file a complaint about a student who has violated the Program's Standards of Professional Conduct stated in the professional policy.
4. Recognize the student's right to due process.
5. This policy applies to all social work majors only.

The procedure includes the following:

1. To initiate the resolution of a professional grievance, the complainant shall provide in written form and discuss the problem with the Program Director. If the Program Director, a faculty member, brings the complaint, the complaint shall be in written form and shared with the Chair in the Division of Business and Social Sciences, where the programs lie. If the Chair presents a concern about a student's professional behavior, the Chair will file a report to the Program Director in the previously stated manner.
2. The Program Director will inform the student of the petition filed against him/her and provide an opportunity for the student to address the complaint. The student will be given procedures that allow the student due process.
3. The Program Director will refer the grievance petition to the Student's Grievance Committee (one faculty member, one field instructor, one advisory board member/constituent member, and one non-social work faculty member). The committee will investigate and gather any information concerning the unprofessional conduct of the student, witnesses, written/recorded documentation, or any other

relevant information that pertains to the violation of the Standards of Professional Conduct. This committee will notify the students of the petition for review.

4. The committee will interview the complainant, the student, and the witnesses within 15 days of filing the petition. After full consideration of the findings and hearings, the committee will carefully choose from one of the four recommendations:
 - a. Not Guilty: No evidence supports compliance against a student violating the Standards of Professional Conduct.
 - b. Guilty by Omission: Evidence of misconduct, with a misunderstanding of expectations of professional conduct, poor communications, and limitations of insight. Opportunity to gain experience and make necessary changes in professional behaviors.
 - c. The conclusion of Guilt: The student is fully aware of violating the Program's Standards of Professional Conduct, with remorse, and is willing to change to adhere to the professional policy. The student receives a warning for a limited amount of time, equaling one month from the date of the decision in his/her professional performance.
 - d. Guilty: Evidence supports the student's violations of the Standards of Professional Conduct and is fully aware of the consequences of termination from the program. The student demonstrates an inability to comply with or reform the policy of professional performance. This recommendation can lead to the student being terminated from the program.
5. Once the student grievance committee has determined the final decision regarding the student's professional behavior, the committee will report to the Program Director/Chair to implement the sanctions. The program director informs the student of this final decision within ten days in writing.
6. If the student feels the committee was unfair and wishes to appeal against the decision, the student may meet and discuss it directly with the Chair of the Division.
7. Suppose the resolution is not achieved at the Chairs' level. In that case, the student shall discuss the committee's decision with the Provost/Vice President of Academic Affairs, who has the final authority to rule any decision in academic affairs.
8. The student must promptly discuss the student's grievance to resolve the case presented concerning their professional behavior before the end of the semester in which the complaint occurred. Suppose the change happens at the end of the semester. In that case, the period to resolve the complaint and allow the student to enact their rights to due process will allow the grievance process to be extended to the following semester.

Professional Performance Grievance (Non-Academic Grievance):

Policies: In detail, the Professional Performance (Non-academic) grievances are presented below. All grievance policies are added to the Social Work Student Handbook and will be discussed with students during advisement and mandatory meetings. The grievance may resolve any student complaint regarding non-academic

policies (e.g., Criminal Background and Abuse Registry Check Policy, Non-Discrimination Policy, Disabilities Services Accommodation Statement Policy, and Sexual Harassment Policy found in the Social Work Student Handbook.

No disciplinary or other unfavorable action may be taken against any student or anyone who may represent a student using the non-academic grievance procedures.

A grievance is a student's formal complaint concerning an incident, policy, or condition within the program.

Procedures: The procedures involve three (3) steps: filing a grievance, a grievance hearing, and an appeal process:

Step #1 Filing a Grievance

1. A student with a grievance or a complaint reports it to the Program Director. A designated faculty member will be assigned as the Grievance Coordinator.
2. Any concerns students may have regarding an incident, policy, or condition within the program can be resolved if the student first expresses concern to the appropriate head of the unit of the area in which the situation arises, such as the technology center, librarian, or disability services, or building facilities. The Grievance Coordinator will discuss the complaint with the student. Suppose the student has not already addressed the complaint with the appropriate Department Head. In that case, the Grievance Coordinator will refer the student to the Department Head as the first step in filing a grievance.
3. If the Department Head does not resolve the grievance, the student will submit the grievance in writing to the Grievance Coordinator. The written grievance should contain a complete and specific account of the student's complaint, including the names of the people involved, the date and the location of the incident or the condition complained of any written evidence attached and the remedy the student seeks.

Step 2 Grievance Hearing

1. The student may request that a grievance hearing is held before either the Grievance Coordinator or a grievance committee. (Note: The Grievance Coordinator may choose to bring the grievance before the grievance committee at any time.) The grievance committee will comprise the Grievance Coordinator, one non-social work faculty member, one advisory board member, and one field instructor. The grieving student must attend the grievance hearing.
2. The Grievance Coordinator will investigate the student's complaint by gathering information from the involved people named by the student and others, as necessary. The Grievance Coordinator may ask those named to respond to the student's complaint in writing.
3. If a grievance committee hearing is held, the Grievance Coordinator will chair the hearing. Information gathered during the investigation by the Grievance Coordinator will be presented. Any involved party may be called in to respond to the student's complaint during the grievance hearing.

4. The Grievance Coordinator or grievance committee will make recommendations based on information presented at the hearing to resolve the grievance. This recommendation is forwarded in writing to the Program Director. If the Program Director is the subject of the grievance, the student may bypass the Program Director and file a complaint with the Chair of Business and Social Sciences. The Program Director or Chair will notify the student of the recommendations within five days of the hearing.

Step 3 Appeals Process

1. If the student is not satisfied with the recommendations of the coordinator/committee, the student may file a written appeal to the Chair of Business and Social Sciences. If the Chair cannot serve, the student will appeal in writing to the Provost/Vice President of Academic Affairs within two days of receipt of the decision by the counselor/committee.
2. The provost will review the grievance information submitted by the Grievance Coordinator and grievance committee. The provost may choose to gather additional information. Typically, the Provost will notify the student of any recommendations regarding the grievance within ten days of receiving the appeal. The Provost and Vice President of Academic Affairs' decision is final.
3. Suppose the Chair will review the information regarding the grievance, which was submitted to the Grievance Coordinator and Grievance Committee. The Chair may choose to gather additional information. The Chair will notify the student within ten days of any recommendations of receiving the appeal. The decision of the Chair is final unless appealed.
4. Suppose the student is not satisfied with the recommendations of the Chair. In that case, the student may file a written appeal to the Provost /Vice President of Academic Affairs. In that case, the student appeals to the Provost/ Vice President of Academic Affairs within two days of receipt of the Chair's decision. In their sole discretion, the provost may review the appeal. Any decisions made by the Provost and Vice President of Academic Affairs are final.
5. The process will end if the student is satisfied that the grievance has been resolved at any point during the grievance process.

How Students are Informed of Criteria for Academic and Professional Performance

Policy: Every course syllabus in the BSW Program will contain all written assignments, a discussion of testing methods, and a grading scale.

Procedure: On the first day of class, instructors review the course assignments, goals, and expectations, including the grading scale for the class. Every student must attend the orientation session before joining the internship semester or starting the field. The Field Manual contains all evaluation instruments utilized to determine performance in the field and all assignments and specific weighted grading scales. The Director of Field and Field Liaison also reviews the evaluation tools and expectations for Field Instruction during the initial field visit. Students are also informed of their rights to appeal.

How Students Are Informed of Academic Performance Grievance Policies and Procedures

Upon acceptance, all social work students are issued a copy of the Social Work Program's Student Handbook. The criteria for evaluating the student's academic performance are shared through student advisement, student informational meetings, open dialogue with students, and on the first day of class.

All policies and procedures for academic and professional performance are presented to the student body at the beginning of each academic year. A dialogue between the faculty advisor and the student continues throughout the year through advisement and formal and informal meetings noted in the Social Work Program's Student Handbook and Field Manual when applicable to field education. Once a year, the social work faculty requires students to meet with faculty to review and discuss old and new policies and procedures affecting the academic and student affairs of the Social Work Program. When new policies or procedures occur within an academic year, students are informed by email, bulletin board postings, and notified through the Student Learning (Jenzbar) computerized system.

Termination Based on Academic Performance

Policies: Consistent with the ethical requirements of the social work profession and TC's Student Academic Conduct Policy, the Social Work Program holds all social work students to the highest standards of academic integrity. Students must adhere to the rules established by individual social work professors in specific social work courses. Students' academic performance also must conform to the guidelines set by TC regarding the definition of misconduct, including, but not limited to, the definition of cheating, academic dishonesty, and plagiarism. Allegations of academic misconduct on the part of social work students will be taken seriously and responded to by the established policies of TC, published in the College Catalogue, and must abide by the guidelines outlined in the social work handbook. In addition, students are to conduct themselves according to the principles of accountability and self-reflective, conscious use of self. Individuals whose conduct contradicts these guidelines may be excluded from the program because understanding such behavior is prohibitive to successful social work generalist practice.

Termination for academic performance in the Program may occur when a student fails to maintain the program's academic standards according to TC Academic Student Conduct in the College Catalogue and the Social Work Student Handbook Code of Academic Performance. Termination from the Program during the concurrent senior curricula, including SOCW 4601 (Field Instruction I) and SOCW 4622 (Field Instruction II) and SOCW 4330 (Seminar in Helping I), SOCW 4331 (Seminar in Helping II,) requires the student to withdraw from all social work courses in that concurrent course group. The Program Director can make final decisions with input from the social work faculty, Field Director, and field instructors.

Procedures: Decisions of student termination are communicated in writing by the Program Director to the student in a timely fashion. The student may appeal these decisions to the Business and Social Sciences Chair. If not satisfied with the Chair's

decision. If the student is not satisfied with the decision of the Chair, the student may submit an appeal to the Provost /Vice President of Academic Affairs, who makes the final decision.

On occasion, difficulties may arise in the field placement. In these instances, the Field Liaison works with the student and Field Instructor to resolve these situations. Any three can ask the Field Director and Program Director to help resolve matters. Every effort is made to assess the situation quickly and establish a plan of action. If the problem cannot be resolved, the Field Director, in consultation with the Field Liaison, Field Instructor, and student, will terminate the placement with the approval of the Program Director. Based upon the specifics of the situation, the student may: 1) be reassigned to a different field practicum; 2) defer placement for a year or more (with explicit conditions for re-entry established by the Program, then assessed at possible re-entry time); 3) be terminated from the Program by the Program Director, with input from the social work faculty and the Field Director.

Students will be informed in writing of their status by the Program Director and may **appeal against** this decision to the Divisional Chair of Business and Social Sciences. If a student disagrees with the decision of the Chair, the student may discuss the decision with the Provost / Vice President of Academic Affairs, who makes the final decision.

Termination Based on Professional Performance

Policies: Social Work students should conduct themselves as professionals by the Code of Ethics NASW/IFSW and the Texas State Board of Social Workers Examiners. The nature of social work dictates that practitioners use sound professional judgment. The Code of Ethics NASW/IFSW serves as a guide to professional practice behaviors, and the student is expected to familiarize themselves with and follow the Code of Ethics.

The grades that students earn in their social work classes are not the only indication of a student's ability to become a social worker. A student's professional performance in becoming a social worker or delivering social work services may be questioned. The program submits its policies and procedures for terminating a student's enrollment in the Social Work Program for academic and professional performance reasons.

Students may be terminated from the social work major for professional performance relating to the academic evaluation of a student's suitability for the profession where there is unacceptable evidence of student professional performance. Examples of student professional performance that may require review include but are not limited to, Violation of the NASW Code of Ethics, impairment due to substance abuse or mental illness, and conviction of a felony or the TC Social Work Program's Standards of Professional Conduct.

Procedures: The Program Director of the Social Work Program will collect information from anyone who expresses concerns about the professional performance of social work students. The Program Director of the Social Work Program will investigate the specific nature of the alleged behavior, how the reporting person was affected by the professional performance, and the sources of information about the suspected professional performance.

Anonymous reports will not be accepted. The Social Work Program Director will provide the reporting person with the information required for filing a complaint about the student's professional performance. A complaint about a student's professional performance must be described in writing. It must:

- (1) identify the student,
- (2) identify the specific professional performance that was problematic,
- (3) specify why this professional performance was inappropriate,
- (4) specify sources of information that support the complaint,
- (5) be filed within one year of the date the complainant became aware of the lack of professional performance and
- (6) identify the complainant's identity.

Note: A written complaint must be made to the Program Director of the Social Work Program to initiate the formal review of the student's professional performance.

The Program Director of the Social Work Program will discuss a report of professional performance with the student. If a written complaint is filed, the student will be provided with a copy of the complaint within ten working days. The Program Director of the Social Work Program will appoint a committee of no less than four members, including one faculty member, one advisory member, one field instructor, and one non-social work faculty member, to review the complaint.

The committee will collect the information necessary to evaluate the complaint. This will include contacting the complainant and the student and gathering other relevant information. The student will be allowed to respond to the complaint before the committee.

The student may request help in responding to the complaint. In this case, a social worker from the community will be assigned to help with the response. The student may bring an advisor to a review committee meeting. However, the student's advisor may not speak for the student.

The review committee will weigh the information and decide on the validity of the complaint. The committee will make recommendations about appropriate action based on the findings. Recommended actions may include:

- (1) No action.
- (2) Recommendations for corrective action.
- (3) Non-academic probation – student continues in the program within the specified time limit and probation conditions.
- (4) Non-academic suspension – Students may not take social work courses for a specified period. Conditions or reinstatement are specified.
- (5) Termination from the program.

The committee may not recommend action unless sufficient information supports the complaint. Recommendations should focus on correcting problems identified in the complaint.

The review committee will conclude its work within 25 days after filing the complaint, excluding summer. The committee will discuss its findings and recommendations with the students.

The student may appeal that a review committee's recommendation to the Program Director of the Social Work Program should be in writing and should clearly state the reason for the appeal. Appeals should be submitted within ten working days after the review committee has notified the student. The first level of appeal is to the Program Director of the Social Work Program. The second level of appeal is to the Chair. The third level of appeal is to the Provost of Academic Affairs.

This policy applies to the academic review process by the Social Work Program related to student professional performance. Other non-academic policies relating to student discipline at the College level may also apply.

Students Informed of Termination Policies and Procedures for Academic and Professional Conduct

Upon acceptance into the program, all social work students have been issued a copy of the Social Work Program's Student Handbook and can access the TC College Catalogue on the website. The termination policy is shared with students through student advisement, student informational meetings, and open dialogue with students. Once a year, the social work faculty requires students to meet with faculty to review and discuss old and new policies and procedures affecting the academic and student affairs of the social work program.

Student Participation

Social Work Student Association

The BSW program encourages and provides opportunities for all social work pre-majors and majors to become members of the Social Work Student Association (SWSA). SWSA actively promotes professional and social activities among the BSW students at Texas College. The group meets to develop scholarship, leadership, service, and community awareness of the program, the profession, the College, and the students. The organization relies on membership dues to fund annual events/projects, including a welcome-back social for the college, relationship-building programs, campus-wide socials, and recognition and celebration of Social Work Month for its members. Students are encouraged to attend one professional conference a year or participate in a professional community project. Such projects may include partnering with the Texas Department of Families & Children to bring awareness of child abuse incidences in the region and partnering with a non-profit agency, Refuge of Light. This agency provides a 'safe house' for girls who are victims of human trafficking. Students are also encouraged to serve as student representatives on various program committees deemed by the Program Director.

Policies and Procedures Specifying Students' Responsibilities to Participate in Academic and Student Affairs Policymaking

Avenues to accomplish this include, but are not limited to:

- The SWSA President (student-designated student liaison representative) is an active member of SWSA and engages in collecting information for policy development or revisions from the student body.
- The SWSA President meets with the Program Director to review or inform the Program Director of any concerns, feedback, or thoughts concerning the program's policies.
- Participation in the Program's Advisory Board – Comprised of community members, alumni, field instructors, social workers, and student representatives, the Program's Advisory Board assists in reviewing and developing the curriculum.
- Participation in monthly faculty meetings – A Social Work Student Association student representative attends faculty meetings to present an update on student activities and interests.
- Participation in Promotion and Tenure (P&T) faculty reviews – Student oral and written comments on a candidate's teaching and classroom are an integral part of all P&T procedures by completing the course evaluation for each class at the end of the semester.
- Participation in faculty search committees – A student representative is a committee member, and students are invited to participate in meals with visiting candidates.
- Completion of Program Evaluation: At the end of the semester, students complete an advising evaluation that assesses the effectiveness of faculty academic and professional advisement.
- Completion of the End-of-Year Program Evaluation - At the end of the academic year, all graduating social work students complete an evaluation to assess the quality and effectiveness of the: 1) overall social work program; 2) assessment of competencies and behaviors; 3) field education placement and experience; and 4) faculty liaison component of the field education program. The findings are disseminated to senior administrators, faculty members, students, and the Community Advisory Board and guide curricula and field education-related revisions in content and procedures. Most information is aggregated anonymously to get an overall measure of program outcomes. However, field placements are examined individually.

Policies Specifying Students' Responsibilities to Participate in Academic and Student Affairs Policymaking

The student liaison representative is responsible for acting on behalf of the social work student body with integrity and commitment as a member of the SWSA and the social work profession. The student representative reports policy decisions to other students and provides feedback during meetings. Students are responsible for requesting the Program Director or faculty to share concerns or changes to existing policies or clarify policies.

Policies and Procedures Specifying Students' Responsibilities to Participate in Academic and Student Affairs Policymaking:

The BSW program provides opportunities for its students to formulate and modify policies and procedures affecting academic and student affairs in the social work program. The student's participation is vitally important for ensuring that the voice of the students is

heard on a program level. The Social Work Student Association (SWSA) president serves as a student liaison representative and acts as a voice for students in faculty meetings, appeals committees, and other committees (Social Work Student Handbook, TC social work website, Field Manual). Beyond the student liaison representative, the social work students can request a meeting with faculty and/or the Program Director to share thoughts concerning program policies as a right and privilege to evoke change if necessary. Because of the current size of the program and College, all social work students are invited to an open meeting identified by the faculty. The Program Director will set forth meeting times, dates, and places. Additionally, on a division level, students are invited to a general meeting to share any concerns and address the institution's and the program's academic and professional policies.

The Field Manual describes what students can expect from the program, the faculty liaison, the field agency, and the field instructor during the field experience. The Field Manual also clearly explains student, field instructor, faculty liaison, and program policies associated with problems that may arise during the field placement (See the Field Manual.) Before the field education experience or during the field placement, students can invoke policy modifications as a student's right as it relates directly to field education noted in the Field Manual. The Program's policy on formulating and modifying policies affecting academic and student affairs is indicated below.

Procedures Specifying Students' Responsibilities to Participate in Academic and Student Affairs Policymaking Avenues to accomplish this include, but are not limited to:

- The procedures for student's responsibility to participate in academic and student affairs policymaking are the following:
- Identify the student who will serve as the student body's representative and send a written communication via email to the program director with the name of the student who will serve as the student representative.
- Once the student body informs the Program Director through SWSA, the Program Director will send a letter acknowledging the roles and responsibilities of participating in academic and student affairs policymaking.
- The student representative is expected to attend monthly faculty meetings and bring concerns, changes, or input regarding the program's policies. The field students are inclusive in sharing their thoughts and concerns about field education.
- Students are encouraged to communicate effectively with administration, faculty, and field instructors as participants in the policy of the social work program.
- The Social Work Program prides itself on the development of student leaders. In addition to student participation in social work governance, the social work students have been involved in campus-wide governance through the TC Student Government Association and Panhellenic Council. Our students have held positions as President, Vice President, Secretary, and on academic and student life committees. They have served as residential assistants, student mentors, and counselors in summer programs.
- Students participate in social work and division governance.
- Students are privileged to have direct access to the Provost of Academic Affairs and the President of Texas College and use this opportunity to influence policies regarding the institution, which inadvertently supports the program.

Appendix A

Student Handbook

APPLICATION FOR ADMISSION

Bachelor of Social Work Program

(Please Type)

Date: _____

BIOGRAPHICAL DATA:

Name: _____ TC#: _____

Permanent Address:

Local Address:

Permanent Phone#: _____ Local Phone: _____

Cell Phone#: _____ Email Address: _____

Birth Date: _____ Age: _____ Race: _____

Marital Status: Married Divorced Separated Widowed

or currently enrolled.

<u>Semester/Year</u>	<u>Course</u>	<u>Course #</u>	<u>Grade</u>
	Statistics		
	Introduction to Psychology or		
	Introduction to Sociology		

Date (semester/year) you completed the following: (indicate if currently enrolled)

<u>Semester/Year</u>	<u>Course</u>	<u>Grade</u>
	SOCW 2362 Introduction to Social Work	

EMPLOYMENT INFORMATION:

Will you be employed during your enrollment? Yes No

If yes, will your employee be Full-time or __ Part-time?

Have you had any paid Social Work Experience? Yes (If yes, explain) No

CRIMINAL HISTORY:

Have you ever been arrested for a felony or felonies? Yes No

If yes, were you convicted for the arrest? Yes No

If yes, what was the charge? _____

What was the outcome or disposition of the case?

Have you ever been arrested for a misdemeanor or misdemeanor? Yes No

If yes, were you convicted for the arrest? Yes No

If yes, what was the charge? _____

What was the outcome or disposition of the case? _____

DRUG & ALCOHOL HISTORY:

Are you currently or have you ever been in a Drug and/or Alcohol Treatment or Detoxification Center as a client? Yes No

If yes, please explain the circumstances of your treatment:

Dates of treatment(s): _____

Name & Address of Facility: _____

Did you complete the treatment(s)? Yes No

If not, please explain:

MENTAL/EMOTIONAL HISTORY:

Are you currently or have you ever undergone counseling/psychotherapy? (Including support groups/self-help) Yes No

If you answered yes, what is the nature of the issues/problems, or have you received counseling? (Please do not go into details, attach additional sheets if necessary). _____

Have you ever been hospitalized for mental/emotional problems? Yes No

Please provide the following information for each hospitalization (attach additional sheets if necessary).

Dates of hospitalization: _____

Name and location of hospital: _____

PERSONAL STATEMENT:

As part of your application for admission to the Social Work Program, you must write a personal statement that addresses the five areas listed below. This statement will be used to aid faculty in deciding your application. Your **typewritten** information on a separate paper should follow the outline headings to help you organize your statement.

1. Discuss the primary reasons for your interest in the social work profession.
2. Describe some of your successes in school, work, & your personal life.

3. Describe any barriers you have had to overcome in pursuing your education, work, & personal goals.
4. Describe any experiences working with people (voluntary or paid).
5. What experiences have you had that make you feel that you can work effectively with people from diverse populations reflecting religious, racial, ethnic, and physical challenges, socio-economic, gender, & sexual orientation differences?

STATEMENT OF UNDERSTANDING:

The Social Work Major requires 57 credit hours in upper-division courses, including a twelve (12) hour Field Instruction I and Field Instruction II (Internship) and an Integrative Seminar I and Integrative Seminar II. I also understand that I need to join the National Association of Social Workers (NASW) before entering the Field no later than the semester. I further understand that I will need to make a formal Application to the Field and will be consulted as to my interests and choice of location. My preference may not be possible, but I would be placed in an approved field placement. I understand that I need to be a member of the National Association of Social Workers (NASW) or other professional organizations that provide liability coverage to purchase Professional Liability Insurance before entering the Field Placement.

I also understand that I must have an overall grade point average (GPA of 2.00 to be considered for admission to the Social Work Program. Once admitted, I must receive a grade of "C" or better in all required Social Work courses and maintain a 2.3 GPA in Social Work courses and a 2.0 cumulative GPA to graduate with a degree in social work.

I certify that the information on this application is valid.

Signature: _____ Date: _____

Please attach the transcript and Admission Statement

RETURN COMPLETED APPLICATION TO: Ms. Charlotte Sanders, LBSW, MSW

Email: csanders@TexasCollege.edu

+++++

FOR OFFICIAL USE ONLY

Date received: _____ Received by (name): _____

Accepted: _____ Denied: _____

Reasons for Denial: _____

Recommendations: _____

Field Manual

Greetings from the Director of Field

As Director of Field Instruction and Assistant Professor, I would like to welcome students and field instructors who have shown commitment to the learning and educational process of the profession of social work. Field Instruction provides students with exposure to the most modernized practices to develop their skills by working with quality field instructors. This Field Instruction Manual is designed to provide information about the policies and procedures that guide the Texas College Baccalaureates of Social Work Program in the operation of its Field Instruction Program. It also includes a statement of objectives for each required field course. The manual is intended to be a working document, having evolved from the contributions of classroom faculty, field instructors, and students. It reflects the comprehensive curriculum's direction, scope, and content as accurately as possible. However, issues will undoubtedly be covered insufficiently, omitted, or changed due to the discovery of new knowledge, information, or experience. I extend my appreciation to field instructors and best regards to students beginning their learning journey and self-discovery. We hope you will engage with us in the continuing process of critical study, examination, and refinement to strengthen the field instruction curriculum and train increasingly influential social work professionals.

LaKeisha Harris, LMSW

Director of Field Instruction

Generalist Social Work Practice Definition

The objectives of the BSW Program affirm the urgency of providing students with a solid value-based foundation for the diverse practice roles of today's social work practitioners, who are called upon to serve individuals, families, groups, communities, organizations, and political institutions to improve social conditions and ensure that all people can realize their full potential.

The Council of Social Work Education defines generalist practice as:

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. Generalist practitioners use various prevention and intervention methods with diverse individuals, families, groups, organizations, and communities to promote human and social well-being 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.” (EP 2.0, 2015 EPAS).

Philosophy of Field Instruction

Field Instruction is an essential component of the BSW Program's professional education for social work practice. Field instruction aims to provide students with opportunities for development, integration, and reinforcement of competence through performance in actual service delivery situations. As students undertake to learn within the reality of agency life, a vehicle is established whereby the use of theory acquired through foundation and concentration courses is applied, skills are developed and refined, and attitudes and values are critically examined. Additionally, students are afforded opportunities for analysis of the effects of social welfare policy on programs and services, opportunities for developing research questions about practice efforts, and opportunities for evaluation and practice interventions. Field instruction enables students to integrate their social work education's cognitive, affective, and experiential aspects. It is designed to produce a knowledgeable, skilled, self-evaluating, and professionally reflective social worker.

The Purpose of Field Education

The purpose of field education (SOCW 4601- Field Instruction I & SOCW 4622- Field Instruction II) is to provide students with generalist practice opportunities to demonstrate practice behaviors requisite for a mastery of all core competencies in working with individuals, families, groups, organizations, and community systems in a variety of practice settings. Students also integrate theory and practice within a generalist framework in agency settings under the supervision of a BSW or MSW with two years of practice experience for a post-graduation degree. Council on Social Work Education (CSWE) 2015 Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable performance descriptors comprised of knowledge, values, and skills. The outcome approach aims to demonstrate the integration and application of competencies in practice with individuals, families, groups, organizations, and communities.

The nine core competencies listed below are used to operationalize the curriculum and assessment methods. The following competencies are the expected outcomes for students completing the program:

EPAS 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the NASW Code of Ethics standards, relevant laws and regulations, ethical decision-making models, research conduct, and additional codes of ethics appropriate to the 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.

EPAS 2: Engage Diversity and Difference in Practice

- Apply and communicate an 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.

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

- 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.

EPAS 4: Engage in Practice-informed Research and Research-informed Practice

- 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.

EPAS 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal levels that impact the 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.

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

- 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 engage diverse clients and constituencies effectively

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

- 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 to analyze 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.

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

- Critically choose and implement interventions to achieve practice goals and enhance the 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 goals.

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

- Select and use appropriate methods for the evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate 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.

To strengthen our ongoing commitment, the Social Work Program at Texas College approved the following diversity and inclusion statement:

Texas College Social Work Program strives to model diversity, equality, and inclusion as faculty, staff, students, and constituent community as we demonstrate our ability to embrace diversity, equity, and differences in our knowledge, skills, and attitudes.

FIELD INSTRUCTION ORGANIZATIONAL STRUCTURE

Administration

The field placement is delivered through the collaboration of several components: The Field Instruction office, including the Field Director, the field instructors and/or task supervisors, field liaisons, and the student interns. The Field Director is responsible to the Program Director. The Field Instruction Advisory Committee serves the Office of Field Instruction in an advisory capacity concerning policies and procedures and the planning of special programs and services for field instructors and students. Faculty members serve in a faculty liaison capacity to students and field

instructors when the Field Director ratio meets the total of 25 students in field placement. Finally, agencies and their staff serve as field placement sites and instructors, thus providing the invaluable supportive core of the field instruction program.

Relationship between the Office of Field Instruction and Office of the BSW Director

One significant responsibility of the Office of the Program Director is technical academic advising and ensuring the students have met the curriculum requirements of the degree plans before entering field education. This relationship includes deciding which field instruction courses will be taken in which semesters. The Office of the Program Director and the Office of Field Instruction work closely together to ensure educationally sound Field Instruction for all students.

Field Instruction Advisory Committee

The Field Instruction Advisory Committee supports the mission of the BSW program and Texas College and advises the Office of Field Instruction on the educational and administrative policies and procedures that govern the Program's Field Instruction program. It collaborates with the Curriculum Committee to ensure a close inter-relationship between classrooms and field learning experiences.

Faculty Advisors

Faculty Advisors work with students to create professionally directed educational experiences. The Office of Field Instruction works closely with the faculty advisors to ensure that field practice and classroom content are professionally relevant and supportive of student career goals.

Responsibilities of Director of Field Instruction Office

The Office of Field Instruction is composed of a Director of Field Instruction. The responsibilities of the Director include generalist practice experience. The primary duties of the Director include the following.

- a. Process, review, and access applications of new agencies for possible affiliation with the BSW Program.
- b. Review and assess currently affiliated agencies.
- c. Process, review, and access applications for new field instructors and task supervisors.
- d. Develop and maintain resources by which students may become familiar with available agencies and fields of practice.
- e. Plan and implement the process for student assignments to Field Instruction and assign students to agencies.
- f. Consult with students and, when necessary, with faculty, the BSW Program Director, and field instructors in selecting placements.
- g. Design, review, and revise supplemental materials such as the field manual, field forms, and field directories by which students and field instructors may become familiar.
- h. Organize and conduct Field Instruction orientation meetings for students, field instructors, and faculty.
- i. Consult with the BSW Program Director and faculty to assign a faculty liaison.
- j. Consult with faculty liaisons regarding individual student problems and requests for change of placement.
- k. Consult individually with students as they require direction or support in negotiating

- and completing Field Instruction course requirements.
- l. Consult with the Curriculum Committee to review and revise field course learning outcomes goals.
 - m. Plan, in consultation with the Field Instruction Advisory Committee, seminars, workshops, and recognition events for field instructors.
 - n. Design and implement an ongoing evaluation for Field Instruction to ensure that learning objectives are met.
 - o. Coordinate and provide field instructors with training and seminars.
 - p. A faculty member's assignment to the field liaison role is made at the beginning of each semester.
 - q. The assigned liaison is notified of all agencies and students for whom s/he is responsible.
 - r. The field instructor and students are notified of the assigned liaison.
 - s. Coordinate and provide a Faculty Liaison and Field Instructor Orientation
 - t. Meet individually with students face-to-face and provide feedback regularly throughout the semester

Responsibilities of Faculty Liaison System

Full-time faculty serve as faculty liaisons when 25 or more students are in the field. The faculty must have an MSW and two years of practice experience. Faculty liaison responsibilities are considered a part of the total faculty workload. The number of students assigned to a faculty liaison depends upon other workload responsibilities and students' geographic location. The faculty liaison helps students and field instructors/task supervisors in the following ways:

- a. Orient students to the field placement and field seminar requirements and expectations.
- b. Serves as a channel for communication between the Director of the Field, students, and field instructors to promote awareness of students' needs and to help students maximize their educational opportunities in both the classroom and the field.
- c. Be available for regular consultation with students and field instructors and participate in problem-solving.
- d. The faculty liaison, field instructor, and student participation in a review of the educational learning contract and the mid-term and final evaluation session. A grade is assigned collaboratively, with the Director of Field having the final decision on the assigned grade. Evaluation and sharing feedback are ongoing processes throughout the field placement.
- e. The faculty liaison is expected to coordinate and conduct approximately three agency visits per student/ semester. Visits are conducted with the instructor and /or task supervisor and the student all present. The agency is to be given the date and the anticipated length of the visit and the names of persons to be included in the meetings.
- d. The faculty field liaison must provide an opportunity to confer (perhaps only briefly) with the agency executive during a liaison. This is an effective way to interpret the TC's Social Work Program expectations and establish a working relationship with the agency.
- e. Complete a Field Visit Form summarizing the field liaison's observations and

recommendations and return to the Office of Field Instruction within five [5] working days of the visit.

Responsibilities of Field Instructors

Field instructors represent the heart of Field Instructions. They, in their dual role as practitioners and teachers, enable students to bridge the gap between theoretical concepts and practice realities. In a close relationship with the student, the field instructor leads the student to a personal understanding of the responsibilities and rewards of professional social work. Toward this end, field instructors assume responsibility for:

- a. Orientation to the agency's purpose, policies, procedure, and expectations for student performance
- b. Development of learning projects and experiences
- c. Negotiation with the student in developing the Educational Learning Contract
- d. Individual educational supervision of each student at least once a week, exclusive of student group meetings
- e. On-going as well as final educational assessments of student progress
- f. Participation in periodic meetings with the faculty field liaison to evaluate student progress and the effectiveness of the educational experience
- g. Facilitate a positive, cooperative working relationship between the Agency, and the BSW Program, including informing the BSW Program of any agency or organizational problems that would affect student learning
- h. Participation in field seminars, continuing education offerings, and other support systems available to field instructors

Off-Site BSW/MSW Field Instructor/On-Site Preceptor Model

In selected situations and with prior approval from the Director of Field Instruction, an On-site Task Supervisor, and an Off-Site BSW/MSW Field Instructor of field instruction may be utilized by a field agency that does not have a BSW/MSW employee available to teach the field. In such case, an On-Site Task Supervisor or the agency may contract with someone who holds 2-year years post BSW/MSW degree to serve as an Off-Site BSW/MSW field instructor preceptor. An Off-Site BSW/MSW Field Instructor is selected jointly by the targeted agency and Field Director in consultation with the appropriate faculty interest in the site's development. The aim of the On-Site Task Supervisor and the Off-Site BSW/MSW field instructor is to expand the role of the social work profession in non-traditional social work settings and to create a workforce development and potential employment for our BSW graduates. The Field Director must approve such an appointment. The criteria of an Off-Site BSW/MSW Field Instructor and the On-Site BSW/MSW Task Supervisor are listed below.

Responsibilities of Off-Site BSW/MSW Field Instructor

- a. Must meet criteria for field instructor.
- b. Must attend orientation and training about field education and learn how the field activities must adhere to the nine social work competencies.
- c. Assumes primary responsibility for creating the Educational Learning Contract, including learning objectives and practice tasks, with the on-site preceptor and the

student.

- d. Meets weekly with a student in supervisory session to review the student's progress toward the achievement of learning objectives and to assist the student with integrating practice realities and theoretical concepts.
- e. Meets weekly with the student and on-site preceptor to evaluate student performance and modify the Educational Learning Contract, if necessary.
- f. Assumes primary responsibility for submitting to the Director of Field/faculty liaison the written evaluation and grade recommendation for the student at the end of each semester.
- g. Assumes primary responsibility for meeting with the assigned Director of Field/faculty field liaison and student during the semester to review student progress and for alerting the liaison promptly of any problems or potential problems which might interfere with a successful educational outcome.

Responsibilities of On-Site Preceptor/Task Supervisor

- a. Assumes primary responsibility for orienting the student to the agency, agency staff, and work projects.
- b. Works with the Off-Site BSW Field Instructor and students to create the Educational Contract, which includes learning objectives and practice tasks.
- c. Assumes primary responsibility for supervising the student's daily work as described in the Educational Contract.
- d. Meets periodically with the student and the Off-Site BSW Field Instructor to evaluate student performance and modify the Educational Contract, if necessary.
- e. May meet with the faculty field liaison to review student progress at the request of either the student, the Off-Site BSW Field Instructor, or the faculty field liaison.

SELECTION OF SETTINGS AND INSTRUCTORS FOR FIELD PLACEMENT

Criteria for the Selection of Field Instructors

The term "field instructor" designates an individual who is an employee of an agency assigned instructional responsibility for a student enrolled in a field course with placement in that agency. Field Instructors are expected to offer students meaningful learning opportunities that demonstrate the core social work competencies. To be approved by the BSW Program as a field instructor, one must meet the criteria below. The Director must authorize individual exemptions from one or more Field Instruction qualifications.

- a. Have a BSW or an MSW degree (from a CSWE-accredited program) plus two years of post-degree practice.
- b. Demonstrate a commitment to social, economic, and environmental justice.
- c. Demonstrate an interest in teaching and generalist social work education.
- d. Their agency supports them.
- e. Have worked at their agency for at least six months.
- f. Can be present in the agency at least three-fourths of the time that the students are in the agency for field education (17 hours per week).
- g. Is able and willing to participate in new field instructor training.
- h. Can provide a minimum of 1 hour of direct supervision per week for student interns.

- i. Field instructors shall demonstrate an interest in supervision, staff development, and instruction.
- j. Field instructors shall understand, accept, and incorporate the educational objectives and CSWE competencies of the BSW Program.

Non-Credential Field Instructors

The program will assist in finding a qualified field instructor when a social services agency has been approved for placement and has met the generalist practice criteria but does not have a BSW or MSW post-graduation degree from a CSWE accredited program. The outside agency field instructor can include faculty, faculty adjuncts, or a field instructor from another agency with the agency's approval. A task supervisor can serve as a field instructor with the permission of the Field Director. The Field Director or faculty liaison will be primarily responsible for the student's learning experience and provide the supervision and accountability as the credentialed field instructor. These are approved on a case-by-case basis only if the agency is found to provide generalist social work practice and has met the other criteria as listed:

- a. The task supervisor must be employed within the agency, serving in a professional social service role, and making applications with the Director of Field Instruction.
- b. This person must attend orientation and field education training and meet with the designated field instructor and the student weekly for a minimum of one hour. During these one-hour meetings, the assigned field instructor will introduce the various social theoretical frameworks, ethical practices, social policies, and research as these apply to individuals, families, groups, organizations, and communities through the services provided through the agency.
- c. The task supervisor, the assigned field instructor, faculty liaisons, and Field Director work collaboratively to ensure students are provided with the appropriate field instruction.
- d. Willing to work closely with the off-site field instructor and/or faculty liaison to evaluate students' performance during the initial visit within the first three weeks, midterm visit, and final evaluative visit.

Field Instructor Affiliation Process

For new agencies, the field instructor selection process is a part of the initial agency affiliation process. In addition to agency application, curriculum vitae, and proof of license for potential field instructors are reviewed. For affiliated agencies wishing to utilize new staff as field instructors, the pattern of review listed below is usually followed:

The Director of Field sends an electronic invitation, a field application, and a Data Information Form to potential field instructors or task supervisors.

- a. Upon favorable review of the field application and curriculum vitae, the agency is invited to attend an orientation seminar where expectations of the BSW program are outlined, and affiliation agreements are complete.
- b. Field Instructors must attend a Field Instructor training to discuss primary responsibilities for supervising students in their agency sites, including

developing learning assignments, providing regular supervision, and evaluating mastery of field learning behaviors.

- c. During the training seminar, the Director of Field meets and assesses each candidate for field instruction.
- d. Upon completing the training, as ascertained by the Director of Field Experience, candidates are approved as field instructors. Field instructors shall demonstrate an interest in supervision, staff development, and instruction.
- e. Field instructors or task supervisors shall use support systems designed for field instruction.
- f. Field instructors or task supervisors shall understand, accept, and incorporate the educational objectives and CSWE competencies of the BSW Program.

Support Systems for Field Instructors

The agency-based field instructors serve as extensions of the BSW Program's faculty. Their contributions to the education of BSW students are substantial. Since they work in partnership with faculty, they must have the resources of the College available to them, such as:

- a. Annual seminars and workshops for all field instructors on social
- b. work and student/educational issues.
- c. Individual field consultation from faculty assigned as liaisons to the agency.
- d. Use of the Texas College library facilities.
- e. Discount educational and cultural activities related to the Program of Social Work and Texas College.
- f. Also, time spent during field instruction may be verified by the Office of Field Instruction and used to meet the continuing education requirements for social work licensure by the State of Texas.

MATCHING FIELD STUDENTS WITH SOCIAL SERVICE AGENCIES

Relationship between Degree Plan and Field Experience

Upon entering the BSW Program, all students must have a degree plan approved by the BSW Director. The degree plan outlines semester-by-semester courses a student is authorized to take in line with career goals and within the policy requirements of the BSW Program. There are explicit requirements regarding the sequencing of and prerequisites for courses, including field courses. Any variation among these requirements necessitates obtaining approval from the BSW Director.

Students need to bring their degree plans to any meeting regarding field placement options. The appropriate course and semester for Field Instruction must be determined by the student's faculty advisor and reflected on the student's Degree Plan. Only after this is done is it appropriate to discuss specific arrangements for a field placement with the Office of Field Experience.

When arranging field placements, the Field Director matches field settings to students' abilities and professional career interests. The BSW Program only utilizes field agencies that agree to provide generalist social work experience to students. Internships for senior students offer various opportunities to work with individuals, families, and groups in diverse agency settings. Field agencies and instructors are selected based on the criteria described below.

During the first couple weeks of the senior field placement, the student and field instructor developed a Foundation Learning Plan at the beginning of the semester. This agreement outlines assigned tasks and learning activities directly related to each competency. The BSW faculty liaison reviews this learning plan during the initial visits to the agency. The primary purpose of this visit is to ensure that generalist practice opportunities and tasks appropriate to the context of the field agency are assigned. The field Foundation Learning Plan parallels the rating scale for evaluating student performance, confirming the appropriateness of assignments to assess the student's demonstration of each competency.

Required Field Instruction Hours

The BSW Program offers the senior students the chance to complete 210 total hours in SOCW 4601 (Field Instruction I) and 210 total hours in SOCW 4622 (Field Instruction II). Students spend 14 hours per week in Field Instruction I and 14 hours in the Field Instruction II practicum.

Admission to Field

BSW students must first apply for admission to the field. Students must have completed their required pre-requisite and co-requisite coursework (See BSW Social Work Degree Plan), advised by faculty, and received field clearance from the BSW Program Director.

Additionally, all students are interviewed by the Director of Field Education and the BSW Program Director. Input is solicited from all BSW faculty in a formal department meeting where individual student interests and educational needs are reviewed.

The Director makes placements of Field Education with input from the faculty.

Once assigned a placement, students meet with the prospective Field Instructor of the agency for an interview. If accepted, the Field Instructor must complete the student/agency contract, agency information sheet, and Field Acceptance Form, which is returned to the field office before starting the placement.

Student Field Orientation

BEFORE BEGINNING THE FIELD, senior BSW students must attend a 3-hour Student Field Orientation. SOCW 4601/4622 senior students must attend a 1-hour Field Orientation. This mandatory orientation reviews content in the Field Manual, such as roles and responsibilities of the field education team (field administrators, faculty liaison, field instructors, agency task supervisors, and students), field policies and procedures, field education objectives, learning contracts, performance problems, and grounds for termination, professional and ethical conduct, and evaluation and grading procedures. The orientation will be scheduled during the first week of classes for the semester. Failure to attend this orientation will prohibit entry into field instruction and delay a student's course of study.

Selecting Field Settings

Policies: Agencies are carefully selected as field placement sites and must meet the required criteria as field education settings. To be considered a field instruction site, an agency agrees to provide generalist practice experience, and social work supervision must be available to students for one hour per week. The agency also agrees to evaluate and monitor the student's proficiencies according to the nine CSWE competencies. Also, agency field instructors must agree to maintain contact with the faculty liaison/ Field Director and be responsible for observing and evaluating the effectiveness of the field placement.

Procedure: The selection and maintenance of quality field sites for our student body are critical in social work education and facilitate the production of highly skilled, competent social workers. Furthermore, field sites reflect a diverse population's lifestyles and communities. To that end, the BSW Program has a highly structured process for selecting quality field sites. The procedures for establishing agency affiliations with the Program are detailed in the Field Manual.

When an agency expresses interest in becoming a field site, the Field Director does an initial screening via email or phone to determine that the agency meets the above requirements and that there is an MSW-level social worker on staff. The field program then requests that the agency representative (preferably the prospective field instructor) first complete The Agency Field Placement Application and Data Information, which includes an overview and requirements of the field program. The completed application provides the field faculty with an initial snapshot of the possible activities an agency can offer students. On receipt of the Agency Field Placement Application and Data Information, an initial assessment is made regarding the agency's ability to provide generalist practice opportunities across the core social work competencies. After the application is received, a site visit is scheduled at which field faculty meet with agency representatives at the site to assess further the agency's ability to meet educational standards. An additional purpose of this visit is to ensure additionally complete transparency with agency representatives about field education's mission, goals, and objectives. Once the agency passes this screening, it is offered the Field Education Affiliation Agreement, which is approved by the Program Director and Academic Affairs and becomes a formally recognized field placement site. The Field Director then adds the agency information to the key to approved agencies in the directory of field placements, and the field instructor is to attend a new Field Instructor Orientation, which is mandatory for the field instructor and optional for any prospective task supervisors who may work with students.

Criteria: The Field Education Manual describes the criteria for selecting field sites. Field agency selection is mentioned in the above EPA 2.2.2 when recruiting agencies for field education. Agencies must meet the following criteria to ensure that sites meet the program's mission and goals. The agencies:

- Provide social services and are committed to social work values, ethics, and practice.
- Are in good standing in the community and the profession.
- Provide services that offer students the variety, quality, and quantity of learning experiences with individuals, families, groups, organizations, and communities commensurate with the program's objectives and goals for generalist field instruction.
- Undertake, individually and collectively, the responsibilities of the teaching role, including appropriate support to enable field instructors to maintain an educational focus with their assigned student(s).

- Agree to provide an appropriate place for the student to work, assign the necessary support services, and allow mileage reimbursement whenever possible.
- Agree to orient students to the service-delivery system and the population served. The orientation should include a personal safety plan for the student.
- Provide culturally relevant services to individuals, families, groups, organizations, and communities of diverse backgrounds.
- Demonstrate a commitment to human rights and social, economic, and environmental justice.
- Agree to provide opportunities for students to demonstrate competencies and identify behaviors inclusive of knowledge, values, skills, and cognitive and affective processes.
- Demonstrate a commitment to social work education and generalist social work practice.
- Enter into a written agreement (Field Education Training Contract; see Appendix D of the Field Education Manual regarding the mutual expectations for affiliation before a student is placed at the agency.

It should be noted that the policies, procedures, and criteria above apply to the one option of face-to-face on the main campus.

Placing Students

Policies: In October of the Fall semester and February in the Spring, the Field Director will meet with those students who applied, a résumé, and two letters of recommendation for field placement. The meeting will consist of a review of the field application, a discussion of field placements, and a review of the letter and résumé. Students who do not submit a completed field application by this date are at risk of not being allowed to begin their field placement during the following semester. The faculty in the Social Work Program reserves the right to deny a field placement to a student who, in their professional judgment, will be unable to complete the placement successfully. The Program Director notifies students denied permission to enter the field placement.

Procedures: The placement process for students, as outlined in the Field Education Manual and online, is described below:

- September: Field information sessions are held throughout the month. The field faculty meets with students planning to enter the field the following semester to explain the field placement process and distribute instructions on the field application process. The Field Director is responsible for the TC single program option placement process.
- October: Students who attended the mandatory field information session in September are given access to complete the field application. Applications are submitted between October 15 and November 15 of the current semester.
- November- Applications are reviewed to determine field eligibility. Students meet with the Field Director individually to review applications, discuss interests and learning needs, and identify placement sites. An attempt is made to recognize individual student needs and interests and to match these with educationally sound field instruction settings. If students are dishonest about their application, letter, and résumé, they may be denied a field placement. Students will not be placed in agencies where they (or their family members) have received services.
- November- Students are referred to potential field sites by the Field Director. Students receive a referral letter via email. The letter asks students to arrange an interview with the prospective field instructor. Prospective field instructors are emailed letters informing them of the student(s) being referred. Each field instructor is also given a copy of the potential student's résumé and a Field

Education Acceptance Form. The interview aims to allow students and field instructors to meet, discuss the kinds of assignments and learning experiences the agency offers, and clarify expectations. After the interview, the prospective field instructor completes the Field Education Acceptance Form and e-mails it to the Field Director to indicate whether the agency has accepted the student.

- Students are also encouraged to contact the Field Director after the interview if they have any problems or reservations regarding their assigned placement.
- A student is allowed a maximum of two placement interviews. Suppose the student is not accepted or chooses not to accept any of these placements. In that case, the student will not be given a field placement and must develop a new academic plan in consultation with the Program Director and their academic advisor. Before any student interviews for a second or third time, a conversation occurs between the student and the Program Director or faculty advisor. Feedback is provided regarding the student's interview performance if needed, and a plan is made to address any deficiencies before the following interview. Suppose the student was not satisfied with the match. The reasons for the dissatisfaction are explored to create a better match, or the student can be encouraged to pick an academic major more aligned with their interests.

Criteria: Once students have met and completed the social work curriculum or are currently enrolled in the last set of courses of the curriculum, have received clearance from the Program Director or faculty advisor to make an application for field placement, attend the irrespective mandatory field placement information meeting, submit field application packets to the field office. The complete field interview process with the Field Director will allow students to enter their field experience. Students are placed in only approved agencies with approved credential field instructors.

Monitoring Field Students

Policy: The Field Director serves as the faculty field liaison when the student enrollment is twenty-five or less. Faculty are assigned field faculty liaison roles once the Field Director has reached a maximum of twenty-five students in the field. Each semester, the Field Director or faculty field liaisons receive a list of students and sites. Every attempt is made to keep liaisons assigned to the same sites year after year. Faculty field liaisons must complete at least one face-to-face visit each semester with each student and field instructor (and task supervisor, if appropriate) at the placement site. Field instructors, students, or the liaisons themselves may initiate additional visits beyond the mandatory one per semester and can create telephone contacts as needed. Liaisons are also available for questions/contacts from either students or field instructors by email.

Procedure: Field instructors monitor student learning and performance in a variety of ways. Early on, field instructors become familiar with the Field Education Manual and collaborate with students to create an Educational Learning Contract structured around the nine core competencies, identified behaviors, and integrated dimensions. The student and the agency field instructor must collaborate on constructing the Learning Contract goals, objectives, tasks, and assignments, incorporating various generalist practice opportunities. Field instructors review students' documentation throughout the year and observe their interactions with clients and staff. In addition, field instructors must meet with students for weekly supervision to discuss students' strengths and progress and any potential or noted problems in skill development, job performance, ethical considerations, and any other relevant issues. Field instructors review and initial a student's weekly hours timesheet during the weekly supervision, and timesheets monthly by a student's field instructor and Field Director/faculty field liaison. Finally,

the field instructor completes written midterm and final evaluations with students to provide feedback and document relevant performance-related issues.

The Field Director/Faculty field liaisons add a second layer of monitoring of student field activities. They conduct regular, planned exchanges with field instructors regarding the educational objectives of field instruction, a student's performance in the field, and developments in the field setting that may affect student learning. These exchanges occur, as noted above. In addition, faculty field liaisons meet with students for a 3-hour field seminar once per week, providing additional feedback regarding student performance in the field. Finally, the Field Director and our faculty field liaisons receive and review monthly reports. These reports detail student activities and process recordings with field instructor comments. They will also review the mid-semester and final evaluations (See Appendix B of the Field Manual, p. 99). If the Field Director/faculty field liaison has concerns regarding student performance at any time, contact is initiated with the field instructor and/or student as appropriate.

Criteria: The criteria are as follows:

1. Monitor occurs the third week of the semester at the field placement site to review the Educational Learning Contract and at the mid-term (seventh week) and the final (15th week) of the semester to check students' field evaluation.
2. Open communication between field instructor, student, Field Director, and faculty field liaison, and a commitment to generalist social work education.
3. Field instructors or students can request additional monitoring meetings if the field instructor or student expresses concerns or issues regarding learning behaviors or professional behaviors in field placement.
4. Faculty field liaison qualifications of 2 years post MSW or BSW degrees from a CSWE accreditation social work program.
5. The monitoring field occurs only in one option of the face-to-face and main campus.

Supporting Student Safety

Criteria: The following in support of student safety is the following:

1. Train the agency, field instructor, and student on The Safety Guidelines and Student Safety Checklist as a part of orientation.
2. Review student safety in the third week, 7 weeks, and 14 weeks of the semester and more frequently if there is an indication that students are at risk of harm.
3. Field instructors and/or students can request guidance to assist students regarding safety issues.
4. Students must report any incident of harm or potential harm to the Field Director or faculty liaison whenever necessary. Students must follow the safety guidelines as vided by the program.
5. The Field Director or faculty liaison will respond in verbal and written communication to all reports of incidents, harmful acts, sexual harassment, discriminatory acts against disabilities, medical unintentional or intentional harm, or other destructive acts as presented by students, field instructors, or agencies.
6. Students are required to secure professional liability insurance as a precautionary measure.

Policies: Over the past few years, the Office of Field Education has implemented and updated curriculum and guidelines regarding student safety in the field, referred to as The Safety Guidelines and Student Safety Checklist. The purpose of the checklist is to ensure that students and field instructors review the safety protocols at individual agencies within the first two weeks of field

placement. It is required that these forms be reviewed and signed by the student, the field instructor, and the Field Director/faculty field liaison.

The Safety Guidelines and Student Safety Checklist were put into practice by the Office of Field Instruction to provide policy, procedures, and guidelines regarding the safety of social work students in field placements. The document was created to recognize that unsafe behaviors in clients' lives can develop potential dangers for professional social workers and students. Safety issues are relevant in all communities and settings. It is required that students become familiar with the document regardless of their field placement's client population or location. An additional component of the guidelines describes the protocol should a student experience a safety issue in their field placement. This includes the notification protocol within the agency, the Office of Field Instruction, and the Social Work Program.

Procedures: The procedure protocol is as follows:

1. Discussions of the Safety Guidelines and the Student Safety Checklist occur in the New Field Instructor Orientations and Student Orientations held before students enter the field placements.
2. All students are provided copies of “Guidelines for Enhancing Safety and Minimizing Risk in the Field” (Volume III, Field Manual).
3. Students, field instructors, and agencies are trained to use the guidelines to protect students in field settings.
4. Additional safety measures include professional liability insurance, student support services, confidentiality, health risk warning liability, and sexual harassment, listed below.

Evaluating Student Learning

Policies: The evaluation of student learning and expectations for student performance are determined in one semester in concurrent placement. Three assessments take place within a semester, including an **educational learning contract, mid-term evaluation, and final evaluation**, and reflect the nine competencies for the concurrent field instructions of SOCW 4601 Field Instruction I and SOCW 4622 -Field Instruction II. The educational learning contract is evaluated to ensure the competencies are included and reflect the expected learning behaviors. Where an **Educational Learning Contract** is essential to the field experience, it is not rated but is given a satisfactory or unsatisfactory score. The mid-term and final evaluations are the same instrument for measuring the progression of each student. Students should achieve a minimum expectation of a score of 4 or higher on a scale of five for the mid-term and final evaluation and should show sustained growth throughout the semester. Basic expectations in each of the nine core competencies of social work for the semester of field education must be delineated. Each core competency contains specific objectives and behavioral measures to structure the Field Instruction and evaluate the student's performance.

To pass the field, a student must demonstrate adequate performance/skill in all nine areas. The following rating scale is used to rate the student's performance.

- | | | |
|---|---|--|
| 5 | = | The student demonstrates mastery |
| 4 | = | The student demonstrates proficiency in applications |
| 3 | = | The student demonstrates the practiced application |
| 2 | = | The student demonstrates the emergent application |
| 1 | = | The student demonstrates introductory applications |

N/A = Does not apply

Mid-term Evaluation: The Field Instructors formally evaluate the students according to the Program's policy. The purpose of evaluation at mid-term is to assess students' learning progression based on learning opportunities of field instruction and tasks assigned, goals achieved, and meeting the expectations of the field education and the nine competencies. The mid-term evaluation aids the field instructor in providing constructive feedback to the student in areas of growth and weaknesses; it further brings awareness of areas that may need strengthening in the nine competencies and field learning activities. The mid-term evaluation can also reflect early issues addressed by the field instructor or student to the agency and prevent student failure or deficient performance. The mid-term assessment calls the program's attention to the student's areas of competence and trouble spots that may need special attention from the field instructor and field faculty liaison. The field instructor and student discuss the mid-term evaluation in a specially scheduled evaluation conference. Students submit the self-evaluation of their performance before this conference. Responsibility for clarifying the purpose of the assessment in advance and setting up the structure to carry it out rests with the field instructor. Both parties individually prepare for the conferences by reviewing the teaching-learning experiences, the Educational Learning Contract, the evaluation instrument, conferences, notes, and other relevant materials. The evaluation focuses on assessing the student's progress in the nine core competencies. This progress is viewed within the framework of the learning experiences available in the agency. The field instructor writes the mid-term evaluation. It is a summation of the considered judgments of the field instructor derived from the student's semester of interaction with clients, observable behaviors, and social work skill development. The field instructor completes the password-protected mid-term online evaluation instrument found on [surveymonkey.com](https://www.surveymonkey.com) or the link sent from the Director of Field and uses the narrative sections to clarify, elaborate upon, and personalize the evaluation. The evaluation is accompanied by a grading section where the field instructor recommends a grade. The ultimate responsibility for the grade lies with the field faculty liaison or Director of Field, who enters the final grade into the College's grading system.

Field instructors and students sign the evaluation online before submitting it to the program. The student's signature attests to their reading; it does not necessarily signify approval. If there are severe or irreconcilable differences between the two points of view, the Director of Field/faculty liaison will intervene to discuss and resolve the differences. The evaluation is submitted to the program and filed in the student's record. If there is one, the assessment (and student addendum) is reviewed by the Field Director/ faculty liaison, who signs it as evidence of completion and submission. Special attention is given to those students with ratings below expectations. A student performance improvement plan is developed to address the areas of low performance. This plan includes specific competency-based performance expectations and can be issued at any time in the student's field practicum. The competency-based performance expectations plan is created by the Director of Field/faculty liaison in consultation with the field instructor to help the student improve his/her performance in the field. Suppose significant problems or concerns arise specific to the field expectations and the agency. In that case, the Director of Field/faculty liaison meets the field instructor, agency administrator, and student to assess the issues or concerns and establish an appropriate intervention. If the problem in the agency is not resolved, the student will be removed from the agency. If the agency defaults, the student will be assigned to another agency. The Director of Field/ faculty liaison will consider transferring all clock hours, midterm evaluations, or other related documents earned by the student while at the placement. A new assignment to a different agency would require establishing a new educational learning contract with specific learning opportunities, tasks, and expectations from the newly assigned field instructor. The Director of Field/ faculty liaison would meet with the newly

appointed field instructor to ensure continuity in the student's practicum performance in the nine competencies. The Director of Field/faculty liaison will work closely with the student and field instructor.

Final Evaluation: The final evaluation is the formal evaluation held by the field instructor at the end of the semester. The final assessment and its process are the same as the mid-term evaluation process. This evaluation aims to assess the student's learning progress through the opportunities provided in-field instruction; the tasks delineated, the goals achieved, the expectations during this period, and inclusive of the educational learning contract and mid-term evaluations. The final assessment calls the program's attention to the student's areas of competence and trouble spots that may need special attention from the field instructor and field faculty liaison for future interns. The field instructor and student discuss the final evaluation in a specially scheduled evaluation conference. Students submit the self-evaluation of their performance before this conference. Responsibility for clarifying the purpose of the assessment in advance and setting up the structure to carry it out rests with the field instructor. Both parties individually prepare for the conferences by reviewing the teaching-learning experiences, the educational learning contract, mid-term evaluation, the evaluation instrument, conferences, notes, and other relevant materials. The review focuses on assessing the student's progress in the nine core competencies for the semester. This progress is viewed within the framework of the learning experiences available in the agency. The field instructor writes the final evaluation. It is a summation of the considered judgments of the field instructor derived from the student's semester of interaction with clients, observable learning behaviors, and social work skill development. The field instructor completes the password-protected final online evaluation instrument found on [surveymonkey.com](https://www.surveymonkey.com), or the Director of Field sends a link. The field instructor uses the narrative sections to clarify, elaborate upon, and personalize the evaluation. The evaluation is accompanied by a grading section where the field instructor recommends a grade. The ultimate responsibility for the grade lies with the Director of Field/faculty liaison, who enters the final grade into the College's grading system.

Field instructors and students sign the evaluation online before submitting it to the program. The student's signature attests to his/her reading; it does not necessarily signify approval. The review is submitted to the program and filed in the student's record. If there is one, the evaluation (and student addendum) is reviewed by the Field Director/ faculty liaison, who signs it as evidence of completion and submission. If there are severe or irreconcilable differences between the two points of view, the Director of Field/field liaison will intervene to discuss and resolve the differences. Special attention is paid to those students with ratings below expectations. A student performance improvement plan is developed to address the areas of low performance. The student's improvement plan includes specific competency-based performance expectations and can be issued at any time in the student's field practicum. The student's improvement plan is created by the Director of Field/ faculty liaison in consultation with the field instructor to help the student improve their performance in the field.

Procedures: Evaluation of student learning takes place through several processes. Students must attend a 2-hour student field orientation before beginning each field placement. These mandatory orientations review content in the Field Manual, such as roles and responsibilities of the field education team (field administrators, faculty liaison, field instructors, agency task supervisors, and students), field policies, field education objectives, learning contracts, performance problems, and grounds for termination, professional and ethical conduct, and evaluation and grading procedures. The orientations are scheduled during the first week of classes for the semester in which students are in

their practicums. Failure to attend this orientation will prohibit entry into field instruction and delay a student's course of study.

The student and field instructor work together in the first two weeks of the field placement to develop an Educational Learning Contract. This contract specifies educational and professional objectives derived from the generalist program, CSWE's nine competencies, and the learning behaviors and dimension processes. Student learning outcomes are tailored to meet the student's learning needs through specific tasks, assignments, and practice behaviors when collaborating with individuals, families, groups, organizations, and communities. As a structured plan, the learning contract helps facilitate the student's acquisition of educational objectives and learning needs, including plans for self-awareness, professional growth, and the development of required practice behaviors and core competencies. While initiated by the student, the learning contract is the combined effort of the student and the field instructor in consultation with the Director of Field/faculty liaison. The student and the field instructor must be familiar with the educational objectives of the respective field instruction/seminar course syllabi and competency criteria in the Student Field Evaluations.

There are three formal evaluation visits to the agency during the semester. The student and field instructor develop an Educational Learning Contract within the first two weeks of field placement.

Visit #1- The Field Director /faculty liaison visits the student and field instructor at the field setting in the third week of the practicum to review and ensure the Educational Learning Contract supports the generalist practice and nine CSWE competencies.

Visit #2- The Field Director/faculty liaison makes a second visit with the student and field instructor at the agency during the seventh or eighth week of the semester to conduct a midterm evaluation of student performance.

Visit #3- The Field Director/faculty liaison arranges and meets with the field instructor and student at the field site to conduct a final field evaluation at the end of the semester to assess a student's total performance for the duration of the practice experience. The results of each meeting are documented and submitted to the Director of Field for final determination and assignment of a grade.

These visits occur equally for SOCW 4601 Field Instruction I and SOCW 4622 -Field Instruction II.

Criteria: The Educational Learning Contract, midterm, final student performance evaluations, and integrative seminar assignments/participation comprise a final grade for field courses: SOCW 4601 Field Instruction I and SOCW 4622 -Field Instruction II grades consist of classroom assignment points/classroom participation and performance evaluation points. Students are graded with "Satisfactory" or "Unsatisfactory" grades. This grade is a recommendation from the field instructor and task supervisor to the faculty field liaison. The faculty field liaison then recommends the grade to the Director of Field, who determines the final grade with input from all parties involved, including the student. The process and criteria for assessing student progress are comprehensive and delineated in the Field Manual. Student Field Evaluation (Field Manual Volume III), integrative interviews with the Director of Field/faculty liaison, and the students' Educational Learning Contract (Field Manual Volume III). These instruments and interviews reflect the performance of all core competencies.

Evaluating Field Setting Effectiveness

Policies: Ongoing field evaluation includes all participants involved in in-field instruction. Thus, students and the Director of Field/faculty liaisons are asked to evaluate the agency setting. The Director of Field/faculty liaisons is responsible for the ongoing assessment of the field site at the end of each semester in which the field occurs.

TC Social Work Program strives to provide quality field placements that meet the Council of Social Work Education criteria. Field agencies must demonstrate their ability to provide and maintain learning opportunities that support the social work curriculum, values, and practices of generalist social work. The agency must also maintain annual training and be receptive to constructive feedback from the office of Field Instruction to enhance our alliance and partnership.

The faculty liaisons are responsible for conducting agency visits each semester to monitor students' progress in the field. Also, these visits allow liaisons to review the nine core competencies with the student and field instructors and identify competencies that need more attention to improve. Field instructors will offer support and guidance to solicit field assignments for students to practice and achieve the expected competencies in the agency setting.

The TC Social Work Program policy states that all students must have completed an agency evaluation at the end of the semester to receive a grade. The field liaison plays a vital role in reviewing and approving the assessments the students completed and sharing field feedback with the field instructor and agency internship coordinator. Questions or concerns related to the agency evaluations relating to the competencies will be addressed immediately by the student and field instructor liaisons.

Procedures: The Field Instruction office monitors field placements through face-to-face visits with the student and the field instructor, telephone calls, emails, and text messaging. Informal evaluation of the agency setting occurs throughout the semester. Formal written evaluations of the agency are all parts of the placement experience and are completed by students and field liaisons after the Final Student Field Evaluation.

Upon completing the field placement and the final evaluation of the student's performance, students receive an electronic link and complete a comprehensive agency evaluation (See a Copy of the Student Evaluation of Field Agency below). This evaluation reviews and evaluates the total field experience.

The field liaisons also complete a survey that evaluates the field instructor and the agency. (See Evaluation of the Field Instructor and Agency below).

The Field Director compiles and reviews the evaluation results at the end of the academic year. They are used by the field office and the program to determine program evaluation and improvement, such as:

- a. Identify strengths or weaknesses in the placement process or the liaison work and provide any needed consultation.
- b. Evaluate the experience from students, field instructors, and faculty liaisons' perspectives to plan appropriately for the future.

- c. Train field agencies on field curriculum, policies, and protocol, and address potential challenges and issues among students, field agencies, and the program.

Criteria: Field instructors, agency preceptors, and agency intern coordinators receive timely communication from liaisons regarding policy changes, program expectations, and competencies.

- Students, field instructors, and faculty liaisons were surveyed to evaluate agency effectiveness in providing BSW students with Field Instruction congruent with the curriculum and social work core competencies.

The program has evaluation forms used to assess agency effectiveness found in the Field Manual.

Field Placements in Employment Settings

Policies: The Office of Field Education believes an employee must be clearly distinguished from a field placement student's role to safeguard the learning experience's integrity. The student and employee roles overlap in some ways yet are fundamentally different. Students and employees participate in an orientation period and often engage in similar training. The tasks they perform may, at times, be identical. Both are expected to comply with organizational policies and practices. However, students' learning tasks and assignments are structured to enhance their education and competency attainment, not the agency's need for productivity. Students are allowed field placement in the place of employment but not under the same supervisor for employment purposes. Students must petition for field placement in their assigned place of employment during the placement process under the Office of Field Experience.

Ensuring Separate Assignments from Employment

The Social Work Programs give no credit for life experience or work experience. Professional social work field education aims to provide an educationally sound, applied practice experience for social work students. When a student requests permission to maintain or accept employment in an agency deemed an appropriate agency placement according to the Program's Policy on field placement agency selection, special attention is paid to maintaining the educational standards of the field education component.

To ensure the integrity of the field experience, the field placement must be a complete separation between a student's employment and that student's field placement. The Field Director contracts in writing with the agency where a student is or seeks to be employed to ensure:

- 1) The student's field practicum experience is conducted in a part of the agency program that is separate from the student's employment.
- 2) The field Instructor for the student is not the same person who is supervising the student in his or her employment at the agency, and
- 3) Credit for field practicum is given for hours the student is engaged in field practicum learning assignments. The roles of the students must be fundamentally different from their current job description and in line with general social work activities. The learning task and assignments given to the student must benefit the student's educational competency, not the agency's productivity.

Students wanting to conduct their field placement at their place of employment must submit a written request to do so in the form of a petition. Approval of such a request is not automatic. Still, it concerns maintaining the integrity of a student's learning, protecting the quality of competency achievement, and upholding a collegial relationship between the program and its partner agencies. Placements will be approved only for organizations with multiple divisions, demonstrating their capacity to permit students to collaborate with diverse client populations and achieve the field curriculum's learning objectives. A student must demonstrate that employment responsibilities and assignments are separate and distinct from field assignments. This placement can be accomplished through reassignment to another department or division on the student's designated field days (14 hours per week).

In the petition, students must first describe their work activities, identify their work supervisor, and outline their work hours. They must next specify proposed placement activities, determine who will serve as their agency field instructor, and provide a list of their field placement hours—all of which must be different and distinct from their work situation. Designated work hours must be separate from time devoted to learning in the placement student role. Due to potential conflicts of interest, the work supervisor must be someone other than the practitioner serving as the student's field instructor. In other words, a student's petition will not be approved if her or his work activities are like her or his placement activities, as this will not support a meaningful learning experience. The petition must include a statement in which the student agrees to notify the field program in the case of a change in employment status. The student, the work supervisor, and the field instructor must sign the document, indicating that all stakeholders agree with the employment/placement arrangement.

Faculty field liaisons are given copies of petitions for all students assigned to them whom the Director has approved of Field to conduct their field placements at their places of employment. Through their visits and other contacts, liaisons monitor for continued compliance with the terms of the petition and intervene when needed to ensure learning experiences are in congruence with the field competencies.

Ensuring Field Education Supervision in Place of Employment

Supervision of a student, referred to as "field education," is differentiated from the supervision employees in an agency typically receive. It focuses on identifying and applying theory in practice, developing critical thinking, evaluating alternative practice approaches, and processing the students' feelings toward the clients and the work. Agency supervision often focuses on attending to agency policy and procedures and the vital agency goal of productivity. Students do not carry the employment responsibilities of paid staff, nor should they be expected to do so. A student's field instructor must differ from the student's employee supervisor for field education. The field instructor's primary assignment to field instruction is to focus on a student's education that includes theories of generalist practice to demonstrate critical thinking. The student must demonstrate that employment responsibilities and assignments are separate from field assignments. The field instructor/liaison will ensure continued compliance during regularly scheduled face-to-face visits to ensure learning experiences are within the standards outlined by CSWE.

Field Instruction Training

The Field Instruction Training is as follows:

- Introduction of the BSW Program and Field Director
- CSWE 2015 EPAS
- Field Education Guidelines and Field Manual

- Calendar of events
- Required Hours/Time Sheets
- Education Learning Contract
- Field Assignments
- Field Instructor/Task Supervisor/On-Site Preceptor expectation and meeting requirements
- Student and Instructor Relationship
- Safety in the Field
- Student concerns/Instructor concerns
- Evaluation Question and Answer

Continuing Dialogue with Field Settings and Field Instructor

At the beginning of the Fall and Spring semesters, there are additional meetings for Field Instructors to address field-related issues emerging from the program's assessment, field seminar, and problems occurring in the region or profession. These meetings provide ongoing training for Field Instructors. They also provide opportunities for dialog between and among faculty and Field Instructors. The final meeting takes place at the end of the Spring semester and is a celebratory “Thank You” given by the program and students in appreciation of the Field Instructors. This social event provides yet another opportunity for dialog. Formal communications between the Program and the field agencies are through letters of agreement, contracts, correspondence, the Program’s Field Manual, and the student evaluation process.

ADMINISTRATIVE POLICIES

Holidays

Students are entitled to observe the College holidays. However, during prolonged breaks, the student's absence from the agency may create problems regarding the continuity of service to clients. This may also decrease the student's required hours to complete to satisfy the course mandates. Therefore, students and field instructors should determine, as part of the Educational Learning Contract, the student's holiday schedule and, if necessary, arrangements for the student to make up the hours. Texas College holidays are published in the Texas College calendar. If it is an agency holiday, the student should not be penalized. *Please note: Spring Break is not factored into the required 450 hours and is therefore not subject to this policy. According to the holiday policy, students are entitled to observe Spring Break but will not be granted hours for it. If a student chooses to observe the College holidays, a two-week notice should be given to the agency and field instructor, so arrangements can be made to make up the hours.*

Inclement Weather

In the event of inclement weather that restricts travel, the student shall first follow the College ruling. If the College and the agency are closed, the student is excused from his/her placement and is not required to make up the hours. If the College is closed, but the agency is open, the student is expected to report to the agency if s/he can travel there safely. In such a case, the student may elect, with the permission of an agency-based field instructor or task supervisor, not to go to the agency, but the time missed must be made up. If the agency is closed, but the College is open, the student

must make up the missed time. The student shall notify the agency and decide to reschedule client appointments and other work responsibilities. Students must communicate clearly with a sense of urgency with the task supervisor, field instructor, and field liaison regarding arrangements for or their whereabouts during inclement weather on internship days.

Dress Code

Students are required to abide by the dress code of the agency. If no dress code is outlined, students follow the Program's Dress Code (Appendix P). Students are responsible for dressing professionally, remembering that they represent the agency's professional staff, the Program, and Texas College.

Sick Leave

In the case of illness necessitating absence from the field setting, students shall notify the field instructor and take responsibility for canceling or rescheduling appointments, meetings, or other commitments. Hours missed must be made up at a time agreed upon by the student and field instructor. If the student's absence exceeds three days, the faculty liaison should be notified.

Travel

The student is responsible for securing transportation to and from the field setting. They are also responsible for providing their automobile liability insurance coverage for agency-related travel if the agency does not offer such coverage. The College has no funds to reimburse students for the use of their automobiles or other expenses incurred in the conduct of agency business. Reimbursement for agency-related costs, including travel, is encouraged but not required. Students may travel with an agency representative on agency business. The BSW program does not allow student interns to transport clients. Any Field internship trips out of the area must be reported to the Field Liaison before the trip.

Professional Liability Insurance

All students must purchase professional liability insurance before enrolling in field instruction courses. Liability insurance is sold through the National Association of Social Workers (NASW). The student must become a member of NASW to apply for liability insurance. The student is responsible for applying for membership in NASW and purchasing the liability insurance policy to cover their time in the field. The student must provide proof to the Office of Field Instruction of liability insurance before being allowed to enroll in any Field Instruction I (SOCW 4320). Under no circumstances will the student be allowed to enter the field without liability insurance. Failure to do so will result in the student's course termination, impacting their systematic progression in the program.

Special Student Services

Students who require special services should provide documentation to the TC Disability Services and Director of Field so steps will be taken to ensure that the student interns make the proper accommodation with the agency.

Confidentiality

The student must sign a "Release of Information" form if confidential information needs to be shared with field agency personnel. The data transmitted must be related to the educational enhancement of the student. This form is supported by the Family Educational Rights & Privacy Act of 1974 (FERPA, TC College Catalog Academic Year 2021-2023), which the College employs. Students have been informed of the use of forms and information to be shared before sharing for field placement.

Health Risk Warning Liability

The student is responsible for informing the Program and the field instructor of any personal health-care-related issues that could jeopardize the safety of clients/consumers or field placement personnel (e.g., COVID-19, HIV, AIDS, TB, transmittable diseases, etc.). Conversely, the agency and field instructor are responsible for informing the student of any health risks about the populations served and providing the best practices for protecting the student as they intern. If students are at risk, appropriate accommodations will be made for the student and field placement by the change of placement and provide the student an opportunity to pursue a placement with more minor risk health factors.

Sexual Harassment

The sexual harassment of students in their field placements is intolerable and unacceptable. It is a form of behavior that seriously undermines the atmosphere of trust essential to the learning environment. It is the policy of the Social Work Program at Texas College to maintain an environment in which the dignity and worth of all students are respected. This policy is in keeping with Federal and State laws prohibiting sex discrimination. It is also the policy of the College that willful false accusations of sexual harassment will not be condoned.

The Social Work Program recognizes that the sexual harassment policies and procedures adopted by the College may not apply to the sexual harassment of a field student in an agency. Students are not considered employees of the agency where harassment comes from someone who is not a college supervisor/instructor. There must be guidelines that pertain to complaints regarding sexual harassment of students because of the unavoidable subordinate position students experience in field placement settings. Sexual harassment of Experience students can destroy the learning environment, demoralize the student, and adversely affect his/her practice in the agency. Sexual harassment of students may include harassment from a field instructor, a task supervisor, or an agency employee.

Examples of Prohibited Behavior

1. threats or intimidation of sexual relations or sexual contact that are not freely or mutually agreeable to both parties.
2. Continual or repeated verbal abuses of a sexual nature, including graphic commentaries about a person's body, sexually degrading words to describe the person, or propositions of a sexual nature.
3. threats or insinuations that the person's employment, grades, wages,
4. promotional opportunities, classroom, or work assignments, or other
5. conditions of continued placement may be adversely affected by not submitting to sexual advances.
6. Sexual harassment of any Field Instruction student from the Social Work Program shall not be tolerated by any field supervisor/instructor, task supervisor, employee, or representative of the field agency.

7. To best ensure that students are placed in an agency environment free from sexual harassment, the following will occur:
 - a. Each field agency and field supervisor/instructor shall receive a copy of the Social Work Program's Sexual Harassment in the Field Manual (Volume III, Field Manual).
 - b. Any agency or field setting approved for use as a field placement should provide the Field Program with a Sexual Harassment Policy, which shall be kept on file. If the agency has no such policy, the Social Work Program strongly urges that one be developed.

The procedure is employed when a student believes that s/he has been the subject of sexual harassment in the field. This procedure includes the student notifying their field supervisor and the field liaison, or the student may discuss the issue with their advisor or a social work faculty member. If the sexual harassment involves the student's agency instructor or task supervisor, the student may notify the field instructor's supervisor. If the agency has a specifically designated individual or office to deal with these matters, the student will adhere to that person or office. The student would be strongly encouraged to notify agency personnel. If the student prefers, the Program will inform the appropriate agency personnel.

Any faculty member receiving the report shall immediately notify the Program Director, who will investigate the complaint with the Director of Field and faculty liaison. The investigation may include the following:

- a. A meeting with the student making the complaint and/or a support person who supports the student and may accompany the student. Currently, the student is encouraged to submit a written statement regarding the nature of the harassment. This statement should be as specific as possible, including the date(s), time(s), and individual(s) involved. If the student attempted to confront the situation, this should also be included in the written report.
- b. A meeting with the Field Instructor and other relevant agency personnel.
- c. A meeting with the alleged violator; and
- d. A review of the agency's sexual harassment policy.
- e. Because sexual harassment is not an interpersonal issue, nor is the investigation a legal proceeding, a group meeting requiring the student to confront the alleged violator will not be necessary.
- f. Based on the investigation, the Program Director shall determine if the agency policy on sexual harassment has been followed and if the student is safe and will be free from further harassment.

The resolution of the investigation may include, but is not limited to, the following:

1. The field agency found and satisfactorily addressed the complaint, and the student should remain in the field placement.
2. The field agency found and satisfactorily addressed the complaint agency, but the student should be placed in an alternative field placement.
3. The complaint was found and not satisfactorily addressed by the field agency, and the student should be placed in another field placement.
4. The complaint was found and not satisfactorily addressed, and the field agency should not be approved as a field setting.
5. The complaint was unfounded, and the student should remain in the placement.
6. The complaint was unfounded, and the student should be placed in an alternative field placement.

Appendix B

Field Instruction

College-Agency Affiliation Agreement

Between

Texas College Social Work Program and

Agency

This agreement is entered by and between (**Agency**), hereinafter referred to as the “Agency”, and **TEXAS COLLEGE** hereinafter referred to as the “College.”

WHEREAS: The College is conducting a planned course of study and experience leading to the completion of a Bachelor of Social Work Program: and

WHEREAS: The College wishes to provide bachelor-level experience in Social Work for its students in situations where a desirable quality of

WHEREAS: The Agency operates an office in (**Location-City, State, County**) where such Student experience may be obtained: and

WHEREAS: It is in the best interest of the Agency to maintain quality services, and it is in the best interest of the College to provide quality undergraduate-level experience, and the parties agree that each must be mutually present; and

WHEREAS: The Agency desires to cooperate with the College in providing quality undergraduate student experience in the interests of the student(s) and the general progress of the social work profession;

NOW, THEREFORE, the Agency and the College do mutually agree as follows:

ARTICLE I: PERIOD OF AGREEMENT

This Agreement will become effective on the date when all parties have signed this document and will remain in effect until terminated by one or both parties.

ARTICLE II: PROGRAM

The Generalist Field Instruction Student(s) and Field Instructor will conform to the requirements of all Articles of this Agreement. The College and the Agency will work together with the student(s), College Field Liaison, and Agency-Based Field Instructor to design an individualized “Student Learning Agreement” during the first three weeks of the Field Instruction.

Implications for Social Work Generalist Practice

The student(s) will apply their generalist practice knowledge, values, skills, ethics, and professional use of self in their field practice experience. The Field Manual provided to the Agency delineates the roles, responsibilities, and performance expectations for the student(s) while applying the Generalist Intervention Model of:

- Engagement
- Assessment
- Planning
- Intervention
- Evaluation
- Termination
- Follow-up

Moreover, the student must apply for the nine social work competencies listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, driven by a set of behaviors that integrate these components.

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

Social Work Values in the Generalist Curriculum

1. Social Workers are committed to the dignity, worth and value of all human beings, regardless of socio-economic class, race, color, gender, creed, sexual orientation, national origin, age, or physical or mental abilities.
2. Those with problems, regardless of the nature of those problems, are not to be judged, condemned, or demeaned.
3. People have the right to autonomy and self-determination, that is the right to determinate courses of action that will affect their lives.
4. The strengths of individuals, families, groups, organizations, and communities are assessed and built upon throughout professional social work interventions.
5. Social Workers are committed to assisting client's systems to obtain needed resources.
6. Social Workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.
7. Social Workers are responsible for their ethical conduct, the quality of their practice, and for seeking knowledge and skills of their profession.

ARTICLE III: RESPONSIBILITIES OF THE AGENCY

The Agency will always retain responsibility for the services to its clients. Neither the College faculty nor the student(s) will be expected to replace Agency staff in the conducting of the Agency activities.

- A. The agency must provide qualified field instructors for the students. Qualified instructors for BSW students must have earned an MSW and BSW. The BSW and MSW field instructor must have a degree in social work from a CSWE-accredited program and must have two years of supervised post-graduation practice experience in social work. Options are available for agencies without a BSW or MSW on staff.
- B. To allow supervision time for the student(s) from the designated Field Instructor (one hour minimum per week).
- C. To provide adequate workspace and materials for the student(s).
- D. To orient the student(s) to the functions of the Agency.
- E. To provide a range of learning experiences for the student(s) to meet the educational objectives of the Field Instruction by the generalist curriculum.
- F. To assist Student(s) in negotiating a “Student Learning Agreement” that includes all competency areas- knowledge, skills, values, ethics, and professional; use-of-self.
- G. To interview and select Student(s) applying for Field Instruction.
- H. To attend Field Instructor training workshops and orientation seminars.
- I. Students shall be supervised by professionals in their field who are graduates of schools approved by an accredited school of higher education.
- J. To inform the student(s) of the sexual harassment policy at the Agency.
- K. To provide Student(s) a copy of the policy and procedure manual of the Agency.
- L. To inform the student(s) of the nondiscrimination policy at the Agency.
- M. Not to discriminate by race, creed, color, age, sex, handicap, marital status, sexual preference, religion, or national origin.

ARTICLE IV: RESPONSIBILITIES OF THE COLLEGE

- A. To provide a general orientation and training workshop for Students and Field Faculty liaisons.
- B. To provide a current Field Manual to the Agency that includes requirements, objectives, procedures, and expectations of all parties involved in the Field Instruction.
- C. To have the faculty assist in the field instruction of the student(s) through Seminars and conferences.
- D. To work in collaboration with the Field Instructor/Task Supervisor in a competency-based evaluation of student performance.
- E. To have the Field Director and Faculty Field Liaison be accessible and to meet periodically with the Agency Field Instructor/Task Supervisor to advise and review practicum.
- F. To maintain a file on each field Agency that includes a resume, licenses/certificates, promotional materials, and Faculty Field Evaluations.
- G. To assure that students understand the importance of maintaining the confidentiality of clients/case records as demanded by Agency policy and the National Association of Social Workers CODE OF ETHICS.
- H. To pre-screen Student(s) assigned to the Agency to assure that they meet the minimum requirements as defined by the Agency and the Social Work Program prerequisites.
- I. To provide Faculty Field Liaisons and Students an orientation on Texas College’s policy on sexual harassment and non-discrimination.
- J. To provide training and recognition to the Agency’s social work Field Instructor and Task Supervisors.
- K. Not to discriminate by race, creed, color, age, sex, handicap, marital status, sexual preference, religion, or national origin.

ARTICLE V: NUMBER OF PARTICIPATING STUDENTS

The Agency reserves the right to determine the maximum number of students that can be accommodated at any given time in its facilities. The College will provide the Agency with the names of students (s) who will participate. The Agency, Student, and Faculty will jointly develop the following:

- a. Specific plans for days and hours of Student participation.
- b. Specific plans for the orientation and supervision of Student(s); and
- c. Designation of specific Field Instruction learning activities

ARTICLE VI: CONDUCT IN FACILITIES OF AGENCY

The Agency reserves the right to dismiss a student or employee of the College, either temporarily or permanently, whose conduct:

- a. Poses a hazard to Agency clients or property.
- b. Disrupts the orderly conduct of the Agency's activities; or
- c. Is inconsistent with the laws, regulations, policies, protocols, and procedures governing the provision of Agency services.

The Agency must inform the College before the actual dismissal and provide for due process when at all possible.

ARTICLE VII: STATUS OF STUDENTS

The participating students are not to be construed as employees of the Agency under this Agreement. The College will retain responsibility for personal and career guidance and counseling of students.

At the discretion of the Agency, the Student(s) may participate in continuing education programs conducted for the Agency staff.

ARTICLE VIII: GENERAL AND PROFESSIONAL LIABILITY

All students are required to purchase professional liability insurance before enrolling in Field Instruction courses. As between the parties, each party will be responsible for liability arising from personal injury or damage to persons or property occasioned by its agents or employees in the performance of this Agreement.

ARTICLE IX: STUDENT EVALUATION

Upon the request of the College, the Agency agrees to participate in the joint evaluation of the student(s). The College Faculty Field Liaison has the ultimate responsibility for determining the student's final grade, based upon the input of the Field Instructor/Task Supervisor (if applicable).

ARTICLE X: CONFIDENTIALITY

The College assures that all participating Students and Faculty have been instructed in, and will observe the importance of, maintaining the confidentiality of all client information.

ARTICLE XI: AMENDMENTS

1. Any changes in the procedures, objectives, requirements, renewal, or other provisions of this Agreement will be formalized by a written instrument executed by the parties hereto and will be attached and incorporated as a part of this Agreement.
2. This agreement may be terminated for the cause with 30 days written notice by either party.

ARTICLE XII: TERMINATION

Each of the parties hereto may terminate this Agreement by serving written notice to the other at least thirty days before the intended date of termination. In the event that the student(s) is unable to meet his/her field requirements, the Social Work Program reserves the right to withdraw the student(s) from the setting. Such notice and termination shall not prohibit the completion of the student’s planned program of experience. Nor shall the completion abrogate the responsibilities of the College to assure that Faculty and Student(s) are insured for general and professional liability that may arise because of the actions or inactions of the student(s) completing his/her planned program following such termination.

ARTICLE XIII: JOINT AGREEMENT BETWEEN THE PARTIES

IN WITNESS WHEREOF, the parties hereto have set their hands:

COLLEGE REPRESENTATIVES

AGENCY REPRESENTATIVES

Vice President of Academic Affairs

Executive Director

Date

Date

Field Director/Program Director

Program Director

Date

Date

College Field Instructor (if applicable)

Date

STATEMENT OF UNDERSTANDING AND CONSENT

Statement of Review of NASW Code of Ethics, BSW Program Student Handbook, and BSW Field Manual

I have reviewed and agree to adhere to the NASW Code of Ethics and policies outlined in the Texas College BSW Program Student Handbook and the BSW Field Instruction Manual.

Statement Regarding Academic Performance

I understand that I must meet a minimum GPA of 2.3 or better in all required social work courses. I understand that I must meet the minimum grade requirement of a “2.7” or better in both SOCW 4601 Field Instruction I, SOCW 4622 Field Instruction II, SOCW 4330 Seminar in Helping I, and SOCW 4331 Seminar in Helping II.

Statement Regarding Background Checks

I am aware that required background checks will be required, and I give Texas College (and any third-party company) permission to complete the necessary background checks (required) and drug screens (if required by the agency). My signature indicates that I am fully aware and consent to Texas College and field agency obtaining a background check for criminal convictions, child abuse and neglect, and drug screens. I understand that I may discuss any information with the Field Director and will be advised about any implications of the information shared.

Statement Regarding Release of Information to Potential Field Instructors, and Agency

I understand the Field Director will be contacting potential field instructors/agencies to secure a placement on my behalf. I, therefore, give the Field Director permission to release pertinent and relevant information about me to potential field agencies and their representatives.

Statement of Understanding of the Field Instruction Placement Process

I understand that I must complete all the steps of the Field Instruction Placement Process by the designated dates provided by the Field Director. I understand that failure to do so will jeopardize my placement in an agency. I understand that I must complete two consecutive terms of field instruction at 210 hours per semester over 15 weeks.

My signature below indicates that I have read and agree with the above statements.

SIGNATURES	
Student:	

Printed Name:	
Field Director	
Date:	

TEXAS COLLEGE
 Social Work Program
 2404 North Grande Avenue
 Tyler, Texas 75702

AGENCY DATA INFORMATION
FOR FIELD Practicum

1. Demographics of Field Practicum Setting

Agency's Name: _____

Address:

Telephone #: () _____ **Fax #:** () _____

Email Address: _____

2. List of persons responsible for agency agreement and field instruction.

Representatives Of Agencies	Names	Telephone Numbers	Email Addresses
Director/Executive Director			
Intern Coordinators			
MSW/BSW Field Instructor(s)			
Task Supervision			

3. Please describe the agency, the characteristics of the population served, profit or non-profit category, the composition of professional staff, and the overall goal of your agency.

4. Practicum Learning Experiences Offered

Description of BSW generalist practicum experiences for students. (Please check all that apply).

- | | | |
|--|--------------------------|-------------------------------|
| Assessments & Intakes | <input type="checkbox"/> | Case Presentation |
| Psychosocial Histories | <input type="checkbox"/> | Transportation of Client(s) |
| Supportive Counseling | <input type="checkbox"/> | Group Work |
| Problem-Solving Counseling | <input type="checkbox"/> | Client Advocacy |
| Case management of Small Caseload | <input type="checkbox"/> | Participate in staff meetings |
| Progress Recording | <input type="checkbox"/> | Community Referrals |
| Recreational activities with client | <input type="checkbox"/> | Crisis Intervention |
| Educational Activities | <input type="checkbox"/> | Telephone Counseling |
| Home visitations | <input type="checkbox"/> | Coordination of services |
| Client Discharge/Termination Summaries | | |
| Advocacy for services | | |
| Coordination of Services | | |
| Committees, Board Meetings | | |

_____ Training/ Presentations

Other _____

5. What is a maximum number of students your agency can serve per semester _____?
6. Which semester would you prefer? ___ Fall ___ Spring ___ Summer
7. Hours the field practicum is offered: _____ Daytime _____ Night
_____ Evening _____ Weekends
8. Should the intern be required to have the accessibility of an automobile? ___ Yes ___ No
9. Are interns reimbursed for travel or related activities of services rendered for the agency? ___ Yes ___ No
10. Are stipends available for BSW internships? If so, what is the amount? \$ _____, \$ _____.
11. List any special requirements or preferences you would like of a student intern.

Director/Executive of Agency

Date

Agency Internship Coordinator

Date

=====

Office of Field Instruction Use
Recommendations or Approval for Field Placement:

Reviewed:

Field Practicum Coordinator Date

BSW

Date

**FIELD INSTRUCTOR /TASK SUPERVISOR
INFORMATION FORM**

~~~~~

Name: \_\_\_\_\_ SS#: \_\_\_\_\_

Job Title: \_\_\_\_\_

Agency Name:

Agency Address:

Agency Phone #: \_\_\_\_\_ Office Phone #: \_\_\_\_\_

Email Address: \_\_\_\_\_ FAX #: \_\_\_\_\_

**I. Education Experience:**

**II. Licensure and/or Certifications**

Please list any licensures or certifications:

| Licensures | Date | Certifications | Date |
|------------|------|----------------|------|
|------------|------|----------------|------|

**III.** *Professional Work Experience (List current position first)*



1. Have you had any previous experience supervising social work students? BSW: \_\_\_ Yes MSW: \_\_\_\_\_  
Yes  
\_\_\_\_\_ No \_\_\_\_\_ No

5. What maximum number of students can you supervise in a semester? \_\_\_\_\_

6. Hours Available \_\_\_\_\_ mornings \_\_\_\_\_ evenings  
\_\_\_\_\_ afternoons \_\_\_\_\_ weekends

7. Please indicate which semester(s) you are available for supervising field practicum student(s).  
\_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Student Field Instruction Application  
Texas College-Social Work Program**

----Field Instruction I

\_\_\_\_Field Instruction II

**1. General Information**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Local/Campus Address: \_\_\_\_\_ Apartment #: \_\_\_\_\_

Zip Code: \_\_\_\_\_ Home Telephone #: \_\_\_\_\_

Work#: \_\_\_\_\_ Cell #: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

\_\_\_\_\_ Apartment #: \_\_\_\_\_

Zip Code: \_\_\_\_\_ Home Telephone #: \_\_\_\_\_

Work: \_\_\_\_\_

Physical Challenges or other limits on your activities: Yes: \_\_\_\_\_ No: \_\_\_\_\_

Wheelchair \_\_\_\_\_ Hearing Impaired \_\_\_\_\_ Visually Impaired \_\_\_\_\_

List any special conditions or limitations to be considered in arranging your field placement.

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**Driving Information:**

Do you have a valid Texas driver's license? \_\_\_\_ Do you have an automobile? \_\_\_\_  
Do you have automobile insurance? \_\_\_\_  
Will you have access to a car during your field placement? \_\_\_\_

**2. Field Eligibility**

Have you met with your Senior Advisor to ensure you have taken all the courses needed before the field?

Yes \_\_\_\_ No \_\_\_\_

**3. Have you pleaded guilty, no lo contender, or been convicted or received probation before a judgment of any criminal act (excluding traffic violations)?** Yes \_\_\_\_ No \_\_\_\_ If yes, please give the reason below. According to the Social Work Code of Ethics guidelines, this information will be confidential. Many agencies require background checks.

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**4. Are you currently employed?** Yes \_\_\_\_ No \_\_\_\_

If yes, number of hours per week worked \_\_\_\_

**5. Have you any preference as to the kind of settings, target populations, ages, etc. (Not specific agencies) with which you would like to work? Why?**

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**6. Which areas of interest for the internship? (Check only three that apply)**

- Addictions
- Adult Mental Health
- Advocacy
- Basic Needs
- Child Abuse, Maltreatment, Neglect
- Children & Youth
- Children's Mental Health
- Community Development
- Corrections
- Crisis
- Disability
- Education
- Gay/Lesbian/ Bisexual/ Transgender/ Queer
- Medical Social Work
- Men

- Women
- Partner Abuse
- Poverty & Homelessness
- Prevention
- Race & Ethnicity
- Research
- Seniors
- Social Action
- Social Service
- Spiritually
- Woman Abuse
- Women
- Other \_\_\_\_\_

**7. List possible agencies that you believe you would like to interview with:**  
**Agency Program Name**

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**COMPLETE THE ATTACHED “BRIEF BIOGRAPHICAL STATEMENT” FORM. YOUR APPLICATION WILL NOT BE PROCESSED IF THIS FORM IS *NOT* ATTACHED AND COMPLETED.**

**I now authorize the release of this information and other pertinent information necessary to those agencies considering me for field placement.**

\_\_\_\_\_  
 (Student’s Signature) (Date)

**Advisor**

I have reviewed the Student’s Degree Plan and verified that the student has had or will be taking concurrently the coursework that qualifies for field education.

\_\_\_\_\_  
 Advisor’s Signature Date

\_\_\_\_\_  
 Field Coordinator’s Signature Date

Agencies Referred to Field Instructor

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Date Referred \_\_\_\_\_

### ***Learning Activities***

These are a board set of suggested learning activities to aid in the provision of field education. The Field Instructor is to establish the assigned learning activities appropriate for an undergraduate student as a generalist social work student intern.

- Case Work
- Counseling
- Interviewing & Assessment
- Case Histories/Progress Notes/Staffing
- Case Management
- Cultural Competencies
- Ethical Practice
- Research for Data Information
- Agency/ Community Analysis
- Organization Social Policy that Impacts Learning Goals
- Advocacy/ Referral of Services
- Attending Professional Meetings/Conference/ Seminars
- Individual and Family Interventions
- Small Group Meetings
- Evaluation of Client Services
- Identify Community Resource
- Theoretical Frameworks
- Observations of Professionals

### **Texas College- Social Work Program**

#### **Calendar of Events Semester**

|  |         |                                                 |
|--|---------|-------------------------------------------------|
|  |         | First day of classes & field practicum          |
|  | Mon-Fri | Third-week site visit/Evaluation                |
|  | Mon-Fri | Deadline: Educational Learning Contracts<br>DUE |

|  |           |                                                                                           |
|--|-----------|-------------------------------------------------------------------------------------------|
|  | Mon – Fri | Mid Term Evaluations                                                                      |
|  | Mon – Fri | Final Evaluations                                                                         |
|  |           | DEADLINE: Field Evaluation,<br>Timesheets, Supervision Logs, etc.<br>(Senior grades due ) |
|  |           | End of the spring semester                                                                |
|  |           |                                                                                           |

**Confirmation of Field Instruction Placement**

**Texas College-Social Work Program**

Student: \_\_\_\_\_ Level: BSW -Social Work Student

Total Number of Hours Required:

210 hours/ Field Instruction I

210 hours Field Instruction II

Starting Date: \_\_\_\_\_

Ending Date: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Accept: \_\_\_\_\_

Denied: \_\_\_\_\_

Comments:

Signature of Student: \_\_\_\_\_

Signature of Field Instructor: \_\_\_\_\_

**Texas College- Social Work Program TIMESHEET**

**Student Name:** \_\_\_\_\_ **Agency Name:** \_\_\_\_\_

**Note: The student must maintain a record of learning activities and field hours. No hours are accepted if not approved by Field Instructor or Task Supervisor.**

**Week:** \_\_\_\_\_

| <b>Date</b> | <b>Sign in /Sign Out Time</b> | <b>Assigned Learning Activities</b> | <b>Signatures Student/Field Instructor/Supervisor</b> | <b>Daily Hrs.</b> |
|-------------|-------------------------------|-------------------------------------|-------------------------------------------------------|-------------------|
|             |                               |                                     |                                                       |                   |
|             |                               |                                     |                                                       |                   |
|             |                               |                                     |                                                       |                   |
|             |                               |                                     |                                                       |                   |
|             |                               |                                     |                                                       |                   |
|             |                               |                                     |                                                       |                   |
|             |                               |                                     |                                                       |                   |

**Weekly Total Hours:** \_\_\_\_\_

## ASSUMPTION OF RISK AND RELEASE

The undersigned individual, a student at **Texas College**, certifies that he/she is in good physical health and able to participate in the internship program provided for him/her at:

{Agency} \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The undersigned individual also understands that because of the possible risks involved in performing agency services at the program facility provided by the period \_\_\_{Date}{\_\_\_ to\_\_\_{Date}\_\_\_, he or she should be covered during the said period by a private medical, vehicle insurance, and liability policy and further that the **Texas College** does not provide such insurance or otherwise indemnify the individual against injuries or other liabilities arising out of said internship program.

Therefore, the undersigned hereby assumes the risks and responsibilities involved in such participation and agrees to indemnify, defend, and hold harmless the internship agency, the **Texas College**, or any person acting on its behalf, from and against any claim or demand for loss, liability or damage, including, but not limited to, claims for property damage, personal injury or death, by whoever brought, arising from any accident or incident arising out of or connected with his/her participation as of aforesaid, or growing out of caused by any other activities of the undersigned during such participation in the said internship program.

\_\_\_\_\_  
Name of the Participant

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of College Official

\_\_\_\_\_  
Signature of College Official

\_\_\_\_\_  
Title of College Official

\_\_\_\_\_  
Date

### *Educational Learning Contract*

The student-learning contract provides a broad framework for developing an individualized learning plan, which is responsive to the needs of the student and the resources of the field agency instructor. It is designed to give direction and learning structure to Field Instruction. It

is developed around the core practice competencies designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

The student is expected to arrange appropriate and feasible tasks with the faculty and field agency instructors. These tasks are shaped by the agency's opportunity, the student's learning needs, and the practice competencies required by the Department of Social Work. The Educational Learning Contract becomes finalized when the student and agency instructor meet to review and sign. The initial contract review meeting should occur by the third week of the term. The Educational Learning Contract may be renegotiated, if needed, during the semester.

The Educational Learning Contract serves as the basis for assessing field performance. There are two formal evaluations during the semester. The mid-term evaluation is a process evaluation involving the Agency Field Instructor and the student, who together review progress in meeting the practice competencies. The Agency Instructor offers constructive evaluative feedback, identifying strengths, areas of needed improvement, and strategies for attaining practice competencies by the end of the Field Practicum.

***Texas College - Social Work Program BSW  
Field Education Learning Contract***

|                                         |  |
|-----------------------------------------|--|
| Student Name                            |  |
| Agency Name                             |  |
| Agency Address                          |  |
| Agency Field Instructor/Task Supervisor |  |
| Phone Number                            |  |
| Agency Email Address                    |  |
| Student Email Address                   |  |
| Field Coordinator                       |  |

| Day   | Monday | Tuesday | Wednesday | Thursday | Friday/Saturday |
|-------|--------|---------|-----------|----------|-----------------|
| Hours |        |         |           |          |                 |

In the space below, please list the internship's learning goals and the activities the student and supervisory/field instructor agree to achieve.

| CSWE 2015 EPAS Competency                                         | Practice Indicators                                                                                             | Learning Activities Performed<br><br>As evidenced by (specific tasks)                                                                                                | Target Dates/Who is responsible                                                                                                                                                                                           |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Example:<br/>Demonstrate Ethical and Professional Behavior</b> | <ul style="list-style-type: none"> <li>The student demonstrates understanding and knowledge of HIPPA</li> </ul> | <ul style="list-style-type: none"> <li>Student ensures patient/client information is protected and agency policies regarding confidentiality are followed</li> </ul> | <ul style="list-style-type: none"> <li>The student will demonstrate these behaviors by 10/15/23.</li> <li>The instructor will be responsible for ensuring student's awareness of agency policy regarding HIPPA</li> </ul> |
| 1. Ethical and Professional Behaviors                             |                                                                                                                 |                                                                                                                                                                      |                                                                                                                                                                                                                           |
| 2. Diversity and Differences                                      |                                                                                                                 |                                                                                                                                                                      |                                                                                                                                                                                                                           |
| 3. Human Rights and Social Economic and Environmental Justice     |                                                                                                                 |                                                                                                                                                                      |                                                                                                                                                                                                                           |

|                                                                                  |  |  |  |
|----------------------------------------------------------------------------------|--|--|--|
| 4. Informed Research and Research informed                                       |  |  |  |
| 5. Policy                                                                        |  |  |  |
| 6. Engage with Individuals, Groups, Families, Communities, and Organizations     |  |  |  |
| 7. Assessments of Individuals, Families, Groups, Communities, and Organizations+ |  |  |  |
| 8. Interventions with Individuals, Families, Groups, Communities & Organizations |  |  |  |



|                                                                                                               |  |  |  |
|---------------------------------------------------------------------------------------------------------------|--|--|--|
| <p>9. Evaluation of<br/>Individuals,<br/>Families,<br/>Groups,<br/>Communities,<br/>and<br/>Organizations</p> |  |  |  |
|                                                                                                               |  |  |  |

Other comments or recommendations:

**Signature of Task Supervisor (if applicable)**

\_\_\_\_\_

**Date**

**Signature of Field Instructor**

\_\_\_\_\_

**Date**

**Signature of Student**

\_\_\_\_\_

**Date**

**Signature of Faculty Liaison**

\_\_\_\_\_

**Date**

**Signature of Director of Field Education**

\_\_\_\_\_

**Date**

## STUDENT FIELD EVALUATION

### EXPLANATION OF THE EVALUATION PROCESS

For Field Instruction I (SOCW 4601) and Field Instruction II (SOCW 4622)

Faculty Liaison: \_\_\_\_\_ Student: \_\_\_\_\_

Agency: \_\_\_\_\_ Date Completed: \_\_\_\_\_

To evaluate the student's social work practice competence, the field instructor and student jointly review the student's performance regarding the criteria specified in this evaluation instrument. Following their review and discussion, the field instructor completes this instrument, using the following scale to evaluate the student's practice performance:

For each evaluation item, please rate the student according to the following scale:

|            |                                                                                                                                                                    |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b>   | <b>The intern has completed this area at a mastery level</b>                                                                                                       |
| <b>4</b>   | <b>The intern is functioning "at competency" expectations for interns in this area</b>                                                                             |
| <b>3</b>   | <b>The intern is an "emerging" competency for interns in this area</b>                                                                                             |
| <b>2</b>   | <b>The intern is "insufficient" in progress in this area, but there is an expectation that the intern will meet the expectations</b>                               |
| <b>1</b>   | <b>The intern has "not met acceptable" progress, and there is not much expectation that the intern will meet the expectations</b>                                  |
| <b>n/a</b> | <b>Not applicable, as the intern has not had the opportunity to demonstrate competence in this area; I have not observed the student's abilities in this area.</b> |

After completing the instrument, the student reviews it and writes comments in the indicated section. If the student wishes, s/he may append an additional statement to the instrument. Finally, the field instructor and student both sign and date the instrument. This evaluation is intended to give the intern feedback about his/her performance. The agency supervisor's rating of these items will not be directly used to calculate the grade given to the intern. The faculty supervisor/field liaison is responsible for assigning the course grade.

**Student Field Evaluation**

**Below is the Field Instruction Student Evaluation Form used to evaluate student performance in the nine competencies:**

\_\_\_ **FIELD INSTRUCTION I (SOCW 4601)**

\_\_\_ **FIELD INSTRUCTION II (SOCW 4622)**

\_\_\_ *Midterm Student Evaluation*

\_\_\_ *Final Student Evaluation*

**EVALUATION OF STUDENT PERFORMANCE**

**STUDENT:** \_\_\_\_\_

**AGENCY:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
(Address) (City) (State) (Zip Code)

**FIELD INSTRUCTOR:** \_\_\_\_\_

**INSTRUCTOR TELEPHONE:** \_\_\_\_\_

(Area Code) (Phone-Number) (Extension)

**FIELD COURSE:** \_\_\_ **Field Instruction I (SOCW 4601)**

\_\_\_ **Field Instruction II (SOCW 4622)**

**SEMESTER:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

**SUMMARY OF STUDENT'S PRIMARY RESPONSIBILITIES**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Competence #1: Demonstrates Ethical and Professional Behavior.**

|   |                                                                                                     |   |   |   |   |   |    |
|---|-----------------------------------------------------------------------------------------------------|---|---|---|---|---|----|
| 1 | S/he makes effective use of supervision                                                             | 5 | 4 | 3 | 2 | 1 | Na |
| 2 | Her/his practice reflects an awareness of self and the ability to use self                          | 5 | 4 | 3 | 2 | 1 | Na |
| 3 | S/he practices personal reflection and self-correction to ensure continual professional development | 5 | 4 | 3 | 2 | 1 | Na |
| 4 | S/he demonstrates a professional demeanor in appearance                                             | 5 | 4 | 3 | 2 | 1 | Na |
| 5 | S/he demonstrates a professional demeanor in communication                                          | 5 | 4 | 3 | 2 | 1 | Na |
| 6 | S/he demonstrates a professional demeanor in time management                                        | 5 | 4 | 3 | 2 | 1 | Na |

Total: \_\_\_\_\_

Comments:

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**Competency #2: Engage diversity and difference in practice.**

|    |                                                                                                                                                                                                                                                      |   |   |   |   |   |    |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|----|
| 7  | Her/his practice is informed by professional ethics and values, which are used to resolve ethical dilemmas                                                                                                                                           | 5 | 4 | 3 | 2 | 1 | Na |
| 8  | S/he is knowledgeable of and abides by the ethical standards of the profession                                                                                                                                                                       | 5 | 4 | 3 | 2 | 1 | Na |
| 9  | S/he recognizes and manages personal values in a way that allows professional values to guide practice (e.g., on such issues as abortion and gay rights)                                                                                             | 5 | 4 | 3 | 2 | 1 | Na |
| 10 | S/he has good problem-solving skills                                                                                                                                                                                                                 | 5 | 4 | 3 | 2 | 1 | Na |
| 11 | S/he demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues                                                                                                             | 5 | 4 | 3 | 2 | 1 | Na |
| 12 | S/he demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues                                                                                                          | 5 | 4 | 3 | 2 | 1 | Na |
| 13 | Her/his practice reflects cultural competence in working with diverse groups                                                                                                                                                                         | 5 | 4 | 3 | 2 | 1 | Na |
| 14 | S/he is knowledgeable and respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation | 5 | 4 | 3 | 2 | 1 | Na |
| 15 | S/he has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups                                                                                                                           | 5 | 4 | 3 | 2 | 1 | Na |

|    |                                                                                                                       |   |   |   |   |   |    |
|----|-----------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|----|
| 16 | S/he recognizes and communicates her or his understanding of the importance of difference in shaping life experiences | 5 | 4 | 3 | 2 | 1 | Na |
| 17 | S/he views herself/himself as a learner by engaging others and using supervision to address personal bias             | 5 | 4 | 3 | 2 | 1 | Na |

Total: \_\_\_\_\_

Comments:

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|                                                                                                     |
|-----------------------------------------------------------------------------------------------------|
| <b>Competency #3: Intern advances human rights and social, economic, and environmental justice.</b> |
|-----------------------------------------------------------------------------------------------------|

|    |                                                                                                                                                                                                 |   |   |   |   |   |    |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|----|
| 18 | S/he recognizes that each person, regardless of position in society, has fundamental human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education | 5 | 4 | 3 | 2 | 1 | Na |
| 19 | S/he understands the forms and mechanisms of oppression and discrimination                                                                                                                      | 5 | 4 | 3 | 2 | 1 | Na |
| 20 | S/he is skilled at advocating for human rights and social and economic justice                                                                                                                  | 5 | 4 | 3 | 2 | 1 | Na |

|    |                                                                                   |   |   |   |   |   |    |
|----|-----------------------------------------------------------------------------------|---|---|---|---|---|----|
| 21 | S/he is skilled at engaging in practices that advance social and economic justice | 5 | 4 | 3 | 2 | 1 | Na |
|----|-----------------------------------------------------------------------------------|---|---|---|---|---|----|

Total: \_\_\_\_\_

Comments:

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**Competency #4: Intern engages in research-informed practice and practice-informed research.**

|    |                                                                                                     |   |   |   |   |   |    |
|----|-----------------------------------------------------------------------------------------------------|---|---|---|---|---|----|
| 22 | S/he demonstrates the ability to gather and analyze data to evaluate the need for and create change | 5 | 4 | 3 | 2 | 1 | Na |
| 23 | S/he uses practice experience to raise questions for research/data gathering                        | 5 | 4 | 3 | 2 | 1 | Na |

Total: \_\_\_\_\_

Comments:

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**Competency #5: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

|    |                                                                                                                                                                         |   |   |   |   |   |    |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|----|
| 24 | S/he actively engages in policy practice                                                                                                                                | 5 | 4 | 3 | 2 | 1 | Na |
| 25 | S/he is skilled at analyzing, formulating, and advocating for policies that advance social well-being                                                                   | 5 | 4 | 3 | 2 | 1 | Na |
| 26 | S/he is skilled at collaborating with colleagues and clients for effective policy action                                                                                | 5 | 4 | 3 | 2 | 1 | Na |
| 27 | S/he understands that policy affects service delivery                                                                                                                   | 5 | 4 | 3 | 2 | 1 | Na |
| 28 | S/he is knowledgeable about current social policies and services                                                                                                        | 5 | 4 | 3 | 2 | 1 | Na |
| 29 | S/he is knowledgeable about human behavior across the life course                                                                                                       | 5 | 4 | 3 | 2 | 1 | Na |
| 30 | S/he is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development | 5 | 4 | 3 | 2 | 1 | Na |
| 31 | S/he is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation                                                   | 5 | 4 | 3 | 2 | 1 | Na |
| 32 | His/her public issues work with groups, organizations, and communities are focused on creating structural/systems change                                                | 5 | 4 | 3 | 2 | 1 | Na |



|    |                                                                                                                                                     |   |   |   |   |   |    |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|----|
| 33 | S/he is informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice   | 5 | 4 | 3 | 2 | 1 | Na |
| 34 | S/he recognizes that the context of practice is dynamic and has the knowledge and skills to respond proactively                                     | 5 | 4 | 3 | 2 | 1 | Na |
| 35 | S/he understands how communities impact practice                                                                                                    | 5 | 4 | 3 | 2 | 1 | Na |
| 36 | S/he is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | 5 | 4 | 3 | 2 | 1 | Na |

Total: \_\_\_\_\_

Comments:

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**Competency #6: The intern engages with individuals, families, groups, organizations, and communities.**

|    |                                                                                    |   |   |   |   |   |    |
|----|------------------------------------------------------------------------------------|---|---|---|---|---|----|
| 37 | S/he demonstrates appropriate empathy with individuals, families, and small groups | 5 | 4 | 3 | 2 | 1 | Na |
| 38 | S/he demonstrates appropriate empathy with communities and/or organizations        | 5 | 4 | 3 | 2 | 1 | Na |

|    |                                                                                                               |   |   |   |   |   |    |
|----|---------------------------------------------------------------------------------------------------------------|---|---|---|---|---|----|
| 39 | S/he is skilled at engaging (developing a positive relationship) with individuals, families, and small groups | 5 | 4 | 3 | 2 | 1 | Na |
| 40 | S/he is skilled at engaging organizations and/or communities                                                  | 5 | 4 | 3 | 2 | 1 | Na |

Total: \_\_\_\_\_

Comments:

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**Competence #7 Intern assesses individuals, families, groups, organizations, and communities.**

|    |                                                                                      |   |   |   |   |   |    |
|----|--------------------------------------------------------------------------------------|---|---|---|---|---|----|
| 41 | S/he understands strengths and challenges in individuals, families, and small groups | 5 | 4 | 3 | 2 | 1 | Na |
| 42 | S/he understands strengths and challenges in communities and/or organizations        | 5 | 4 | 3 | 2 | 1 | Na |
| 43 | S/he is skilled at assessing individuals, families, and small groups                 | 5 | 4 | 3 | 2 | 1 | Na |
| 44 | S/he is skilled at assessing communities and/or organizations                        | 5 | 4 | 3 | 2 | 1 | Na |

Total: \_\_\_\_\_

Comments:

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|                                                                                                            |
|------------------------------------------------------------------------------------------------------------|
| <b>Competence #8 Intern intervenes with individuals, families, groups, organizations, and communities.</b> |
|------------------------------------------------------------------------------------------------------------|

|    |                                                                                                 |   |   |   |   |   |    |
|----|-------------------------------------------------------------------------------------------------|---|---|---|---|---|----|
| 45 | S/he provides effective services to individuals, families, and small groups                     | 5 | 4 | 3 | 2 | 1 | Na |
| 46 | S/he provides effective services to communities and/or organizations                            | 5 | 4 | 3 | 2 | 1 | Na |
| 47 | S/he empowers individuals, families, and small groups to advocate/problem-solve on their behalf | 5 | 4 | 3 | 2 | 1 | Na |
| 48 | S/he empowers communities and organizations to advocate/problem-solve on their behalf           | 5 | 4 | 3 | 2 | 1 | Na |
| 49 | S/he terminates effectively with clients                                                        | 5 | 4 | 3 | 2 | 1 | Na |
| 50 | S/he terminates effectively with the agency and colleagues                                      | 5 | 4 | 3 | 2 | 1 | Na |

Total: \_\_\_\_\_

Comments:

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|                                                                                                      |
|------------------------------------------------------------------------------------------------------|
| <b>Competence #9 Intern evaluates individuals, families, groups, organizations, and communities.</b> |
|------------------------------------------------------------------------------------------------------|

|    |                                                                         |   |   |   |   |   |    |
|----|-------------------------------------------------------------------------|---|---|---|---|---|----|
| 51 | S/he can gather, use, and analyze evidence to evaluate her/his practice | 5 | 4 | 3 | 2 | 1 | Na |
| 52 | S/he can identify outcomes for programs in which they work              | 5 | 4 | 3 | 2 | 1 | Na |
| 53 | S/he is skilled at evaluating programs using outcomes                   | 5 | 4 | 3 | 2 | 1 | Na |

Total: \_\_\_\_\_

Comments:

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Additional comments on student practice skills (engagement, assessment, intervention, and evaluation):

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|                                                       |
|-------------------------------------------------------|
| <b>OVERALL READINESS FOR ENTRY-LEVEL BSW PRACTICE</b> |
|-------------------------------------------------------|

Student's overall strengths:

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Student's areas for improvement:

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Field instructor's recommended grade in the field:

Satisfactory      \_\_Unsatisfactory      \_\_Incomplete

Student's Comments:

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Field Liaison's Comments:

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SIGNATURE

Student: \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date \_\_\_\_\_

Secondary Field Instructor: \_\_\_\_\_  
Date \_\_\_\_\_

Faculty Liaison/Advisor: \_\_\_\_\_  
Date \_\_\_\_\_

**All signatories should retain a copy of this evaluation.**

### **TEXAS COLLEGE- SOCIAL WORK PROGRAM**

#### **Unsatisfactory Progress In The Placement/Cancellation Of Field Placement Request Form**

Problem resolution is a foundation of the social work profession, and the Field Instruction Office encourages students and Field Instructors to work together to find satisfying resolutions to issues. However, a written request must be made if a problem requires special attention. This form aims to express concerns about unsatisfactory progress in the field placement. This request can be made by the student intern, field instructor, task supervisor, field liaison, or agency. This request provides the requestor with the reason(s) for the request and outlines the steps taken or needed to resolve the issues.

Requestor: \_\_\_\_\_ Date: \_\_\_\_\_

Role:

*Reason for request: (Please explain student or placement concerns)*

*Steps were taken to resolve the issue.*

**Are you requesting termination:** Yes  No

**If not, what is the suggested plan of**

**action? Student Signature:**

**Field Instructor/Task Supervisor/Agency Signature:**

**Director of Field Signature:**

*Faculty Liaison Field Visit*

*Report Third Week*

*Evaluation*

Student: \_\_\_\_\_

Faculty

Liaison: \_\_\_\_\_

Field

Instructor: \_\_\_\_\_

Task

Supervisor: \_\_\_\_\_

Agency: \_\_\_\_\_

Date: \_\_\_\_\_

Review of Educational Learning Contract:

Current Learning Activities:

Student Weakness/Strengths:

Recommendations:

Summary of Field Visit:

Faculty Liaison Signature:

**Agency-Based Field Instructor Evaluation of Director of Field Instruction** Agency Based

Field Instructor: \_\_\_\_\_

Agency: \_\_\_\_\_

Please complete this form and use the rating scale below for assessment:

|   |   |               |   |   |                |
|---|---|---------------|---|---|----------------|
| 5 | - | Excellent     | 2 | - | Below Average  |
| 4 | - | Above Average | 1 | - | Poor           |
| 3 | - | Average       | 0 | - | Not Applicable |

\_\_\_ How clear was the Director about his/her role?

\_\_\_ How well did the Director clarify his/her expectations of the instructors and the students?

\_\_\_ How well did the Director monitor the teaching/learning plan?

\_\_\_ To what extent did the Director participate in the development of the students' activities to assure the achievement of the educational plan?

\_\_\_ How accessible was the Director for a consultation regarding problems and issues in the field?

\_\_\_ How well did the Director follow through with recommendations?

\_\_\_ How well did the Director assist the agency-based field instructor with teaching techniques and methodology?

\_\_\_ How well did the Director assist with orientating and further informing the agency field instructor about field instruction?

\_\_\_ How well did the Director assist with interpreting the College's program to the agency and other personnel?

\_\_\_ How responsive was the Director to requesting resource materials?

\_\_\_ How well did the Director keep the agency-based field instructor informed of the current school program, policies, and procedures?

Please inform us of other areas of interest or concern (not addressed above) regarding the director's effectiveness.

Agency Based Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_



## STUDENT EVALUATION OF FIELD AGENCY

Social work students are required to complete this evaluation of their field agency. This information is critical to the office of Field Instruction as they continuously evaluate the quality and safety of placements, the ability to expose students to generalist social work skills, and the agency's ability to expose students to the nine CSWE competencies.

Student Name \_\_\_\_\_ Semester \_\_\_\_\_ Field \_\_\_\_\_

Placement/Agency \_\_\_\_\_

*Using the following scale, please rate your agency on each item.*

|                   |          |         |       |                |
|-------------------|----------|---------|-------|----------------|
| 1                 | 2        | 3       | 4     | 5              |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

1.) Oriented students on the agency's mission, policies, programs, and services.

|                   |          |         |       |                |
|-------------------|----------|---------|-------|----------------|
| 1                 | 2        | 3       | 4     | 5              |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

2.) Accepts you as an integral part of the organization.

|                   |          |         |       |                |
|-------------------|----------|---------|-------|----------------|
| 1                 | 2        | 3       | 4     | 5              |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

3.) Provides adequate office space and access to technology to complete field activities

|                   |          |         |       |                |
|-------------------|----------|---------|-------|----------------|
| 1                 | 2        | 3       | 4     | 5              |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

4.) Collaboratively enables the student to develop a learning contract that allows you to demonstrate appropriate mastery of the nine CSWE competencies and practice indicators.

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

5.) Allows the student to implement classroom assignments in a practice setting.

|                   |          |         |       |                |
|-------------------|----------|---------|-------|----------------|
| 1                 | 2        | 3       | 4     | 5              |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

6.) Provides opportunities for you to interact with individuals, families, groups, organizations, and community levels of practice.

|                   |          |         |       |                |
|-------------------|----------|---------|-------|----------------|
| 1                 | 2        | 3       | 4     | 5              |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

7.) Allows opportunities to work with diverse and at-risk clients.

|                   |          |         |       |                |
|-------------------|----------|---------|-------|----------------|
| 1                 | 2        | 3       | 4     | 5              |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

8.) Helps students to demonstrate social work knowledge, skills, and values effectively, including offering opportunities to practice skills and social work roles

|                   |          |         |       |                |
|-------------------|----------|---------|-------|----------------|
| 1                 | 2        | 3       | 4     | 5              |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

9.) Helps the student develop and demonstrate a professional identity that represents the NASW code of ethics and values of the social work profession.

|                   |          |         |       |                |
|-------------------|----------|---------|-------|----------------|
| 1                 | 2        | 3       | 4     | 5              |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

10.) Provides a minimum of one-hour weekly supervision to give verbal and written feedback for professional development.

|                   |          |         |       |                |
|-------------------|----------|---------|-------|----------------|
| 1                 | 2        | 3       | 4     | 5              |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

1. What changes would you recommend improving a student's educational experience in your placement agency?

Comment: \_\_\_\_\_

\_\_\_\_\_ .

Would you recommend this agency to another student to perform his/her internship? Comment: \_\_\_\_

\_\_\_\_\_ .

Student Intern: \_\_\_\_\_

Date: \_\_\_\_\_

### *The Field Liaison's Field Instructor and Agency Evaluation*

The Field/ Field Liaison director completes this evaluation form after the student's internship. This form and the results are shared with the field instructor and agency internship coordinator to assist in improving the agency setting in providing a competency-based learning experience for field students.

Rate the Agency Setting on the following items using the 5-point scale.

4= excellent

3= good

2= average

1 = poor

1. Agency understood the program's mission and goals adequately. \_\_\_\_
2. Agency orientation was adequately provided. \_\_\_\_
3. My role in the agency was respected. \_\_\_\_
4. Agency administration was supportive. \_\_\_\_
5. The field instructor was open and communicable. \_\_\_\_
6. The field instructor provided adequate field assignments. \_\_\_\_
7. The field instructor provided feedback promptly. \_\_\_\_
8. The field instructor provided adequate supervision. \_\_\_\_
9. The field instructor models professionalism. \_\_\_\_
10. Staff were supportive. \_\_\_\_
11. Activities for competency learning were provided. \_\_\_\_
12. Agency structure promoted creativity. \_\_\_\_
13. Quality of physical facilities provided for students. \_\_\_\_
14. Agency was well-organized. \_\_\_\_
15. My feedback to field instructors and/or internship coordinators was respected. \_\_\_\_
16. The workload was manageable for students. \_\_\_\_
17. Workload met the learning needs of student. \_\_\_\_
18. Overall rating of the field instructor and agency as an internship. \_\_\_\_

19. What did you like the most/what did you like the least about this field setting?

\_\_\_\_\_.

20. Would you recommend a field instructor and agency for placement in the future?  
\_\_\_YES \_\_\_NO Explain your response.

\_\_\_\_\_.

Faculty Field Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

## **SAFETY DURING FIELD PRACTICE**

### **GUIDELINES FOR ENHANCING SAFETY AND MINIMIZING RISK IN THE FIELD**

1. Have written agency policies to address any work situation that consists of risk, such as the following: home visits, services in isolated or high-crime areas; services at night or on weekends; services to clients with infectious diseases as well as any required immunizations; working around special equipment or chemicals; what to do in case of fire or other disasters; politically sensitive services that may result in violent threats to agency staff (e.g., abortion counseling). This list is not to be considered exhaustive. Each agency is responsible for determining its sources and risks and taking reasonable precautions with these risks.
2. Train your social work interns in the above policies and provide documentation.
3. Remember that, according to the agency agreement, students have both the right and
4. the responsibility to refuse any assignment that they deem too dangerous to pursue at the time. The Director of Field Instruction is available for consultation and problem-solving on such issues.
5. Do not have student interns seeing clients alone in the building. Be sure that other personnel is nearby. Examine your office arrangements. Is your desk positioned so you are not "boxed in" and can get to an exit quickly if need be? Do you have sharp or potentially dangerous objects lying out? Examine the work area with safety issues in mind.
6. Familiarize the social work interns with your agency environment, especially all entrances and exits, evacuation routes, and potentially dangerous areas. Health care settings should provide proof of orientation to the environment and exceptionally

- infectious control policies.
7. Provide supervision that is consistent and enough so that *you know what your social work intern is doing*. Do not expect students to be able to fully-
  8. represent your agency in making critical decisions about client disposition involving physical and legal implications (e.g., involuntary hospitalization, threats of suicide, homicide, etc.).
  9. Suppose the field instructor is not available in an emergency. In that case, there must be a written and fully understood protocol for notifying another worker or a mental health professional (e.g., physician, psychiatrist, etc.) or for getting the client to an emergency facility that can adequately meet her/his needs.
  10. Train the social work intern on policies regarding client confidentiality. Students should not take any identifying information on clients from the agency unless
  11. required for such facilities as outreach workers. In such situations, there should be clear policies on the protection of records.
  12. If social work student interns are required to make home visits, train them on your written policies and personally provide them with an orientation to the neighborhoods.

## PRECAUTIONS TO FOLLOW IN MAKING HOME VISITS

1. Review the agency's written policies regarding home visits and all other policy issues regarding safety. A staff member familiar with the area should orient the social work intern personally.
2. Be familiar with the environment, including entrances, exits, and places to avoid.
3. Remind students to avoid "looking lost" and help them to project an image of knowing where they are going and what they are doing – even when they don't!
4. Teach student interns to observe how the clients are dressed. Are coats, jackets, or other clothing items able to conceal a weapon easily?
5. Remind social work interns to park their cars a few spaces down from the house instead of directly in front of it. If workers must exit quickly, they do not want to allow their pursuer to catch up with them too soon. If the student finds it unsafe to jump into their car, instruct them to run to the nearest place where there are people, activity, and hopeful security.
6. Teach the student intern that it is essential always to have enough gas in the car.
7. To the degree that is possible, schedule all home visits at high activity times (8:00 am to 10:00 am and 2:30 pm to 4:00 pm).
8. Whenever possible, have the student intern be sure to make home visits at a time when people known to be violent are out of the home.
9. Instruct the student intern to know how their clothing may represent or place them in danger. Items such as expensive jewelry, provocative clothing, or a "salesperson look" may create a barrier between them and the client or make them a more likely candidate for criminal victimization.
10. Student interns should ask clients to walk around their neighborhood or sit on the porch whenever possible so that others can see that they are there with the client's permission.
11. Role-play with the student intern about how to answer questions about who they are and what they are doing without violating confidentiality. This will help the client to recognize quickly that the student intern is not a salesperson, an evangelist, a police officer, and /or a drug dealer.
12. Stress with the student intern must always let staff know where they are going and when they are back.
13. Be sure that the student intern calls clients to let them know to expect them at a particular time. Tell clients to contact the agency if the student intern is late keeping the appointment.
14. Instruct students that, before knocking at a client's door, they should listen first. If they hear a sound they perceive as threatening, tell them to *leave immediately*. Show students how to stand to one side of the door when they knock rather than standing directly in front of the door. Students should not accept invitations such as "Is that you? Just come on in." Student interns should identify themselves and ask the occupant to come to the door and let them in.
15. Instruct students that, once inside, they must be alert and observant of their environment. Are there dangerous weapons lying about and within easy reach? Are there drugs being used on the premises? Is someone drunk or physically acting out? In such cases, student interns should immediately tell the client that they cannot stay and will reschedule the appointment or have the client see them at the agency.
16. If a client's behavior escalates, instruct the student intern not to react with physical force when the interaction is *verbal*. ***IF STUDENTS FIND THEMSELVES IN AN ESCALATING SITUATION:***



1. **DIVERT** – Switch attention to another subject, ask for a glass of water, change seats, and separate the agitators.
2. **DIFFUSE** – Use a soft voice, agree with the person, and assure the person that they are safe.
3. **DELAY** – Ask to postpone the visit and get back up.
4. **LEAVE** – Get out of the area in any way possible.

While student interns may never find themselves in an unsafe situation, it is better to be prepared for it. If either students or field instructors have questions or need further guidance on specific safety issues, contact the Director of Field Instruction immediately.

### **Code of Ethics of the National Association of Social Workers**

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 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 human experience.

### **Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment

is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

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

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

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

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

## **Ethical Principles**

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

**Value:** *Service*

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

**Value:** *Social Justice*

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

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

**Value:** *Dignity and Worth of the Person*

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

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

**Value:** *Importance of Human Relationships*

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

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

**Value:** *Integrity*

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

**Value:** *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.* Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social

workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

## **1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

### **1.01 Commitment to Clients**

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

### **1.02 Self-determination**

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

### **1.03 Informed Consent**

1. 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.
2. 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.
3. In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third-party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
4. 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.

5. 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.
6. Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

#### **1.04 Competence**

1. 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.
2. 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.
3. When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

#### **1.05 Cultural Competence and Social Diversity**

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

#### **1.06 Conflicts of Interest**

1. 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.
2. Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
3. Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
4. When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals' receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in

a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### **1.07 Privacy and Confidentiality**

1. Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
2. 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.
3. Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
4. 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.
5. Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker client relationship and as needed throughout the course of the relationship.
6. 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.
7. Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
8. Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
9. 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.
10. 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.
11. Social workers should protect the confidentiality of clients when responding to requests from members of the media.
12. 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.

13. 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.
14. 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.
15. Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
16. 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.
17. 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.
18. Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

### **1.08 Access to Records**

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

### **1.09 Sexual Relationships**

1. Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
2. 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.
3. 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.
4. Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential



to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

1. 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.
2. 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.
3. 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**

1. 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.

2. 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, considering all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
3. 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.
4. Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
5. Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
6. Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### **2.01 Respect**

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

### **2.02 Confidentiality**

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

### **2.03 Interdisciplinary Collaboration**

1. Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
2. Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

### **2.04 Disputes Involving Colleagues**

1. 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.
2. Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

### **2.05 Consultation**

1. Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
2. 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.
3. When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

### **2.06 Referral for Services**

1. 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.
2. 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.
3. Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

### **2.07 Sexual Relationships**

1. 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.
2. Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

### **2.08 Sexual Harassment**

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

### **2.09 Impairment of Colleagues**

1. 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.
2. 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**

1. 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.
2. 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**

1. Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
2. 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.
3. Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
4. 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).
5. Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

### **3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

#### **3.01 Supervision and Consultation**

1. 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.
2. Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
3. Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
4. Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

#### **3.02 Education and Training**

1. 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.
2. Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
3. 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.
4. Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

#### **3.03 Performance Evaluation**

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

#### **3.04 Client Records**

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

2. 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.
3. 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.
4. Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### **3.05 Billing**

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

### **3.06 Client Transfer**

1. 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.
2. If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### **3.07 Administration**

1. Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
2. 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.
3. Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
4. Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### **3.08 Continuing Education and Staff Development**

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

### **3.09 Commitments to Employers**

1. Social workers generally should adhere to commitments made to employers and employing organizations.
2. Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

3. 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.
4. 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.
5. Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
6. Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
7. Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriate funds or using them for unintended purposes.

### **3.10 Labor Management Disputes**

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

## **4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

### **4.01 Competence**

1. Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
2. 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 professional literature and participate in continuing education relevant to social work practice and social work ethics.
3. Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

### **4.02 Discrimination**

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

### **4.03 Private Conduct**

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

### **4.04 Dishonesty, Fraud, and Deception**

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

**4.05 Impairment**

1. 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.
2. 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, adjusting in workload, terminating practice, or taking any other steps necessary to protect clients and others.

**4.06 Misrepresentation**

1. 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.
2. Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
3. Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

**4.07 Solicitations**

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

**4.08 Acknowledging Credit**

1. Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
2. Social workers should honestly acknowledge the work of and the contributions made by others.

**5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK****PROFESSION****5.01 Integrity of the Profession**

1. Social workers should work toward the maintenance and promotion of high standards of practice.
2. 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.
3. 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.

4. 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.
5. Social workers should act to prevent the unauthorized and unqualified practice of social work.

### **5.02 Evaluation and Research**

1. Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
2. Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
9. Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
10. Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
11. 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.
12. 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.
13. Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
14. 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.



15. 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.
16. Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Social and Political Action**

1. 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.
2. Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
3. 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.
4. Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class based on race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.