

**NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK**



MSW FIELD PRACTICUM MANUAL

2024-2026

**NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK**

**THE MASTER OF SOCIAL WORK PROGRAM
FIELD PRACTICUM MANUAL**

2024-2026



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Purpose of the MSW Field Education Manual

The purpose of the MSW Field Practicum Manual is a standard guide for social work students, faculty, community and human service agencies, field instructors, task coordinators, and all involved to work together to provide field education experience for Master degree students in the Social Work Program at Norfolk State University. This Manual provide a guide to the philosophy, organization, expectations, roles, procedures, and policies, NASW Code of Ethics, and field educational requirements from the Council on Social Work Education (CSWE). The Field Practicum Manual is design to serve the needs of MSW Students, Agency Field Instructors, Faculty Field Liaisons, and Social Work Faculty at Norfolk State University.

MSW Program Mission and Goals

The mission of the Master of Social Work Program at Norfolk State University is to produce competent, advanced-level practitioners capable of working with diverse populations with a focus on clinical (mental health), school, child welfare, military, and macro practice. Using general knowledge perspectives, cutting-edge research, technology, and policy development, students are taught to integrate culturally proficient interventions in their practice and utilize research and policy to advance marginalized groups. The program produces ethical servant leaders who are keenly aware of their position as change agents in an ever-changing global society.

MSW Program Goals

The MSW Program at Norfolk State University operates from three main goals. Goal 1 provides key knowledge, values, and skills that our students should be able to demonstrate at all levels of practice. Goal 2 considers our program context in terms of the type of students that our

program will produce to work in area agencies. Lastly, Goal 3 speaks of students being prepared to advance theory, research, and specialized practice. Students are aware of the importance of generalist practice skills; however, they understand the reasoning for advancing focused research, education, and practice with specialized groups (i.e., military) as a continuous process.

MSW Goal 1:

Prepare students advanced-level practitioners who epitomize the nine CSWE core competencies in their ability to:

1. Demonstrate Ethical and Professional Behavior
2. Engage in diversity and difference in practice
3. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

MSW Goal 2:

Prepare students as advanced-level practitioners able to meet the innovative workforce needs of an array of agency, organizational, and social programs.

MSW Goal 3:

Prepare students able to contribute to the advancement and refinement of theoretically sound evidence-based practice, and for the improvement of the standards of professional research, education, and practice.

MSW Program Specializations Curriculums**Clinical Social Work Specialization**

The Clinical Social Work Curriculum prepare students for advanced social work practice in direct services to individuals, families, and groups. The Clinical Social Work Field Practicum develop students advanced practice skills and include settings such as mental health, hospital, social services, public and private schools, courts, corrections, and geriatric.

Child Welfare Social Work Specialization

The Child Welfare Curriculum prepares students to gain knowledge and understanding of the child welfare system, emerging trends and issues, and to provide services to children and families in the child welfare system

Macro Practice Specialization

The Macro Social Work Curriculum prepares students to gain knowledge in the areas of social work research, program development for small and large communities, community-based education initiatives, policy analysis and advocacy, non-profit administration and leadership, and organizational development.

Military Social Work Specialization

The Military Social Work Curriculum prepare students to provide clinical services to veterans, active-duty personnel, and their families.

School Social Work Practice Specialization

The School Social Work Curriculum prepares students to practice as clinical social workers in various school settings with diverse populations.

Social Work Program Competencies

In accordance with the mission and goals of the Social Work Program and consistent with the 2015 EPAS, social work students are expected to demonstrate the following competencies in their field educational setting and the MSW degree based on the Education and Policy Standards of the Council on Social Work Education (CSWE). Students develop these competencies through a range of practice and professional development assignments, which allows them to integrate knowledge, values, skills, and cognitive affective processes acquired in the generalist and specialization areas of the MSW Social Work Curriculum. The Social Work Program administers field education that is consistent with CSWE Educational Policy Standards.

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriate to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgement and behavior.

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage client and constituencies as experts of their own experiences.
- 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

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

Competency 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.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

Competency 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 in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.
- 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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and the 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.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- 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.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specialization Practice Behaviors

- Make ethical decisions by applying the standards of the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to the military context (e.g., impact of interventions on military readiness communication with unit leadership)- **(Military Specialization)**
- Apply aspects of cultural humility into ethical decision-making, demonstrating recognition of and ability to use the principles as related to NASW and IFSW Codes of Ethics. **(Macro Specialization)**

- Engage in practices and advocate for policies that advance human rights and social, economic, and environmental justice for service members, veterans, families, and their communities (**Military Specialization**)
- Identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with affected clients and constituencies (**Macro Specialization**)
- Advocate for student/family services that provide the most optimal needs of the served population (**Child Welfare, Clinical, and School Social Work**)
- Analyze policies at local, state, national, and international levels to assess their impact on individuals, families, groups, organizations, and communities and on the values of human rights and social, economic, and environmental justice (**Macro Specialization**)
- Develop understanding of one's preconceptions, biases, knowledge, and learning needs about service members, veterans, and families for appropriate engagement (**Military Specialization**)
- Develop and implement multiple engagement strategies that reflect an understanding of structural, environmental, and power dynamics, policy maker's characteristics and objectives, and the strengths, priorities, and interests of stakeholders (**Macro Specialization**)
- Provide direct therapeutic services such as individual, family or group therapy regarding specific issues (**Child Welfare, Clinical and School Social Work Specializations**)
- Demonstrate assessment skills that enhance coping strategies of military or veteran clients while they adjust to transitions from military to civilian life (**Military Specialization**)
- Assess students for various systems to include support systems, physical and emotional functioning, and barriers to academic performance, peer issues, suicidal/homicidal ideation, and similar issues. (**Child Welfare, Clinical, and School Social Work Specializations**)
- Choose and apply appropriate evaluation methods to measure military specific practice processes and outcomes with individuals, families, groups, organizations, and communities (**Military Specialization**)
- integrate theoretical and conceptual frameworks into evaluation strategies that facilitate an understanding of community, organizational, and policy dynamics and outcomes (**Macro Specialization**)
- Conduct bio-psychosocial assessments and social histories (**Child Welfare, Clinical, and School Social Work Specializations**)

Purpose of Field Education

The field Education is the “signature pedagogy” as outlined and described by the Council on Social Work Education, which is the sole accrediting agency for social work education in the United States. Field education is systematically designed, supervised, coordinated, and evaluated

based on criteria by which students demonstrate and apply the progress and achievement of knowledge, values, skills, cognitive affective processes, and program competencies. It is viewed as a collaborate partnership between the University, MSW School of Social Work, and its agencies with the purpose of designing, implementing, and monitoring a proficient educational program for students. The field education also offers students the opportunity to practice and demonstrate competency of the skills learned in the classroom through supervised practice with actual clients in a community or agency environment. In addition, the field education provides students the opportunity to integrate theory with practice providing educational instructions that are guided by the values, knowledge, and intervention approaches uniquely identified within the social work professions. The MSW Field practicum education is comprised of a generalist and a specialization year where students gain experience in acquiring advance practice.

MSW I Generalist Year Field Practicum Requirements

In MSW Field Practicum 1, students enroll for two consecutive semesters in SWK 690A and 690B (Field Seminar). The MSW Field Practicum I is designed to allow student to practice generalist social work skills and clinical social work, with an emphasis on direct contact with clients. Students are introduce to a range of practice behaviors (engagement, assessment, intervention, evaluation, follow-up) and clinical case management as they work with individuals, families, group, organizations, and communities. During the generalist year, MSW field students have the opportunity to observe the field agency supervisors and other appropriate professionals (as approved by the field agency supervisors), and to practice closely with them as they build skills, integrate theoretical perspectives, research informed decisions, and interventions from classroom learning.

The MSW Field Practicum 1 experience is design to promote the development of the professional social work competencies, identify with social work values and ethics, the ability to address ethical dilemmas, and fosters the development of self-awareness and the use of the professional self. Students are not permitted to move to the Specialization Year until they complete all generalist year requirements and demonstrate proficiency in generalist year competencies.

MSW II Specialization Year Field Practicum Requirements

In the advanced or second year, field practicum students enroll for two consecutive semesters in SWK 790A and SWK 790B which is the field seminar. The purpose of the Specialized Year of Field Practicum II is to prepare students for advanced generalist and specializations social work practice in direct services to individuals, families, groups, organizations, and communities. Students in the advance or second year practicum are assigned to agency sites in accordance to the selected specialization: Clinical, Child Welfare, Macro, Military, or School Social Work.

The second year field practicum provides students the opportunities to develop competencies in advanced generalist social work practice, building upon the knowledge, values, and skills that students have acquired in the generalist practice courses and Field Practicum I. The specialization year also enables students to integrate skills in greater depth and with greater focus in preparation for increasingly autonomous practice and self-initiative, as the practicum progresses. Students continued to be supervised by the field agency supervisor as they address client problems, employ interventions and theoretical perspectives, problem-solving techniques, and utilize critical thinking.

Roles and Responsibilities of Field Staff and Students

Director of Field Education

The Director of Field Education is responsible for the administration of Field Education and has full responsibility for students in the MSW Field Education component of the Social Work Program. The roles and responsibilities of the Director of Field Education includes the following:

- Develop policies and procedures relevant to Field Education and interpret them to students, agencies, and faculty.
- Monitor overall operation of Field Education.
- Apprise Dean, Assistant Dean and faculty of Field Education activities.
- Recruit, evaluate and select appropriate practicum sites and field instructors.
- Represent the School of Social Work in discussions and negotiations aimed at matching students with practicum sites.
- Assign students to practicum in consultation with agency and information provided by students in their application to Field Practicum.
- Supervise faculty field liaisons in order to ensure coordinated field instruction, monitoring, and evaluation.
- Provide consultation when needed and requested by faculty field liaisons on behalf of student and/or field agency instructors.
- Assign faculty field liaison and field seminar responsibilities.
- Evaluate the outcomes of the Field Practicum components of the curriculum on an ongoing basis, and through formal written evaluations.
- Organize orientations and training for preparation of Field Education Practicum students, field agency instructors, and faculty field liaisons for Field Education.
- Develop and maintain current information on students, affiliated agencies, and field agencies.
- Maintain statistical records on relevant data for Field Education planning.
- Participate in teaching, research, and services appropriate to Field Education

Faculty Field Liaisons

All students in Field Practicum are assigned a Faculty Field Liaison by the Field Education Director. Full-time and adjunct faculty persons are appointed as faculty field liaisons to a number of students that would comprise a class. The school also appoints experienced professional social workers (MSW) as adjunct faculty field liaison to ensure all student are

adequately monitored in the field sites.

- Maintain regular contact with both students and field agency instructors.
- Closely monitor the field experience in order to ensure educational quality and consistency with the stated objectives of the Field Education Practicum curriculum.
- Provide consultation to students and field agency instructors regarding the learning plan and integration with the classroom curriculum.
- Assist students and field instructors with field problems as needed.
- Conduct field seminars weekly as scheduled with assigned Field Education Practicum students.
- Review students' learning contracts, process recordings, task records, and mid-term and final evaluations in consultation with field instructor and student.
- Submit the final course grade for assigned Field Education Practicum students.
- Consult with the Field Education Director when serious problems arise in a Field Education Practicum site.
- Annually evaluate Field Education Practicum sites and field agency instructors by providing written feedback to the Field Education Director.
- Contribute to the development of new knowledge of Field Education.

Field Agency Instructors

The Field Instructor in the Agency is an MSW who meets the criteria outlined by the School of Social Work. Students are assigned to the individual by the agency and will be independently supervised on social work practices to meet the learning objectives of the MSW Field Education Program. The responsibilities include the following:

- Explain to students how the agency can facilitate in meeting the educational objectives of the School of Social Work.
- Assist students in designing, negotiating, and implementing a wide range of field educational practicum learning experience in accordance with CSWE Standards and Guidelines, student's individual needs and objectives, and expectations in the field practicum settings.
- Assist students to become familiar with and utilize resources within the agency, as well, as the larger social welfare system.
- Meet with students for weekly planned conferences to engage in continuing mutual educational assessment.
- Meet with students to develop written educational goals for students learning contract to be submitted to the Director of Field Education and Faculty Field Liaison.
- Submit a formal written evaluation of student's performance to Faculty Field Liaison and Director or Field Education.

- Recommend an appropriate well-documented grade to the Faculty Field Liaison prior to the deadline for each semester, and complete and sign all required student evaluation.
- Communicate with Faculty Field Liaison regarding student performance in the Agency
- Develop a relationship with the student that will provide for a climate of reciprocal learning.
- Encourage maximum student activity and creativity within educationally sound limits.
- Acts as primary professional social work practitioner role model for the student.

Task Coordinators

In field practicum sites where a student is assigned by the agency in an experienced and qualified person by the School standards, but without an MSW, the person is called a **Task Coordinator**. Students social work practice supervision will be provided by a MSW faculty appointed person assigned by the school to provide weekly supervision. This appointed MSW faculty is the student's Field Instructor for the agency and will work closely with the Task Coordinator to ensure student learning needs and expectations. The Task Coordinator responsibilities include:

- Providing appropriate assignments for the student
- Providing instructions on managing cases and other assignments
- Teaching the student the procedures for functioning within the agency structure.

Faculty Field Liaison to Students

The Director of Field Education is responsible for assigning students to a Faculty Field Liaison. This information is provided to all students via rosters posted at the beginning of the fall semester in the School of Social Work. Faculty Field Liaisons are appointed according to their special interest area in social work and geographic location of Field Education Practicum sites. Full-time and adjunct faculty persons are appointed as field liaisons to a number of students that would comprise a class. The school also appoints experienced professional social workers (MSW) as adjunct faculty field liaisons to ensure all students are

adequately monitored in the field sites.

Student Responsibilities in the Field Education Practicum

Students are expected to fulfill the following roles and responsibilities while enrolled in Field Education Practicum I and II:

- Adhere to the policies and procedures of the School of Social Work and the field practicum setting.
- Assume responsibility for completing the prescribed hours of field practicum.
- Follow all pre-placement instructions in a timely manner.
- Respect agency policies and procedures and recognizes student role in the agency.
- Students are required to maintain appropriate professional behaviors such as attendance, time management, meeting deadlines, professional appearance, and professional demeanor at all times in the field agency.
- Exhibit personal responsibility, accountability, and the ability to collaborate, and follow through on commitments.
- Adhere to standards of professional ethics, including the principles of confidentiality and accountability reflected in the Code of Ethics of the National Association of Social Workers.
- Gain knowledge and understanding of the philosophy and methods of agency practice and operation, and comply with agency work requirements
- Attend and participate in Field Education Seminars weekly or as scheduled with Field Faculty Liaison and other practicum students
- Actively participate in developing student learning contracts, submitting process recordings, task record sheets, and midterm and final evaluations. Sign document and forward separate copies to the Field Faculty Liaison and Field Education Director
- Students will maintain open relationships with their Agency Supervisor, Faculty Field Liaison, clients, and the Director of Field Education.
- Exhibit professional oral and written communication
- Agencies may require extensive background checks, TB Test, or fingerprinting be completed prior to beginning placement. The student will be financially responsible for any special related tests. Make sure that you check with your field placement before you start to see if there are any special requirements
- Students should read and be familiar with the safety policies and procedures of the School of Social Work and the Field Placement Agency
- Respect agency confidentiality as executor of client care and protection, including confidentiality and other social work principles.
- Read and adhere to the “Notice of Risk” statement. Follow the recommendation explicated in this statement. It is recommendation that students inquire about potential dangers with the Field Instructor and/or Task Coordinator at the field practicum.

Agency Responsibilities

Field Education Practicum Agencies will assign a qualified field instructor for the students. This involves assigning field instructors in the agency who meet the criteria outlined by the School of Social Work to provide field instructors with sufficient time and resources to carry out the responsibilities of this position.

MSW FIELD EDUCATION REQUIREMENTS AND PROCEDURES

Admission Requirements

The MSW Field Education Program at NSU has clearly defined criteria for student's admission in the practicum experience. Students admitted in the Social Work Program are required to meet required admissions and placement criteria for MSW Field Education and Seminar Practicum 1 and II. Once they receive confirmation, eligible students must apply for field practicum through a formal application process in the MSW Social Work Program. Full time Students who have been admitted to the MSW Program are eligible to begin their first practicum experience which is SWK 690A and 690B and for Second Year or Advanced Standing Students (SWK790A and SWK790B). The Admission Criteria includes the following steps for all students entering into the field experience:

- Attend a scheduled required field practicum orientation
- Complete an Application for Field Practicum I or Field Practicum II, which highlights students' experiences and interests.
- Submit a current Resume and Writing Sample of work conducted
- Meet with the Director of Field Education to assess completed application and exploring potential practice opportunities and interests
- Extensive criminal background checks and other related tests (TB Tests, immunization verifications, drug testing, CPR Certification, etc.) may be required by the agency prior to beginning field placements. Students will be financially responsible for the agency requirements pertaining to these documents. Students are advised to check with their field placement once they are assigned and before they start their practicum to see if there are any additional or special requirements needed.

- Students that have completed SWK 690A and SWK 690B, must successfully complete SWK 626-Human Behavior and the Social Environment, SWK 651- Social Welfare Policy and Services, SWK 675- Social Work Profession, and SWK 771-Social Work With Individuals with a Grade of B or higher before enrolling in SWK 790A-Field Practicum II and SWK 790B-Field Seminar.
- Students must meet the MSW admission requirements to be an Advanced Standing Student. To be admitted into the SWK 790A and SWK 790B- Field Practicum II, students must successfully complete and pass SWK 639-Diversity, Inclusion, and Oppression, SWK 730-Differential Assessment, and SWK 771-Social Work With Individuals with a Grade of B or higher. These courses are taken during the summer before entering SWK 790A/SWK 790B -Field Practicum and Seminar II in the Fall.
- Extended n Students accepted in the Program have three years to complete courses and the field experience. These students must be in good academic with a B or higher before the can enroll in SWK 690A and SWK 690B-Field Practicum and Seminar I in their second year of the MSW Program.
- Students withdrawing from SWK 690A-Practicum I in the Fall Semester cannot matriculate into SWK 690B- Practicum I in the Spring Semester. Students must successfully repeat the entire semester of SWK 690A Practicum I before entering SWK 690B-Practicum I in the Spring.
- Students who are not successful or terminated from SWK 690A-Practicum I and/or SWK 690B-Practicum I will be dismissed from the MSW Program at NSU.
- The Director of Field Education must approve any interruption of enrollment for field.
- The University Office of Disability Services must develop all disability accommodation plans that involves field education for Students in coordination with the Regional Associate Director of Field Education. These plans should be developed prior to the start of field education whenever possible.

MSW Field Orientation Meetings

Students are required to attend two Orientation Sessions that are held prior to the beginning of the semester for the first and second year for field practicum students. Students in each of the field practicum years (Generalist and Specialization) received a minimum of four-hour orientation in which the following information is discuss:

- Field educational mission, requirements, and rationale for CSWE Core Competencies
- Required Field Education Practicum and Seminar
- Policies and Procedures for Field Education
- Code of Ethics
- Confidentiality
- Learning Contract and Agreement

- Supervision Guidelines
- Review of Field Education Manual
- Time To Track Software
- Communication Skills
- Professional Attire
- Social Media
- Safety Risk Guidelines
- Guidelines for Home Visits
- Sexual Harassment Policy
- Evaluation Process
- Written Assignments (written and oral case presentations)
- Termination Policy Form Field Education
- Students- Questions and Answers

Required Total Field Hours of Field Practicum Placements

The MSW Field Education Program requires students to complete a total of 900 hours for two consecutive academic year. The MSW Generalist Year field internship (SWK 690A&B- Field Practicum 1) involves 364 clock hours averaging 14 hours per week. Students enroll in 690B- Field Practicum Seminar that is concurrent with their agency internship. The field seminar provides students with a forum to discuss the field agency experience and integrate theoretical knowledge and skills with practice experience. Participation in the weekly integrative field seminar is required for all field students as part of the overall field practicum course.

The MSW Specialization Year field internship (SWK 790A&B Field Practicum II) or advanced practicum involves 546 clock hours of agency practice that average 21 hours a week. In addition, students enroll in SWK 790B-Field Practicum Seminar that is concurrent with their second-year internship experience. Students are required to complete Field Placement hours for each practicum experiences and must show documented proof of completing the required number of hours for the Generalist and Specialization Years as evidenced by the Computer Software Program-Time To Track that complete and store internship information. The field

practicum hours are electronically sign by the student and the field instructor and is review by the faculty field liaison. Students will not receive a grade for the field practicum until all required field placement hours as well as the final field evaluation form is completed, documented, and approved. Students are informed of the required number of hours for each field placement through the following processes:

- Informed in Field Orientation Sessions
- MSW Field Education Manual
- SWK 690A and 790B Course Syllabi
- Monitor through recording of hours in Computer Software Program Time To Track
- Practicum field hours totaled and approved by field agency instructors who records them on the Midterm and Final Evaluations.

The Table on the next page represents the number of hours completed by students enrolled in SWK 690A-Field Practicum I and SWK 790B-Field Practicum II in the MSW Program at NSU.

Table 1.1-Required Total Field Practicum Hours

	Term	Hours Per Week	Total Weeks	Total Hours
Field Practicum I	Fall	14	13	182
Field Practicum I	Spring	14	13	182
Total Generalist Practice Field Hours (Practicum I-SWK 690A)				364
Field Practicum II	Fall	21	13	273
Field Practicum II	Spring	21	13	273
Total Specialization or Advanced Hours (Practicum II- SWK 790B)				546
			Grand Total	900 Field Hours/Practicum
				I and II

Students cannot accumulate time as overtime for vacation or to finish the field practicum early in either semester. Field Practicum must occur concurrently with social work practice courses. Hours accrued for Seminar attendance are not calculated with the clock hour requirement for successful completion of the field practicum experience, in any given semester. Seminar attendance and participation are considered in the calculation of the final grade for the practicum experience.

Required MSW Field Practicum Seminars For MSW I and II

The purpose of the Field Practicum Orientation is an opportunity for students to share their unique learning experiences from the agency placement and to demonstrate their competencies, application of theories, and concepts through a series of integration assignments. This required course is designed to support second year students' academic learning process during their field internships. In addition, students will be able to process and evaluate their professional social work skills. Students in field practicum are concurrently enrolled in a minimum of one (1) practice course and participate in weekly field seminars during each semester. The seminar courses are taught by faculty field liaisons.

MSW Field Practicum I(First Year)

Students are enrolled for two consecutive semesters in SWK 690A (Practicum Experience) and 690B (Field Seminar). The Seminar for MSW I Field Practicum is held once a week **on Tuesday from 4:30 pm-6:30 pm**

MSW Field Practicum II (Second Year)

Students are enrolled for two consecutive semesters in SWK 790A (Practicum Experience and SWK 790B (Field Seminar). The MSW II Field Seminar is held once a week on **Monday from 4:30 pm-6:30 pm.**

Field Practicum Absences Policy and Procedures

Students are expected to take the legal holidays that the agency observes, only if these holidays occur on the designated Field Education Practicum days. If students are, absent from the practicum agency on field days for this reason, and legal holidays occur on practicum days, the student must make up the time. Students will also take the legal holidays established by the University. When the University is closed for legal holidays during a semester, students are permitted to report to the practicum agency, except during the winter break when the school is not open. Students are expected to make up the hours lost for those rare occasions, especially if the absence significantly affects their ability to accrue required clock hours. Students are encouraged to plan their practicum hours to minimize the impact of university closure. Students are not expected to be in the field practicum agency if the University is closed due to inclement weather. The student must make up these hours also. If the University is closed for an extended period of time, alternative arrangements may be considered.

When the practicum agency is closed during the student's regularly scheduled practicum clock hours, for any reason, the student is required to pre-plan to make up such hours. Agency closure does not alter the students' responsibility to meet the clock hour requirement for successful completion of the field practicum experience in any given semester. Request for religious holidays not observed by the agency must be made to the agency field instructor and/or task coordinator and the Field Faculty Liaison and must be made up. Students are not permitted to be absent from the practicum agency to prepare for examinations.

Student Absences Due To Illness

In the case of illness, the student is expected to make up the time lost. In case of any

prolonged absence or need for extensive treatment, a conference with the agency field instructor and/or task coordinator and Field Faculty Liaison must be arranged. This conference is necessary to develop an individual plan agreed upon by the agency, the student, and the school in order to meet the emergency and the learning objectives of the MSW Program. All make-up schedules must be submitted to and approved by the field agency instructor and/or task coordinator, and Field Faculty Liaison. The schedule must be approved by these officials before the student can proceed to make-up the hours missed. A copy of the student's make-up schedules must be given to the Field Faculty Liaison, who will inform the Field Education Director of the situation.

Student Participation In Professional Development

Students are encouraged to attend conferences, workshops, webinars, podcasts, and training and certification programs sponsored by or required by the practicum agency, when these events are held during regularly scheduled practicum clock hours, as indicated on the Learning Contract. These events must be recommended by the practicum agency as required training for the student. These events are logged on the students' time sheet as regular practicum clock hours. Students who wish to request permission to substitute hours accrued by attendance at professional development events, workshops or conferences, for practicum hours that are University sponsored or sponsored by some other agency and are not practicum agency requirements, must seek approval from the Faculty Field Liaison and the Director of Field Education

Administrative Field Education Policies and Procedures

Credit for Life/Work Experience

The School of Social Work does not award academic credit toward graduation for life or work experience in the MSW Program.

Field Education and Place of Employment Guidelines

It is the policy of the MSW School of Social Work Program not to approve field placements at a student's place of employment where the student is conducting work activities to fulfill field practicum requirements. Under special circumstances, a student may be offered a stipend at some field practicum sites.

Stipend Based Placements

Stipend based practicum experiences have to be approved by the Director of Field Education and the Director of MSW Program. Stipend based field practicum must be structured to ensure that students are not being reimbursed for services as an employee. The details must be clarified between the Director of Field Education, students, and the agency. The payment of a stipend does not stipulate employment expectations or requirements for the student.

Personal Vehicle Privileges

Students may be permitted to use their personal vehicles to conduct home visits, agency visits, collaborative meetings and other such mediums within their practicum experience. Students should not expect reimbursement for mileage. However, students cannot drive clients in their vehicles. This is in direct violation of the Norfolk State University Liability coverage.

Criminal Background Checks For Field Practicum Sites

Criminal Background checks are requested by the MSW Field Office each year prior to a Field Placement assignment. Criminal Background Checks are a part of the MSW Field Application packet. Students beginning the field practicum experience may be required to submit to a criminal background check by the agency. Students wishing to enter a practicum site that requires a criminal background check must comply with the request to be placed in the agency.

Health Screening Requirements for Field Practicum Students

Students entering Field Education Practicum may be required to submit to the practicum site medical documents on their health status or complete a physical examination provided by the practicum site. Students wishing to enter a practicum site that request medical documentation must comply with this request in order to be placed in the agency. Students have the right to deny a practicum site's medical documentation request or to complete a physical examination. However, a student cannot be placed in an agency that requires medical documentation of health status or a physical examination, if the student chooses not to comply with the request. Norfolk State University Ethelyn R. Strong School of Social Work cannot release, by law, medical information submitted to the Admissions Office by a student with application materials. Students must independently obtain medical information for the Field Education Practicum sites.

Social Media Policy

Students should discuss with the assigned agency what their guidelines are for social media at the beginning of the field practicum experience. It is important that students maintain

professional behavior, ethical standards, confidentiality, and appropriate boundaries. There is a need to protect the privacy, confidentiality, and interests of the university, social work program, colleagues, clients, instructors, and peers. It is important that students do not make references or comments on social media about the agency, field supervisors, colleagues, clients, or client situations on Facebook, Twitter, LinkedIn, or other social media networks. Students must recognize that actions online and content posted may impact their reputation among clients and colleagues and have some consequences for their social work careers.

Student Audio /Video Recording of Client Policy

Recordings of sessions with clients may prove beneficial for student learning when processed with field instructor, a faculty member, and/or students. However, such recordings must be done with special regard for the confidentiality of the client and the clients' permission. Students are advised that audio and/or video recording may not be conducted without the consent of the field instructor, and the informed consent of the client(s). Procedure for ensuring consent may be established by the field agency as a matter of policy and must be undertaken. If the agency has no such procedure, students must obtain the pre-approval of their field faculty liaison in addition to the field instructor. The creation of tapes, which will later be reviewed with other class members requires completion of a specific procedure for obtaining informed consent for class use. The Field Faculty Liaison should be consulted prior to attempting any such taping.

Student Course Assignments and Agency Records

All process recordings and course assignments are to reflect confidentiality practices as stated in the Code of Ethics. The identity of the client(s) must be protected, at all times and

clients' right to privacy must be observed by maintaining strict confidentiality of all client records.

Timing of Field Practicum Experience

Students are required to start their field agency experience as noted by the Director of Field Education who will be responsible for sharing the start and end dates to your internship. Students cannot finish early, as the seminar and other courses take in conjunction and connect with the field practicum experience.

Sexual Misconduct Policy

The Ethelyn R. Strong School of Social Work adheres to the Sexual Misconduct Policy of Norfolk State University. The Norfolk State University Sexual Misconduct Policy also apply to students participating in Field Education Practicum sites. Sexual misconduct in any form is an unacceptable behavior and will not be accepted by Norfolk State University or educational affiliates. In addition, students are required to follow the sexual misconduct policy procedures in their assigned Field Education Practicum site and at the university. Students should report any incidents of sexual misconduct to their faculty liaisons. The field faculty liaison is responsible for assisting the student with the matter. Students should also inform their Field Instructor or Task Coordinator when the incident does not directly involve the Field Instructor or Task Coordinator.

Selections of Agencies and Field Agency Instructors

Criteria and Process for Selecting Agencies

Policy for Selecting Field Settings

The MSW Program Director of Field Education is chiefly responsible for the selection of field settings for all MSW students.

Criteria for Selecting Field Settings

The practicum agency is of utmost importance in the education of the student pursuing professional social work training. The opportunity for supervised training experiences and the provision of agency support often determine the rate, range, and depth with which the student can begin to function in the professional role. For these reasons, the program gives special attention to the selection of agencies used for practicum placements and uses the following criteria as a guide for selection.

- Agency personnel responsible for field instruction are committed to providing an excellent educational experience for MSW students.
- The Agency provides social work services to oppressed, diverse populations in keeping with the mission of the School of Social Work.
- The Agency's service delivery systems provide an opportunity for learning the practice of generalist social work as defined by the School of Social Work. The Agency can assign the student a variety of professional tasks, delegate responsibility appropriately, foster relationships between the student and other professionals, and document the student's professional growth and development.
- Agency personnel responsible for field instruction (MSW/LMSW/LCSW supervision desired, MSW/LCSW supervision preferred) are willing and able to accept the responsibilities set forth in the *memorandum of understanding (MOU)*.
- Agency personnel involved with field instruction understand and support the goals and expected outcomes of the School of Social Work and MSW Program, as well as Norfolk State University's Mission.
- Agency personnel involved in field instruction are willing and able to structure the field placement as set forth in mastery of the core competencies and practice behaviors (See CSWE EPAS 2015)
- Agency personnel involved in field instruction understand and support the use of client information by students in seminars for classroom learning, with the understanding that all client information is to be kept confidential.

Procedures for Selecting Field Settings

Discussion of the possible use of an agency for field instruction may be initiated by agency representatives, members of the faculty, students, alumni, etc. The MSW Field Director

provides initial information about the MSW Field Program to the Agency and explores the agency's interest and ability to provide the range of learning opportunities necessary to carry out the purposes of field instruction.

Following the initial discussion, the MSW Field Director will schedule a site visit to the agency to meet with agency representatives to discuss learning opportunities available, potential field instructors, and review the nature of social work practice in the agency. As a result of these discussions, the agency decides whether it wishes to accept students for field practicum, and the school determines whether the required educational expectations and standards for field instruction can be met.

When an agency becomes a field practicum site, a contract, in the form of a *memorandum of understanding (MOU)* between the University, school and the agency is executed, and the agency becomes a partner with Norfolk State University and The Ethelyn R. Strong School of Social Work MSW Program.

Memorandum of Understanding (MOU)

Agencies accepted for educational affiliation are sent an Affiliation Agreement formalizing the relationship with the school. The form is signed by the Agency Executive and returned to the School for the Director of Field Education, Dean of the Social Work Program, Provost, and President Signatures. A copy of the form is filed with the school and a copy is returned to the agency. The contract is renewable annually pending agreement by the school and agency to continue. This agreement clarifies the responsibilities of each party and protects the educational purpose of the relationships of the Agency and the University. Agencies may submit

additional recommendations and requirements for review and approval by the school. Approval of additional agency recommendations and requirements by the school are evaluated in accordance with CSWE Guidelines and Standards, and the policies of the School and the University.

Placing and Monitoring Students

Policy for Placing Students

The MSW Program Field Education Director is chiefly responsible for placing students.

The Director, along with the Field Liaisons, are responsible for monitoring students.

Criteria for Placing Students

Requirements to continue matriculation in MSW Field Education are: 2.0 overall G.P.A. and a 2.5 G.P.A. in social work courses, successful field evaluation, a minimum grade of C, and ethical value-based practice while in field. If a student finish Practicum I and does not reenter Practicum II within one academic year, the student may be required to repeat 107

Practicum I. Students are required to complete all course work within a consecutive semester (Fall-Spring; Spring-Fall). All coursework must be completed by the end of Practicum II.

Practicum II must be the last activity prior to graduation. It is after completion of Practicum II that the professional certification for the MSW degree occurs.

Procedures for Placing Students

The following is the procedures for agency placement:

- Field faculty recommendation for a placement
- Tentative field placements are assigned.
- Resumes are forwarded to the agencies.
- Field office notifies students of tentative placement.
- Students schedule an interview with the agency supervisor.

- Students complete the interview process.
- Agency field supervisor notifies the Field Education office of the acceptance or nonacceptance of the student.
- The Field Education Office will confirm the placement with the agency and notify the student of the outcome via a formal letter.
- If not accepted, the student is referred to another agency (if the second agency refuses the student there is one more referral made by the field office, and this is the final attempt to place the student). If a student is not placed after three (3) attempts the student is referred to their advisor for a plan.

Monitoring Students

Policy for Monitoring Students

The Director of Field Education along with field liaisons and field instructors, are responsible for monitoring student performance in the field setting.

Criteria for Monitoring Students

Each semester, the MSW Program Director of Field Education provides a spreadsheet for the Field Liaisons that lists students' placement, and students' field instructor in the agency. In addition, in real time, the Program Director and Field Liaisons can view student progress with the Learning Contract, journal, time sheets, and other artifacts in Time2Track to monitor student progress; in addition, it allows for student feedback when students fall behind on submissions.

Procedures for Monitoring Students

The Director of Field Education consults with the field faculty and other faculty members regarding students who are applying for field practicum. This process allows field and other MSW Faculty members the opportunity to provide input into the placement process as well as address the uniqueness of each student in order that the practice experience meets the personal and professional needs of each student.

Liaison Contact

MSW Field Faculty Liaisons are MSW or LCSW faculty members who carry out the function of liaison between the MSW program and the agency. They have primary responsibility for field teaching, student learning, monitoring student progress, providing educational opportunities within the agency, and fostering an interchange between the program and practice communities. They are responsible for developing with the students a learning plan, monitoring the plan and evaluating students' achievement and performance. Liaisons must make at least two visits per semester.

MSW Field *Faculty* Liaisons Responsibilities:

1. MSW or LCSW Faculty members;
2. Members of the Field Education Department;
3. Carry out the function of liaison between the School and the Agency;
4. Primarily responsible for field teaching, student learning, monitoring student progress, agency educational opportunities, fostering interchange between the School and the practice community, evaluating students achievement and performance, field instructors, and task coordinators efforts;
5. Makes a minimum of two visits per concurrent placement year to confer with the field instructor and /or task coordinator and the student;
6. Provides student with expectations and guidance at the beginning of placement;
7. Provides guidance with the student's development of the learning plan based on the core competencies and practice behaviors at the beginning of the placement;
8. Reads process recordings and other seminar assignments provided by the student to assist student with professional development and learning objectives;
9. Provides written feedback to students including guidance and direction when they are having difficulty in the field;
10. Is available to students during office hours, or by telephone for consultation and problem solving;
11. Assigns mid-term and final grades based on the field instructor's or task coordinator's recommendation, assessment of written materials in the Portfolio, demonstration of mastery of the core competencies, practice behaviors, and other information on performance derived from liaison conferences;
12. Helps the field instructor or task coordinator design meaningful learning experiences in the agency;
13. Provides consultation to the field instructor and or task coordinator regarding student progress in the field;
14. Shares with the field instructor or task coordinator, and other appropriate agency staff information about the MSW Program;
15. Helps orient students to the field education program by attending all required field instruction meetings, or orientation sessions;
16. Participates in formal training of field instructors and/or task coordinators, as requested by the MSW Director of Field Education;
17. Informs the MSW Director of Field Education if the student is having difficulty in field instruction and is at risk of failure or termination from the agency;

18. Is available for conference with the student and the field instructor or task coordinator for problem resolution;
19. Informs students' academic advisor if student is having difficulty in field and is at risk of failure or termination from the agency;
20. Brings current practice developments to the attention of the MSW Director of Field Education to ensure that the School's curriculum is responsive to trends in professional social work practice;
21. Provides ongoing evaluation of the placement agency and field instructor and/or task coordinators ability to provide learning opportunities and field instruction with the learning objectives of the MSW curricula and with curriculum standards set forth by the Council of Social Work Education (CSWE).

Criteria For Selection of Field Agency Instructors

The MSW Degree is the minimum degree for an individual to maintain the role as Field Instructor for a graduate social work student. In addition, the potential field agency instructor is required to have the following qualifications:

- A minimum of two years social work experience post-master's degree.
- Appropriate experiences and program familiarity within the agency to permit student opportunity for learning.
- An interest and demonstrated ability to teach, communicate knowledge, stimulate student self-development, flexibility to allow unique individual development, and the development of learning experience consistent with competencies and educational objectives.
- An orientation towards learning rather than task performance.
- Knowledge of social work practice.
- Knowledge of community social welfare structures and community resources that influence the delivery of human service to diverse populations.
- Knowledge of current trends in social work and social welfare.
- Sufficient time allowed by the setting, as well as individual organizational management skills to provide instruction, including availability and accessibility, regularly planned student conferences, written evaluation of student performances, and planned conferences with the field faculty liaison.
- Understanding acceptance and willingness to implement the philosophy and objectives of the School of Social Work, as well as the assumption of responsibility for contributing ideas and thinking toward strengthening the educational experience in the classroom and the field practicum experience.
- Expressed an interest and willingness to accept the field instructor's role and responsibilities within the program's field education component of the curriculum.
- Commitment to engaging students in the field education learning process.
- Social work practice experience necessary to design field-learning opportunities for students to demonstrate the Social Work Competencies.

- Willingness to provide regularly scheduled time on a weekly basis for supervision and instruction of the student and be available to provide the student with a wide range of learning experiences under supervision.
- Willingness to participate in the evaluation of the student's learning experiences.
- New and Returning Field Instructors are required to attend a Field Orientation Session offered by the Field Education Office

In the event that an agency provides a quality service experience, but does not have an MSW supervisor, the agency will assign a Task Supervisor, and the school will appoint a MSW Faculty Field Instructor, pending the approval of the Director of Field Education to provide weekly supervision. The appointed MSW Faculty will be the student's Field Instructor for the agency. The assigned faculty will work closely with the Task Coordinator to ensure that the student's educational learning needs are sufficient in the field experience. The Task Coordinator responsibilities include (a) providing appropriate assignments for the students; (b) providing instructions on managing cases and other assignments; and (c) teaching the student procedures for functioning within the agency structure.

Potential field agency instructors in approved settings are identified according to the following:

- The agency representative may recommend to the school the names of social workers who meet the criteria for appointment as field instructors.
- The school may suggest to the agency names of social workers who meet the criteria.
- An agency social worker who is interested in becoming a field instructor may request consideration through the appropriate agency representative or the MSW Program Field Education Director, or Assistant Director.

Criteria For Selection of Agency Task Coordinators

Agency Task Coordinators are utilized when MSW staff are unavailable to supervise students. The agencies must demonstrate service philosophies compatible with the values and ethics of the social work profession and provide good opportunities for students to learn. Task

Coordinators are not considered as Agency Field Instructors. Field Education Practicum supervision for students assigned to agencies without available MSW staff is provided by assigned faculty who serve as Field Instructor for the agency. Each agency is assigned a Field Liaison (MSW) who conducts supervision with students in relationship to the practice experience in the agency.

In some agencies, a student will be assign to a task coordinator supervisor in relation to some specific assignments on which they are working. A task supervisor need not be a social worker, but may work in a related discipline (e.g., a psychiatric nurse, a policy analyst). A task coordinator supervisor provides guidance to the student in carrying out administrative tasks, e.g., how to find information on a hospital patient, where to locate resources for specific social legislation. The task supervisor participates in the evaluation of the student by collaborating with the primary field instructor. The primary field instructor retains all educational teaching functions and would supervise the student on these assignments.

Orientation Training For Field Instructors and Faculty Field Liaisons

All new and returning agency field supervisors and Faculty Field Liaisons are required to attend a mandatory Field Orientation in which information is shared about the field education experience. The Director of Field Education conducts the training for Field Instructors. The training for new and returning field instructors, and faculty field liaisons are held before the Fall Semester and field education practicum begins. The goal of the training is to prepare new and returning field instructors on the following content:

- The Mission and Purpose of MSW Field Education
- Roles and Responsibilities of Field Instructors
- Field Education Guidelines and Procedures
- Supervision Requirements

- Safety Policies
- Hours Requirements
- Student Field Evaluation
- Documentation (Learning Contract, Process Recordings)

Procedures For Issues and Resolutions In Field Placements

Resolutions of Problems In Field Education

It is important to address problematic issues in the field practicum as soon as possible. Students are required to contact the Faculty Field Liaison immediately if a problem arise in the field practicum experience. The field agency instructor and the student are responsible for alerting the field faculty liaison to the concerns but are expected to initially address them in supervision. If no satisfactory resolution is reached, or the problem persists, the field agency supervisor and the student are responsible for contacting the faculty field liaison immediately on order to arrange a conference call or meeting and seek resolution with the assistance of the faculty field liaison. If an agency supervisor has a concern about the student, they should speak first directly with the student and notify the Faculty Field Liaison of the concern. The faculty field liaison will attempt to resolve the issue with the student and the field agency supervisor. The Director of Field Education will become involved if further action is required.

Change In Field Placement

Every effort is made to maintain students at the initially assigned field practicum sites. Any change in placement must be conducted through and approved by the Director of Feld Education and the student's field faculty liaison. This process must be approved before a change takes place. Field Education Practicum sites may be changed for the following reasons:

- the agency cannot continue as a Field Education Practicum site due to no fault of the student.

- the school determines during the semester that the agency is not meeting the learning objectives for the MSW Field Education Curriculum.
- Agency Field Instructor or Task Coordinator consult with the Faculty Field Liaison regarding terminating practicum arrangement due to reasons that are not a result of the student's academic performance or conduct in the agency.
- The student will have to write a new Learning Contract with a new agency.
- When the decision is to terminate the field placement, the student is required to disengage from the agency.

Removal from Field Education Practicum For Academic Reasons

When a student's performance in practice course work and field education is below the required standard (Minimum B Average), the student is formally notified in a conference and in writing, by the Academic Advisor, Director of the MSW Program, and the Director of Field Education of the decision to terminate her/his from further matriculation in the Field Education Practicum. If a student fails any practicum course (690A, 690B, 790A, 790B) for any reason, the student is terminated from the MSW Program and cannot reapply.

Removal from Field Education for Non-Academic Reason

Students enrolled in Field Education at Norfolk State University are dismissed from Field Education for Non-Academic Reasons when the following policies are not upheld by the student:

- Field Education Practicum students are required to assume full responsibility and are liable for individual action undertaken in the field Education Practicum.
- Students' failure to abide by the NASW Code of Ethics, assigned agency policies and procedures, or university policies or procedures.
- Students' expression of harming oneself or others.
- Students' repeated tardiness and unexcused absences without notification to agency supervisor.
- Students' inappropriate and unprofessional use of social media.
- Falsifying documents through field experience.
- Professional Code of Conduct Issues
- Students not fulfilling the Required hours MSW Field I and II

When a student is dismissed from Field Education Practicum because of non-academic violations, the Academic Advisor, Director of the MSW Program, Director of Field Education,

and the Faculty Field Liaison will formally notify the student (letter and conference)

Temporary Disruptions In Field Education

Norfolk State University School of Social Work plan to address temporary interruption of Bachelor and Master of Social Work students' field placements as a result of a national, regional or local event such as communicable diseases, natural disasters, and/or civil unrest.

- If students are advised by their agency, field instructor, field agency supervisors, federal or state officials not to attend their field placement, or if safety concerns warrant a temporary disruption in field placement, students should **immediately** consult with the School of Social Work Faculty Field Liaison. The Faculty Field Liaison will notify the Director of Field Education.
- If the agency, field instructor or field agency supervisor does not interrupt field placement, the student should continue in field placement.
- If the student cannot continue in field placement because of personal discomforts, the student should contact the field instructor and/or agency field supervisor and faculty field liaison immediately before stopping field placement.
- The field instructor and/or agency field supervisor, faculty field liaison and the director of field education will determine protocol if the student appears not to be able to complete field hours by the end of the school semester.
- Faculty field liaisons will conduct virtual site visits.
- Faculty field liaison, field instructor and/or agency field supervisor conduct online trainings (field hours determined by the faculty field liaison, field instructor or agency field supervisor).

This policy addresses short-term field placement disruptions, with a maximum of 30 days. If the field placement interruption continues beyond a 30-day period, NSU School of Social Work Field Education Directors, Department Chairs, and Associate Dean will conduct a review. The review will determine the most appropriate response to support students in completing their field placement requirements. In efforts to fulfill the students' field hour requirements and educational competencies during temporary field placement interruptions the School of Social Work will provide the student with alternative field learning activities.

Field Education Practicum Liability Policies and Procedures

Professional Liability Insurance

Students will be provided with Professional Liability Insurance during the field practicum experience. Norfolk State University provides Liability Insurance to MSW students participating in the generalist and specialization year of the field practicum. Norfolk State University is insured by the Commonwealth of Virginia, which is authorized in the Risk Management Plan of the Commonwealth of Virginia and the Code of Virginia.

Notice of Risk To Student Participation Statement

Student matriculating in the generalist and specialist year Field Education Practicum are provided with a Notice of Risk to Student Participants statement that provides information on how to best minimize their exposure to any risks while participating in Field Education. Students are required to sign two copies of the Notice of Risk to Student Participants Statement and return one copy to the Field Education Office to be maintained in the school's records, and retain one copy for their records. Field Education Practicum Agency Site Field Instructors and Task Coordinators are informed of the Notice of Risk to Student Participants Statement. The agency site representatives are informed that students must be oriented to the agency policies to handle situations that present or have the potential of placing students at risks before they begin placements. Discussion should focus on risk management, safety procedures, and methods for assessing and attending to potentially dangerous situations. Agencies are required to immediately notify and safety incident involving a student to Norfolk State University. If the Field Faculty Liaison is not available, notification should be made immediately to the Director of Field Education or the MSW Director of Social Work Program.

Required Student Field Education Documents

Learning Agreement Contract

Students are required to develop a new written Field Education Learning Agreement Contract for each semester enrolled in Field Education Practicum. The Learning Contract is developed between the student and the agency field instructor or task coordinator. The Learning Contract is a written document that highlights the learning objectives that reflects the competencies outlined in the Council of Social Work Guidelines. The Learning Contract should also include specific learning strategies, evaluation criteria for learning competencies and objectives. The Learning Contract also identifies specific activities, tasks, and assignments in meeting the field practicum experience. The activities and assignments are organized and structured under the CSWE Competencies. The Learning Contract is used for the Midterm and Final Evaluation. The Learning Contract Document needs to be signed by the student, field agency supervisor, and the faculty field liaison. For each competency, student will be required to list a goal.

Process Recordings

Process Recording is a learning tool for students in social work education. It provides students the opportunity to demonstrate a specialized and detailed form of recording client events that occur in an interview. In the Generalist Year Field Practicum I, students are required to complete and submit to their faculty field liaison three process recordings. In the Specialization Year Field Practicum II, students are required to complete three processes recording per month. Students should discuss with their field agency supervisor and faculty field liaison the submission dates for process recordings. Process recordings are not to be submitted to the Field

Education Office, but directly to the student's designated faculty field liaison.

Time to Track Computer Software

It is required that students track hours weekly through the Tevera Computer Software. The student needs to include their hours and report it in Tevera. Both the Field Agency Supervisor and the student must electronically sign the hours accumulated in field practicum agency. This information is submitted to the Faculty Field Liaison who also reports the time to the Director of Field Education.

Evaluation Process of Student Field Practicum Performance

Field Practicum Grade

The grade for the Field Practicum is based on student successful completion of the following criteria:

- The Midterm and Final Field Evaluations
- Satisfactory Grade of Pass (P) for 690B and 790B Seminar Class
- Completion of Learning Contract
- Completion of Field Practicum required hours
- Completion of all written and oral assignments in Field and Seminar
- Students Professional Behaviors (attendance, professional appearance, time management, and profession).

Evaluation of Students In The Field Practicum Agency

The Field Agency Instructor provide the student with feedback, clarification and direction on a regularly weekly basis. The weekly supervision meetings are an important component of the field internship process. This is the time frame for student to ask questions, clarify policies and procedures, and solicit feedback about his/her performance. Students are evaluated based on the Learning Contract, Midterm, and the Final Evaluations in Field Education. During halfway through the internship, a Midterm Evaluation is completed by the field agency instructor to help

students identify strengths, challenges, and areas that require further improvements. The student is actively involved in this process, and it is the responsibility of the field agency instructor to provide this document to the faculty field liaison.

At the end of the agency internship, the field agency instructor will complete the Final Field Evaluation of the student. The student and the field agency instructor will complete the final evaluation process in the same manner as the Midterm. In addition, students will be assigned by the Faculty Field Liaison a midterm and final grade of “P” (Pass) or “F” (Fail) for the Orientation Field component of 693 A/B and 793A/B . Students will receive a letter grade for the agency and seminar internship experience,

Faculty Field Liaisons and Direction of Field Education Evaluation of Field Education Practicum Sites

As a component of the Field Education placement process, faculty field liaisons evaluate their assigned practicum sites and provide written feedback to the Director of Field education. Based on the evaluations received from the faculty field liaisons, the Director of Field Education will meet with the Faculty Field Liaisons and agency representatives to negotiate changes in areas of the agency practicum experience (supervision, learning task, or other tasks that may require strengthening). From this meeting, and the faculty field liaison, the Director of Field Education determines whether the agency and/or field agency instructor will continue as a practicum site for the next academic year.

Student Evaluation of Field Practicum Sites

Students in Field Education also complete an evaluation of the agency at the end of the practicum internship. Student practicum agency internship evaluations are reviewed by the

Director of Field Education. The feedback from student practicum agency evaluations are presented to the faculty field liaisons. The feedback from student practicum internship agency evaluations is used to assist faculty field liaisons in working to strengthen agency learning opportunity areas presented by the students when it is the field education department plan to continue utilizing the agency as a practicum site. In addition, the evaluation is very important as it helps to ensure that the field education curriculum continues to provide students with a high-quality field agency internship and educational experience.

Policy for Evaluating Student Learning and Field Effectiveness

All MSW Students shall be evaluated regarding their performance in the field setting by their field instructor, field liaison, and the Director of MSW Field Education at the 5th week (in keeping with university policy for evaluating undergraduate students), 10th week, and end of semester. Likewise, all field agencies shall be evaluated by the student for effectiveness.

Criteria for Evaluating Student Learning and Field Effectiveness

Field Faculty Liaisons participate in the evaluation of students' performance. They assess written materials, evaluate the portfolio, and ensure that students demonstrate a mastery of the core competencies. Likewise, student appraise the field setting in terms of agency; staff relationships; assignments; field instructor, and overall evaluation.

Procedures for Evaluating Student Learning and the Field Setting

Three instruments are used: **the mid-term**, 10-week field assessment and the final field evaluation (the 10 week and final field assessment are the same documents).

The student evaluation measures the progress of the generalist practice student, in mastery of the 9 core competencies and 31 practice behaviors as established by our national accreditation

organization CSWE (The Council on Social Work Education). The student's learning plan should identify measurable methods and performance outcomes (e.g. methods, activities and assignments) that they need in order to achieve mastery of the core competencies. Under each competency statement are several indicators, i.e. practice behaviors, please evaluating the student performance according to the rating scale criteria below:

RATING SCALE

5	The student has excelled in this area.
4	The student is functioning somewhat above expectation for students in this area.
3	The student has met expectations for students in this area.
2	The student is functioning somewhat below expectations for students in this area.
1	The student is functioning significantly below expectations for students in this area.
N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area. (Indicate plan of intervention for success)

Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement; note specific strategies for the student and/ or indicate a corrective plan of action to address the student's need if below average in the rating scale.

This 10-week progress report is intended to give the student feedback about his or her field performance. Students are expected to indicate if there are areas that they do not understand and/ or disagree with, during this evaluation. Field Instructors and/ or Task Coordinators are asked to evaluate the student's performance on each competency/practice behavior as it relates to the student's learning plan.

Field settings are evaluated annually to ensure that they provide adequate multi-level learning opportunities that are consistent with the Council on Social Work's Educational Policy and Accreditation Standards. Students also drive the evaluation process.

STUDENT EVALUATION OF FIELD PRACTICUM SETTING

Norfolk State University

School of Social Work – M.S.W. Program

Evaluation of Field Instruction Setting

The following is a rating scale that students may use to evaluate the Social Work Field Practicum. Please complete the form and return it to the appropriate instructor. The results will be used as constructive feedback to aid the ongoing process of improving and upgrading the Social Work Department.

Please note: THIS RATING SCALE WILL NOT AFFECT YOUR GRADE IN ANY WAY.

Instructor

Semester

Name of Agency

Number of students from your class in your placement

Field Instructor

Directions: Rate the following items on a 1 to 5 scale with 5 being the maximal (e.g., excellent), and 1 being minimal (e.g., inadequate/poor). Some items on the scale may not be applicable. In that case, ignore the item or circle "NA"

AGENCY:

1. The agency allowed student participation in staff meetings, seminars, etc.

1 2 3 4 5 NA

2. The agency accepted students as an integral part of the social work staff.

1 2 3 4 5 NA

3. Students felt free to participate in the formal and informal communication systems.

1 2 3 4 5 NA

4. The agency provided adequate office space and clerical services for students.

1 2 3 4 5 NA

5. The agency's expectations of students were consistent and clear.

1 2 3 4 5 NA

6. The agency is receptive to students' opinions and ideas.

1 2 3 4 5 NA

7. The agency staff's attitudes and behaviors in regard to minority groups were an example of desirable social work practice.

Staff relationships

1 2 3 4 5 NA

Staff-Client relationships

1 2 3 4 5 NA

Staff-Student relationships

1 2 3 4 5 NA

8. The agency's program provided opportunity to interact with other agencies and community people.

1 2 3 4 5 NA

9. The agency provided for client/consumer input in policy-making.

1 2 3 4 5 NA

10. The agency was oriented to system change as well as individual change.

1 2 3 4 5 NA

11. The agency's services attempted to meet client needs and the agency's specific goals.

1 2 3 4 5 NA

12. The agency was an example of progressive, innovative social work.

1 2 3 4 5 NA

OTHER COMMENTS:

ASSIGNMENTS:

1. Practice assignments have provided experience with a diversity of clients in a variety of situations (e.g., age, sex, race, ethnicity, the oppressed, kinds of problems and needs).

1 2 3 4 5 NA

2. The student's assignments have been related to his/her career goals and interests.

1 2 3 4 5 NA

3. The quantity of work assigned was appropriate to the amount of time allotted. Please clarify in the comment section if this was a problem.

1 2 3 4 5 NA

4. The work load is/was demanding and relevant enough to prepare the student for entry-level professional social work practice.

1 2 3 4 5 NA

5. Add any other comments about assignments.

FIELD INSTRUCTOR

1. The field instructor established a helping and enabling relationship with the student.

1 2 3 4 5 NA

2. The field instructor demonstrated knowledge of content on social work practice.

1 2 3 4 5 NA

3. The field instructor was skillful in helping the student to relate classroom content to practice.

1 2 3 4 5 NA

4. The field instructor's "contact" with the student took account of his/her interests, learning needs, past experience, etc.

1 2 3 4 5 NA

5. The field instructor provided structure and clarity of expectations about

assignments.

1 2 3 4 5 NA

6. The field instructor was accessible when needed. Please clarify in the comments section if this was a problem.

1 2 3 4 5 NA

7. The field instructor individualized the student according to his/her learning needs and professional development during the semester.

1 2 3 4 5 NA

8. The field instructor allowed the student an increasing amount of independence with an appropriate balance of support and reinforcement.

1 2 3 4 5 NA

9. The field instructor showed acceptance of disagreement and respect for the student's opinion.

1 2 3 4 5 NA

10. The field instructor maintained appropriate structure and organization of field practice activities.

1 2 3 4 5 NA

11. The field instructor demonstrated concern for values, ethics, and objectives of the social work profession.

1 2 3 4 5 NA

12. The field instructor's attitudes and behaviors in regard to minority groups have been examples of desirable practice.

1 2 3 4 5 NA

OTHER COMMENTS:

EVALUATION:

1. The field instructor's provided an on-going process of "feedback" to the student throughout the semester.

1 2 3 4 5 NA

2. The field instructor's evaluations were fair, accurate, and helpful to the student.

1 2 3 4 5 NA

The field instructor allowed and enabled the student to participate in the formal evaluation and to become increasingly able to evaluate his/her own work.

1 2 3 4 5 NA

3. The field instructor provided for appropriate "rebuttal" in the evaluation process.

1 2 3 4 5 NA

OTHER COMMENTS:

OVERALL REACTIONS:

1. How would you rate your field instruction experience and its effect on your learning and professional development this semester?

1 2 3 4 5 NA

2. Rank from 1 to 5 the value of the contribution of each of the following to your progress in field practice this semester (using 1 as minimal and 5 as maximal).

Field Instructor

Agency staff colleagues

Assignments (clients, groups, etc.)

Agency settings, generally

Individual initiative

3. Rate this evaluation instrument as a method of conveying your feelings and opinions about the field practice experience.

1 2 3 4 5

Academic Advising

Policies: At the start of each school year, faculty are assigned their new advisees by the MSW Program Director and are asked to send a welcome and/or introductory email to each of their advisees informing them of this assignment. The email serves two purposes: advising students of their assigned advisor but also advising students of the assistance that can be provided or who they should contact if they experience problems in the program. This standardized advisor notification suggests students set up appointments with their advisees to discuss classes or register for the following semester classes. Students are not required to meet with their advisor unless there is a problem in one or more classes. The policy can be found in the student handbook.

Faculty are also advised to engage in intrusive advising when they become aware of a potential problem that could affect student retention and/or graduation. Faculty reach out to the student to schedule an appointment to discuss concerns. Academic advising may be initiated by the student or faculty.

Procedures: Students are sent an introductory email by their academic advisor notifying them of their assigned advisor and suggesting a method of contact whenever there is a need. Students are also made aware of the need to meet with their advisor to enroll in required courses to ensure they are enrolling in courses according to schedule.

Academic Advising

Policies: At the start of each semester, faculty are requested to send a welcome and/or introductory email to each of their advisees. The email serves two purposes; advising students of their assigned advisor but also advising students of the assistance that can be provided or who they should contact if they experience problems in the program.

Faculty are also advised to engage in intrusive advising when they become aware of a potential problem that could affect student retention and/or graduation. Faculty reach out to the student to schedule an appointment to discuss concerns. Academic advising may be initiated by the student or faculty.

Procedures: Students are sent an introductory email by their academic advisor notifying them of their assigned advisor and suggesting a method of contact whenever there is a need. Students

are also made aware of the need to meet with their advisor to enroll in required courses to ensure they are enrolling in courses according to schedule.

Policies-----Grading System

The grading system reflects the level of academic achievement as follows:

- A = Excellent
- B = Average
- C= Below Average
- F = Failure
- I = Incomplete

Transfer credits from institutions where the pass/fail grading system prevails will be interpreted as “B” unless the awarding institution submits with the transfer credits, a copy of its policies which would justify the interpretation of the transfer credits otherwise. The established University policy will prevail regarding the awarding and use of the “W” grade.

The student is responsible for knowing the academic standards of his/her academic unit and of the Graduate School. No more than two (2) grades of C are permitted in a student’s academic program. This minimum standard of scholarship is applied to all graduate courses. In some units, a grade of B- or below is interpreted as a failing grade and a student may be required to repeat the course. Students must consult with their academic advisors regarding requirements for repeating courses.

The procedures for evaluating student professional performance is as follows:

Given the ethical responsibilities of professional social work practice to promote and protect the well-being of the clients and communities we serve, the MSW Program at Norfolk State University has established Technical Standards for students that not only focus on academic performance but that also emphasize the abilities and attributes essential for the profession. This document describes the Technical Standards each student must satisfy, with or without reasonable accommodations, to enroll in, fully participate in, progress through, and graduate from the MSW program. These requirements apply in the classroom, in field placements, in our school, in the university, and in the broader community and societal context.

1. Communication Skills:

- Communicate effectively, responsibly, and respectfully in a timely manner in interactions with other students, faculty, field instructors, staff, clients and client systems, and other professionals with whom they might come in contact within their student role.
- Demonstrate the capacity to use effective verbal and nonverbal communication skills, including the ability to actively listen, self-reflect and interpret nonverbal communication of others and self.

- Communicate clearly through verbal and written products at a level appropriate for their stage of education.

2. Intellectual and Cognitive Ability:

- Ability to recall and retain information, think critically, and apply problem solving skills in an efficient and timely manner.
- Ability to plan, calculate, reason, analyze, integrate and synthesize information in a timely manner.
- Demonstrate a continual effort to reflect on their own values, attitudes, beliefs, emotions, biases, current and past experiences, and make efforts to be inclusive of different cultures and populations.
- Manage time effectively in order to observe deadlines, and conscientiously arrange and keep appointments.
- Ability to navigate transportation to meet field and classroom requirements.
- Ability to acquire knowledge, process experiences and incorporate new information from peers, teachers, and literature in formulating interventions and treatment plans.
- Evaluate and integrate into practice constructive feedback received in both the classroom and field settings.

3. Emotional and Behavioral Professionalism:

- Seek appropriate help to ensure that personal issues do not interfere with professional and academic performance.
- Demonstrate the ability to tolerate demanding workloads, adapt to changing environments and situations.
- Maintain respectful and appropriate relationships and boundaries with peers, faculty, field instructors, staff, clients and client systems, and other professionals.
- Be punctual and dependable, prioritize responsibilities, manage time, and attend and actively participate in class and field in accordance with relevant policy.
- Demonstrate behavior and decisions reflecting the highest standards of honesty and personal, academic, and professional integrity.
- Take responsibility for their own actions and quality of work and consider the impact of these on others.
- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required social work competencies. The 2015 Educational Policy and Accreditation Standards, can be accessed at <https://www.cswe.org/accreditation/accreditation-process/> in the field and classroom settings.

4. Skills with Technology:

- Ability to use computers for searching, recording, storing, and retrieving information.
- Navigate and utilize technologies, such as learning platforms, videoconferencing,

library systems, and various software necessary to complete classroom and various assignments.

- Use required field agency technology to fulfill the work duties at their field placement site. This technology could include, but is not limited to, the use of computers, telephones, and agency databases.
- Comply with the Standards for Technology in Social Work Practice.

These standards are congruent with the ethical values and standards laid down by the NASW Code of Ethics, which all students must abide by. In addition, students are expected to review and abide by all Norfolk State University Policies and Practices. A student can participate in our social work programs so long as they are able to meet these standards, with or without reasonable accommodations. Students who would like to request reasonable accommodations to assist them in meeting these standards should contact: Office of Accessibility Services/International Student Services OASIS at 757-823-8325 or oasis@nsu.edu .

Credit: The above procedures were taken in part from the University at Buffalo School of Social Work student handbook.

Grade Appeal

The instructor has the responsibility for evaluating coursework and determining grades; however, the student has the right to appeal a grade believed to be in error. The appeal process may involve the following steps and may be resolved at any level:

- The student confers with the instructor involved.
- The student and instructor (preferably together) confer with the chairperson of the department offering the course.
- The student and instructor (preferably together) confer with the dean of the school in which the department is housed.

When the above steps do not resolve the issue, the student may initiate a formal written appeal through the Faculty/Student Grievance Committee to the Provost for its review and recommendation. Appeals should not be taken lightly by either the student or the instructor.

The student is responsible for verifying the accuracy of his or her academic records. Grade appeals should be made immediately after the grade in question is received. No appeals will be considered after one year has elapsed or after graduation, whichever is earlier

Grievance Procedure: Academic and Professional Performance

Norfolk State University

Each student MUST have met with the Dean (unless the issue involves the Dean) of the School before an Office of the Provost Representative addresses a specific concern. All student concerns received by the Office of the Provost shall include a summary of actions taken by the

vice president, dean, or designated associate dean, or director. A description of the action taken by the unit to date and a copy of NSU's response to the complainant as a result of prescribed procedures is retained in the Office of the Provost.

The Office of the Provost expects individuals to attempt to resolve the issue through all means available to the complainant, including following NSU's own published grievance procedures before submitting a complaint to the Provost. Therefore, the Office of the Provost's usual practice is not to consider a complaint that is currently in administrative proceedings, including institutional proceedings, or in litigation. However, if there is substantial, credible evidence that indicates systemic problems with the Unit, the Office of the Provost may, at its discretion, choose to proceed with the review. In order to be considered, formal complaints must be submitted in writing using the Office of the Provost's "Student Consultation: Information Sheet and Form," signed and delivered to the Provost Representative by the complainant(s). The Office of the Provost will neither entertain complaints that are not in writing or which are anonymous, nor will it consider complaints sent electronically or through facsimile transmission unless verification by the complainant is achieved in person. In addition, the Office of the Provost will not act on complaints submitted on behalf of another individual or complaints forwarded to the Office of the Provost unless FERPA authorization is on file in the student's official university records maintained by the University's Registrar.

The Office of the Provost ensures that appropriate grievance procedures are maintained and standards of procedural fairness are applied appropriately and consistently. The procedures below enable the Office of the Provost to address possible violations of the Principles of Accreditation, and the Core Requirements, as well as to address possible violations of NSU's policies and procedures.

The MSW Program uses Norfolk State University's Student Grievance Process for Grievance for Professional Performance.

Process:

- 1) Student must submit in writing a complaint to the Department Director regarding professional performance.
- 2) If there is no resolution and the concern still exists, then the complaint will escalate to the Associate Dean of the School of Social Work.
- 3) If there is no resolution and the concern still exists, then the complaint will escalate to the Dean of the School of Social Work.
- 4) If there is no resolution and the concern still exists, then the complaint will escalate to the Office of the Provost.
- 5) If there is no resolution and the concern still exists, then the complaint will escalate to the Office of the President.

For formal complaints, the following tracking form is used in the School of Social Work:

[STUDENT COMPLAINT FORM \(nsu.edu\)](https://www.nsu.edu/student-complaint-form)

NORFOLK STATE UNIVERSITY
Ethelyn R. Strong
SCHOOL OF SOCIAL WORK
SOCIAL WORK PROGRAM
ACADEMIC and PROFESSIONAL ENHANCEMENT PLAN

Student :

Date :

Student # :

Advisor :

- I. Area(s) of Concern:
- II. Student's Response to Concern(s):
- III. Intervention Strategy:
- IV. Progress Assessment/Conditions:

Student Signature

Faculty/Advisor Signature

Program Chair

A student is terminated from the MSW Program for the following reasons:

- The student fails a major course more than one time.
- The student fails field seminar/field practicum.
- The student fails to abide by the National Association of Social Workers' Code of Ethics.
- The student is terminated by the University.

University grading policies are printed in the *University Student Handbook* (and the *University Catalog* (Course syllabi include the criteria for grading. Field evaluation criteria are also printed on the field evaluation forms and in the *MSW Program Field Education Manual*. Termination policies from the MSW Program are published in the *MSW Student Handbook* and *MSW Program Field Education Manual*.

Students are responsible for learning the content of any course in which they are enrolled and for maintaining standards for academic performance established for each course in which they are enrolled. They are protected, though orderly procedures, against prejudices or capricious

academic evaluation. The following protocol is published in the *University Catalog* and *MSW Student Handbook* and is used to insure impartial academic evaluation.

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Norfolk State University and the School of Social Work fully subscribe to this premise and embrace the transmission of knowledge and the pursuit of truth as broad goals out of which should emerge the development of more effective professional social workers.

Free inquiry and free expression are indispensable to the attainment of these goals. As consumers of the School, the students are encouraged to develop the capacity to apply sound judgment and to engage in a sustained and independent search for truth. Students are encouraged to participate in free discussion, inquiry, and rational expression.

Professional Termination

The MSW program reserves the right to terminate enrollment of any student at any time for what the faculty and administration may believe to be a good and sufficient reason(s), such as cheating, plagiarism, misuse of university property, criminal convictions, or unprofessional conduct.

A student may be removed or dismissed from the program, field practicum site and the Field Education Program at any time by the Program Director, Associate Dean, Field Instructor and/or the field agency for documented unprofessional conduct. Unprofessional conduct may include but is not limited to behavior that may be hazardous, unethical, illegal, unprofessional to the client, agency or faculty system, or commitment of a breach in confidentiality.

- When a student's performance is evaluated as deficient, the Program Director, Field Director, Field Instructor, Task Supervisor (if applicable), with the student determines what, if any, course of action could bring the student's performance into compliance with the program's professional standards.
- The action plan outlines the problems to be solved, actions to be taken to solve said problems, and the timeline for completion of corrective actions regarding the student's performance.
- If the student does not self-correct based on the correction action plan timeline the student is terminated from the MSW Program
- Students can re-apply for re-instatement to the MSW Program.
- Re-instatement into the MSW program is not automatic and requires a review by the MSW faculty on a case-by-case situation. The MSW faculty is responsible for acting as the gatekeeper of the social work profession. When a student is experiencing serious academic and professional difficulties, the MSW Program Director addresses the issues directly with the student, after

Extensive consultation with the faculty members who are working with the MSW student that semester. In this interaction, the student is asked to discuss perceived barriers to academic and professional success. They then mutually build a strategic plan to help ensure future success.