

**NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK FIELD EDUCATION MANUAL**

2024-2027



GWC BROWN MEMORIAL HALL, ROOM 335

PHONE: 757-823-8122

FAX: 757-823-2556

**Dr. Isiah Marshall
Dean of the School of Social Work**

**Dr. Kirsten Ericksen, PhD, MSW
Associate Dean of the School of Social Work**

**Dr. Breshell Jackson-Nevels, PhD, MSW
MSW Program Director**

**Mrs. Paris Holley, MSW
Director of MSW Field Education**

**Ms. Morgan Anderson
Administrative Assistant III**

The Council on Social Work Education accredits the Norfolk State School of Social Work. It is the Policy of Norfolk State University to provide equal educational opportunity and equal employment opportunity without regard to race, color, national origin, political affiliation, religion, sex, age, or disability.

Revised June 2024

TABLE OF CONTENTS

Purpose of the MSW Field Practicum Manual.....	1
History	
MSW Program Mission and Goals	
MSW Program Curricula.....	3
Advanced Standing	
2-year Curriculum	
3-year Extended Curriculum	
Social Work Program Competencies	6
Generalist Core Competencies	
Advanced Generalist Core Competencies	
Purpose of Field Education	13
MSW I Generalist Year Field Practicum Requirements	
MSW II Advanced Generalist Year Field Practicum	
 Roles and Responsibilities of Field Staff, Students, and Agencies	 14
Director of Field Education	
Faculty Field Liaisons	
Field Agency Instructors	
Task Coordinators	
Student Responsibilities in the Field Education	
Agency Responsibilities	
 MSW Field Education Requirements and Procedures.....	 18
Admission Requirements	
MSW Field Orientation	
Required Field Hours of Field Practicum Placements	
Required MSW Field Practicum Seminar-MSW I & II	
Field Practicum Absences Policy and Procedures	
Absences Due to Illness	
Student Participation in Professional Development	
 Administrative Field Education Policies and Procedures	 25
Criteria for online placement	
Credit for Life/Work Experience	
Dismissal Conditions	
Personal Vehicle and transportation	
Home Visits	
Health Screening Requirements for Field Practicum Students	
Social Media Policy	
Student Audio Video Recording of Client Policy	
Student Course Assignments and Agency Records	
Timing of Field Practicum Experience	
Requesting to change placement	

Selections of Agencies and Field Instructors	31
Criteria and Process for Selecting Agencies	
Process for selecting field placements	
Memorandum of Understanding (MOU)	
Procedures for Placing Students	
Monitoring Students	
Criteria for Selection of Field Agency Instructors	
Criteria for Selection of Agency Task Coordinators	
Criteria for Selection of Field Agency Instructors	
Orientation Training for Field Instructors and Faculty Field Liaisons	
Procedures for Issues and Resolutions in Field Placements.....	35
Resolutions of Problems in Field Education	
Change in Field Placements	
Removal from Field Education Practicum for Academic Reasons	
Removal from Field Education for Non-Academic Reason	
Temporary Disruptions in Field Education	
Grievance Procedures	
Field Education Practicum Liability Policies and Procedures	38
Professional Liability Insurance	
Notice of Risks to Student Participants	
Sexual Misconduct Policy	
Required Student Field Education Documents.....	39
Learning Agreement	
Process Recordings	
Tevera	
Evaluation Process of Student Field Practicum Performance.....	40
Field Practicum Grade	
Grading Policy	
Evaluating Students Academic Performance	
Removal of “I” Grade	
Evaluation of Students in Field Education	
Faculty Field Liaisons Evaluation of Field Practicum Sites	
Student Evaluation of Field	
Stability of field settings	
Termination from Field	
Reapplication process	
University Statements.....	44
Americans with Disabilities Act	
Office of Equity and Inclusion	
Smoking policy	
Student Rights and Responsibilities	
Generative AI	

Academic Honesty
Student Mental Health and Well-being

Appendix

Appendix A-Field Education Documents.....47

Employment Base Policy and Procedures
Memorandum of Agreement
MSW Field Practicum Application
Resume Examples
Employment Based Field Education Application

Appendix B- Curricula.....61

Appendix C-Policies and Procedures In Field Education..... 51

Notice of Risk to Student Participants
Field Practicum Code of Professional & Ethical conduct
NSU MSW Student Personal Safety Plan
Reporting of Sexual Misconduct
On/Off Campus Reporting
Grievance Procedures
NASW Code of Ethics

Appendix D-Student Evaluation Documents.....170

MSW I Field Midterm and Final Evaluation (SWK 690A)
MSW II Field Midterm and Final Field Evaluation (SWK 790A)
MSW Process Recording
Learning Agreement

Appendix E-Directory of Selected Field Agencies.....199

Selected Field Agencies List

Purpose of the MSW Field Education Manual

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

History of the Ethelyn R. Strong School of Social Work

The Ethelyn R. Strong School of Social Work has a robust history devoted to developing social workers who are advocates, practitioners and change agents. The social work program became a formal major in 1960, under the direction of Dr. Ethelyn Ratcliff Strong, who was the founding Dean of the School of Social Work.

MSW Program Mission and Goals

The school's mission is to provide social work education programs, which prepare students with competence to develop and deliver services that strengthen and/or empower individuals, families, groups, organizations, and communities. The school and its programs emphasize the values of social justice, social responsibility and respect for human rights, dignity and diversity. The school is especially committed to addressing the strengths and challenges for an ethnically and culturally diverse client population in an evolving global community.

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:

- Demonstrate Ethical and Professional Behavior
- Engage in diversity and difference in practice
- Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Engage in Practice-Informed Research and Research-Informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- 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 Curricula

Norfolk State University
The Ethelyn R. Strong School of Social Work
Master of Social Work
New Advanced Standing Curriculum Paradigm
Full-Time Online & In-Person

<u>Semester I FALL</u>		<u>Credit Hours</u>
SWK 730	Differential Assessment	3
SWK 738	Advance Generalist I	3
SWK 739	Advance Generalist II	3
SWK 790A	Field Practicum II	6
Total		15
 <u>Semester II SPRING</u>		 <u>Credit Hours</u>
SWK 755	Advanced Generalist III	3
SWK XXX	Elective	3
SWK XXX	Elective	3
SWK 790B	Field Practicum II	6
Total		15
 Total Credit Hours Required		 30

Norfolk State University
The Ethelyn R. Strong School of Social Work
Master of Social Work
New 2-Year Curriculum Paradigm
Full-Time Fully Online & In-Person

Generalist /Foundation Year

<u>Semester I FALL</u>	<u>Credit Hours</u>
SWK 626 Human Behavior & Social Environment I	3
SWK 651 Social Welfare Policy & Services	3
SWK 697 Research Methods I	3
SWK 630 Generalist Practice I	3
SWK 690A Field Practicum I	3
Total	15

<u>Semester II SPRING</u>	<u>Credit Hours</u>
SWK 627 Human Behavior & Social Environment II	3
SWK 639 Diversity, Inclusion, & Oppression	3
SWK 698 Research Methods II (<i>prerequisite SWK 697</i>)	3
SWK 633 Generalist Practice I	3
SWK 690B Field Practicum I	3
Total	15

Advanced Generalist Year (2nd Year)

<u>Semester III FALL</u>	<u>Credit Hours</u>
SWK 730 Differential Assessment (<i>prerequisite SWK 626</i>)	3
SWK 779 Advance Generalist I	3
SWK 739 Advance Generalist II	3
SWK 790A Field Practicum II	6
Total	15

<u>Semester IV SPRING</u>	<u>Credit Hours</u>
SWK 781 Advance Generalist III	3
SWK XXX Elective	3
SWK XXX Elective	3
SWK 790B Field Practicum II (<i>prerequisite SWK 730</i>)	6
Total	15

Total Credit Hours Required	60
------------------------------------	-----------

Norfolk State University
The Ethelyn R. Strong School of Social Work
Master of Social Work
New 3-Year Curriculum Paradigm
Part-Time Fully Online & In-Person

SUMMER Semester	Credit Hours
SWK 651 Social Welfare Policy & Services	3
SWK 639 Diversity, Inclusion, & Oppression	3
Total	6
FALL Semester	Credit Hours
SWK 630 Generalist Practice I	3
SWK 626 Human Behavior & Social Environment I	3
Total	6
SPRING Semester	Credit Hours
SWK 633 Generalist Practice II	3
SWK 627 Human Behavior & Social Environment II	3
Total	6
SUMMER Semester	Credit Hours
SWK XXX Elective	3
SWK XXX Elective	3
Total	6
FALL Semester	Credit Hours
SWK 697 Research Methods I	3
SWK 690A Field Practicum I	3
Total	6
SPRING Semester	Credit Hours
SWK 698 Research Methods II	3
SWK 690A Field Practicum I I	3
Total	6
SUMMER Semester	Credit Hours
SWK 779 Advance Generalist I	3
SWK 730 Differential Assessment	3
Total	6
FALL Semester	Credit Hours
SWK 780 Advance Generalist II	6
SWK 790A Field Practicum I	3
Total	9
SPRING Semester	Credit Hours
SWK 781 Advance Generalist III	6
SWK 790B Field Practicum II	3
Total	9
Total Credit Hours Required	60

Social Work Program Competencies

In accordance with the mission and goals of the Social Work Program and consistent with the 2022 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 consistent with CSWE Educational Policy Standards.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Generalist Social workers:

- a. makes ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
- b. demonstrates professional behavior; appearance; and oral, written, and electronic communication.
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. uses supervision and consultation to guide professional judgment and behavior.

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.

Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engages in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

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

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

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

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

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

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

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

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

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

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

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

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

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

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

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations.

Advanced Generalist Core Competencies

The following are Advanced Generalist competencies that enhance student and professional practice at the micro, mezzo, and macro levels.

Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners at the Advanced Generalist level use appropriate ethical models when collaborating with clients at the micro, mezzo, and macro levels of practice. Practitioners at the Advance Generalist level incorporate ethics and values of the profession in research, policy, and practice.

Competency 2: Engage in Diversity and Difference in Practice

Practitioners at the Advance Generalist level acknowledge the historical challenges with diversity and difference when working with populations at the micro, mezzo, and macro levels. Practitioners are extremely conscious of how research, policy, and practice have and has not supported diverse populations.

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

Practitioners at the Advanced Generalist level confidently apply historical examples of executed change at the micro, mezzo, and macro levels. Advanced Generalist Practitioners ensure people are treated equitably through research, policy, and in practice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advance Generalist Practitioners use research and sources that serve to empower people at the micro, mezzo, and macro levels. Advanced Generalist Practitioners include knowledge from scholars of color to support & empower disenfranchised groups.

Competency 5: Engage in Policy Practice

Practitioners at the Advanced Generalist level, when using policy analysis framework, recognize inequalities at the micro, macro, and mezzo levels of practice, especially among vulnerable populations nationally and internationally. Advance Generalist practitioners engage community constituents and discuss mechanisms by which to improve service provisions and policies for those impacted.

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

Advance Generalist practitioners utilize strengths-based engagement techniques; know that those at the micro, mezzo, and macro levels are the authorities of their own existence.

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

Advance Generalist practitioners, when assessing at the micro, mezzo, and macro levels, affirm the client's experiences and take a non-judgmental, non-threatening approach. Advance Generalist Practitioners also assess the impacts of the environment, policy, research, concepts, theories and other factors using appropriate tools.

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

Advanced Generalist practitioners apply evidenced-based interventions that are culturally proficient for use at the micro, mezzo, and macro level of practice.

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

Advanced Generalist practitioner applies appropriate evaluation methods and tools to measure the effectiveness of their practice at the micro, mezzo, and macro levels. Advanced Generalist Practitioners use self-reflection and assessment tools to gauge if they have met the client's needs at the micro, mezzo, and macro levels.

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. 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 advanced 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 students to practice generalist social work skills, with an emphasis on direct contact with clients. Students are introduced to a range of practice behaviors as they work with individuals, families, groups, organizations, and communities. During the generalist year, MSW field students can observe the field agency supervisors and other appropriate professionals (as approved by the field agency supervisors), and practice closely with them as they build skills, integrate theoretical perspectives, research-informed decisions, and interventions from classroom learning.

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

MSW II Advanced Generalist 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. Students are prepared for social work practice in direct services with individuals, families, groups, organizations, and communities during the Advanced Generalist year of field practicum II.

The Advanced generalist year of field practicum II provides students the opportunities to build upon the knowledge, values, and skills acquired in the generalist practice courses and Field Practicum I. The advanced generalist 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 are supervised by the field agency supervisor as they address client problems, employ interventions, 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 include the following:

- Develop policies and procedures relevant to Field Education and interpret them for students, agencies, and faculty.
- Monitor the 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 to ensure coordinated field instruction, monitoring, and evaluation.
- Provide consultation when needed and requested by faculty field liaisons on behalf of students 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 the 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

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 with two years post graduate experience from an accredited university;
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. Make a minimum of two visits per concurrent placement year to confer with the field instructor and /or task coordinator and the student.
6. Provides students 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 students 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. Inform 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).

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:

- MSW with two years post graduate experience from an accredited university.
- Explain to students how the agency will 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. Assisting in understanding the expectations of 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 agreement 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 of 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 evaluations.
- Communicate with Faculty Field Liaison regarding student performance in the Agency
- Develop a relationship with the student that will provide 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

Field practicum sites where a student is assigned by the agency 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 are met. The **Task Coordinator's 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.

Student Responsibilities in Field Education Practicum I & II

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 promptly.
- Respect agency policies and procedures and recognize 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 always in the field agency and classroom setting.
- 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 agreements, submitting process recordings, task record sheets, midterm and final evaluations. Sign all documents and forward separate copies to the Field Faculty Liaison and MSW 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 to 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 recommended 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 to the practicum experience. Students admitted to the Social Work Program are required to meet the required admissions and placement criteria for MSW Field Education and Seminar Practicum I and II. Once confirmation is received, eligible students must apply for field practicum through a formal application process in the MSW Social Work Program. Full time students who are admitted to the MSW Program are eligible to begin their Generalist practicum experience (SWK 690A and SWK 690B) and Advanced Generalist or Advanced Standing (SWK790A and SWK790B). The Admission Criteria for all students entering the field experience:

- Requirements to continue matriculation in MSW Field Education are: 3.0 overall G.P.A. and a minimum grade of B in social work courses, and ethical value-based practice while in the field. If a student completes Practicum I and does not reenter Practicum II within one academic year, the student may be required to repeat 690.
- 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
- Complete an Application for Field Practicum I or Field Practicum II
- Submit a current resume
- Tentative field placements are assigned
- Resumes are forwarded to the agencies via email notifying and agency of tentative placement
- Students schedule an interview with the agency supervisor. **Note: Notify MSW Field Director of interview date/time**
- 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. The student and the agency will receive a letter confirming placement/acceptance.
- If not accepted, the student is referred to another agency. If a student is not accepted by the second agency referral, the student is referred to the MSW Field Director.
- Students are advised to check with their field placement once they are assigned and before they begin their practicum to determine if there are additional/special requirements needed (background check, TB test, COVID vaccine, drug screening etc.)

Please Note

- Students who 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 and SWK 630-Generalist Practice I and SWK 633 Generalist Practice II with a grade of B or higher before enrolling in SWK 790A-Field Practicum II.

- 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 779-Advanced
- Generalist I with a Grade of B or higher.
- Extended students accepted in the Program have three years to complete courses and the field experience. These students must be in good academic standing with a B or higher before they 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 the field.
- The University Office of Disability Services must develop all disability accommodation plans that involve 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.
- Extensive criminal background checks and other related tests (TB Tests, immunization verifications, COVID vaccine, 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.

MSW Field Education Information Sessions

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 Advance Generalist) 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
- NASW Code of Ethics
- Confidentiality
- Learning Agreement
- Supervision Guidelines
- Review of Field Education Manual
- Tevera 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
- Address student questions

Required Total Field Hours of Field Practicum Placements

The MSW Field Education Program requires students to complete 910 hours for two consecutive academic years. The MSW Generalist Year field internship (SWK 690A&B-Field Practicum I) 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 Advanced Generalist Year (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 experience and must show documented proof of completing the required number of hours for Generalist and Advanced Generalist years. The computer software program, *TEVERA* is used to complete and store internship information. The field practicum hours are electronically signed by the student and the field instructor. Hours are reviewed by the faculty field liaison. Students will not receive a grade for field practicum until all required field placement hours and 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:

- Field Education Information Sessions (**required**)
- MSW Field Education Manual
- SWK 690A and 790B Course Syllabi
- Monitor through recording of hours in *TERVA*
- Practicum field hours totaled and approved by field agency instructors who record hours on the Midterm and Final Evaluations.

The Table below 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.

Table 1.1-Required Total Field Practicum Hours

	Term	Hours Per Week	Total Weeks	Total Hours
Field Practicum I- Generalist Practice Field Hours (Practicum I- SWK690A)	Fall	14	13	182
Field Practicum I- Generalist Practice Field Hours (Practicum I- SWK690B)	Spring	14	13	182
Total				364
Field Practicum II- Advanced Generalist Hours (Practicum II- SWK790A)	Fall	21	13	273
Field Practicum II- Advanced Generalist Hours (Practicum II- SWK790B)	Spring	21	13	273
Total				546
			Grand Total	910 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 Seminar 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 practicum placements. 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 Tuesdays from 4:30 pm-6:30 pm as well as online 690-90. Face to face or asynchronous.**

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 **Mondays from 4:30 pm-6:30 pm as well as online 790-90. Face to face or asynchronous.**

Field Practicum Absences Policy and Procedures

Students are expected to observe legal holidays that their agency observes, only if the holiday occurs 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 observe 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, 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 student's responsibility to meet the clock hour requirement for successful completion of the field practicum experience in any given semester. Requests 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.

Absences Due to Illness

In the case of illness, the student is expected to make up 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 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 students' make-up schedules must be given to the Field Faculty Liaison, who will inform the Field Education Director of the situation.

CLASS ATTENDANCE POLICY

Online students are required to log in during the first week of classes to confirm their attendance.

The University expects students to attend all classes and required meetings involving course work. While unnecessary absences are discouraged, the University recognizes that, on occasion, students may have legitimate reasons for being absent from class, such as representing the University in official activities, illness, or personal emergencies.

Each student has the responsibility to confer, prior to the absence, on his/her instructors regarding all absences or intended absences. If sudden departure from the campus prevents a student from communicating with each of his/her instructors, the student who is absent for an emergency or extraordinary reasons, is expected to notify the MSW Program office. Make-up work for assignments, examinations, tests, etc., missed during the absence will be permitted only at the discretion of the instructor.

Excuses for verifiable illness may be obtained from the Health Center. Written verification for extended illnesses must be submitted to the office of the Assistant Dean.

I. Unexcused Absence

A. A student may be permitted one unexcused absence per semester credit hour or the number of times a given class meets per week.

B. Once a student exceeds the number of allowed unexcused absences, an instructor may require an official university excuse.

II. Students

A. Students have the responsibility to confer with their instructors regarding all absences or intended absences.

B. If sudden departure from the campus (for emergency or extraordinary reasons) prevents a student from communicating with each of his or her instructors, the student is expected to notify the Dean of Students Office within 48 hours.

C. Students who become ill are encouraged to report to the Student Health Center for minor medical treatment.

I. A current NSU ID must be presented prior to treatment.

II. Written verification issued by the Health Center should be submitted to the Dean of Students Office and an official University excuse should be issued.

D. Unless there are extenuating circumstances, an Absence Request Form, documentation, and a copy of your NSU ID must be provided to the Dean of Students' Office upon return and by the last day of classes. All missed coursework must be completed within the timeframe given by the instructor and/or by the last day of classes

Student Participation in Professional Development

Students are encouraged to attend conferences, workshops, webinars, podcasts, trainings, and certification programs sponsored by or required by the practicum agency. These events are held during regularly scheduled practicum clock hours, as indicated on the Learning agreement. 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. Ten hours can be approved for the academic year.



Norfolk State University

Ethelyn R. Strong School of Social Work

Professional development request form

At least 2 weeks prior to the event; complete this form and attach required documentation.
Professional development cannot conflict with seminar instruction.

Student contact information	
Name	Phone number
Student ID	MSW I MSW II
Agency contact information	
Practicum agency	Field supervisor
Phone number	Email
Faculty Field liaison	
Professional development course/event/training Name/title	Date and Duration
Give a brief narrative explain how this professional development opportunity supports your learning contract, goals, and objectives.	
Signatures for approval	
Student:	Date:
Field supervisor:	Date:
MSW Field Director:	Date:

Personal Vehicle and transportation

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 mileage reimbursement. However, students cannot transport clients in their vehicles; however, they may accompany staff in a company/staff vehicle. This is in direct violation of the Norfolk State University Liability coverage.

Home Visits

Home visits present students with a chance to understand a client's home environment and community. To ensure safety and management of liability, the practicum agency is required to assign a representative to accompany students throughout these visits.

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 requests medical documentation must comply with this request 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 social media guidelines at the beginning of the field practicum experience. Students must 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 client's 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 the completion of a specific procedure for obtaining informed consent for class use. The Field Faculty Liaison should be consulted before attempting any such taping. This policy will align with the assigned practicum agency.

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 and the client's 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 place in conjunction and connect with the field practicum experience.

Requesting a change of placement

A field placement can be changed only with the approval of the field education director. Students who desire a change must contact their field instructor to discuss the situation and make a formal request to the field office. Student preference for another setting or another location is not an adequate reason for changing a placement. If it is agreed that the educational environment is not appropriate, the student may be assigned to another agency.

Selections of Agencies and Field Agency Instructors

Criteria and Process for Selecting Agencies

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 seminar courses 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.

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 formal letter
- If not accepted, the student is referred to another agency. If the second agency refuses the student, the student is referred to the MSW Field Director for a skills lab.

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, 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 agreement, journal, time sheets, and other artifacts in Tevera 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.

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 is 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

If 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 assigned 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 beginning the Fall and Spring semesters. This orientation will provide information 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 is 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 agreement, Process Recordings, Tevera Software)

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 arises 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 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 their initial assigned field practicum sites. Any change in placement must be conducted through and approved by the Director of Field 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.
- The agency Field Instructor or Task Coordinator consults with the Faculty Field Liaison regarding terminating the practicum arrangement due to reasons unrelated to the student's academic performance or conduct in the agency.
- The student will have to write a new Learning agreement 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 (3.0), the student is formally notified in a conference and writing, by the Academic Advisor, Director of the MSW Program, and the Director of Field Education of the decision to terminate his/her 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 Reasons

Field Education Practicum students are required to assume full responsibility and are liable for individual actions undertaken in the field Education Practicum. 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:

- 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 the agency supervisor.
- Students' inappropriate and unprofessional use of social media.
- Falsifying documents through field experience.
- Code of Conduct Issue

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 formally notify the student in a conference and in writing.

Temporary Disruptions in Field Education

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

- If students are advised by their agency, field instructor, field agency supervisors, or 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 unable 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 training (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.

Grievance Procedures

Each student MUST have met with the MSW Field Education Director, MSW Program Director, Associate Dean, and 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 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 because 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. 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 's Student Grievance Process for Grievance for Professional Performance.

Process:

- 1) Students 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)

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 advanced 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

Students matriculating in the generalist and advanced 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 risk 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 a safety incident involving a Norfolk State University student. 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.

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 applies 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 field 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.

Required Student Field Education Documents

Learning Agreement

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

Process Recordings

Process Recordings are 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 Advanced 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.

Tevera

It is required that students track hours weekly through Tevera, a 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 the field practicum agency. This information is submitted to the Faculty Field Liaison who also reports the time to the MSW Director of Field Education.

Evaluation Process of Student Field Practicum Performance

Field Practicum Grade

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

- The Midterm and Final Field Evaluations
- B or better
- Completion of Learning agreement
- 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).

GRADING POLICY

A minimum grade of “B” (3.0 on a 4.0 scale) is required to: 1) maintain good academic standing as graduate student and 2) meet requirements for a degree. Any student who fails to obtain a 3.0 in each course will be assessed by the Academic Advisor. Grades in all courses taken while in graduate student status are used in determining whether a student has met a “B” (3.0) average requirement to remain in good standing.

Provisional “admits” who fail to achieve a “B” (3.0 on a 4.0 scale) in the first nine (9) consecutive graduate credit hours will be dismissed from the program.

ACCEPTABLE	GRADE	NON-ACCEPTABLE	GRADE
<u>GRADES</u>	<u>POINTS</u>	<u>GRADES</u>	<u>POINTS</u>
A = Excellent	4.0	B-	2.7
A-	3.7	C+	2.3
B+	3.3	C = Below average	2.0
B = Average	3.0	F = Failure	

The “B-“and below grades are not acceptable as a course grade. If a student receives a non-acceptable grade, an immediate assessment of the student’s over-all performance will be made by his/her advisor. After review, students who receive unacceptable grades may be given the opportunity to repeat the course during the next semester in which it is offered. * Courses may be repeated only once. If the student is unsuccessful in the repeat effort, the student will be dismissed from the program. A student may have a maximum of two courses in the entire program for which they are given the opportunity to repeat only the one time. If more than two courses have unacceptable grades or are repeated, the student will be dismissed from the program. Academic failure will result in dismissal from The Ethelyn R. Strong School of Social Work.

A grade below “B” is not acceptable for Field Practicum. If a student receives a grade of B- or below in Field Practicum, the students will fail not only the practicum but the program. The student will be dismissed from the program. Students who make an unacceptable grade in either portion of either Practicum or are **not permitted to repeat**.

*In exceptional circumstances, the student may request to take the same course at another CSWE accredited Master's Program. The student must submit the course description and syllabus for evaluation and prior approval by the Academic Advisor and Assistant Dean for transfer credit.

Evaluating Student's Academic Performance

Policies: ----- Grading System

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

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

All students with transfer students are required to meet with the MSW Program Director.

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.

REMOVAL OF "I" GRADE

When the course requirements have not been met because of illness or other extenuating circumstances, the professor may use the "I" symbol to indicate incomplete requirements. It is the responsibility of the student to contact the professor to arrange for completion of requirements. The following instructions apply:

- The "I", if not removed in a one-year period, automatically changes to a "F."
- The prerequisite course requirements may impact on the student's eligibility for continued graduate studies.
- The application for Field Practicum is denied if there is an "I" on the student's record of academic performance.
- The application for graduation is denied if there is an "I" on the student's record of academic performance.

A student having difficulty with course work should promptly consult with their professor and advisor to discuss the problem in meeting the course requirements. **The University recognizes that the "I" grade is an option, used only at the discretion of the professor.**

Evaluation of Students in The Field Practicum Agency

The Field Agency Instructor provides 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. Students are encouraged to ask questions, clarify policies and procedures, and solicit feedback about his/her performance. Students are evaluated based on the Learning agreement, Midterm, and Final Evaluations in Field Education. Midway through field practicum, 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.

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 tasks, 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 is presented to the faculty field liaisons. The feedback from student practicum agency evaluations is used to assist faculty field liaisons in working to strengthen agency learning opportunity areas presented by the students. 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.

Stability of Field Settings

Any changes in field supervisor or task coordinator contacts within the agencies must be promptly communicated to the Field Director. If an agency closes or is unable to support the student, the MSW Field Director will be responsible for arranging an alternative placement.

Termination from Field

The School of Social work honors its commitment to the social work profession and is obligated to evaluate student's fitness to enter the profession. Students are expected to abide by the NASW code of ethics; therefore, deviation from those expectations can result in a student's performance evaluation and review.

Should an agency request the removal of a student, the Field Director will remove the student within a time frame that is agreeable to the agency. Either prior to or after removal of a student from the agency, depending on the urgency of the removal and/or the agency concerns, the practicum professor will discuss the situation that led to the agency request with the agency and Field Education director, and formal documentation from the agency will be requested and added to the students file. If a student is terminated from placement by the agency, they will not be referred to an alternative placement that semester.

REAPPLICATION PROCESS

When the applicant has not enrolled in a School of Social Work class for two or more semesters, a Reapplication Form must be submitted. The student should complete the following procedure:

- 1) Contact the MSW Admissions Office to obtain a reapplication package.
- 2) Submit the Reapplication form and two references, an updated personal statement, and when applicable, transcripts at least 3 months prior to the requested returning semester. (Transcripts will be required for courses completed after the withdrawal from the MSW program.)
- 3) The MSW Program Director and Admissions Committee. The MSW Program Director will advise of the decision to accept or deny the request. If the request is approved, the applicant will be granted admission for the semester that permits proper continuity of the study sequence.

University Statements

Americans with Disabilities Act (ADA) Statement

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact the Office of Accessibility services/International Student Services (O.A.S.I.S.).

Office of Accessibility Services/International Student Services (O.A.S.I.S.).

Location: James Bowser Building, Suite 121

Telephone: 757-823-8325 Fax:757-823-2640

Office of Equity and Inclusion

Bias/Discrimination/Harassment Reporting

Norfolk State University does not tolerate discrimination or harassment on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, veteran status, political affiliation, genetics, or disability. The prohibition against discrimination and harassment applies to all levels and areas of college operations and programs, to students, faculty, staff, volunteers, vendors, and contractors, and the Board of Visitors. This policy does not permit or require alteration of bona fide job requirements, performance standards, or qualifications to give preference to any state employee or applicant for state employment. BOV POLICY # 04 (2017) Equal Opportunity Page 3 of 5 Reporting Complaints Allegations of violations of this policy shall be brought to the attention of the Office of Institutional Equity; any retaliatory action against persons making such allegations shall be investigated by the Office of Institutional Equity without delay. Knowingly filing a false complaint of discrimination/harassment or of retaliation is a violation of this policy and may be pursued using the steps followed for a complaint of discrimination/harassment. If a false complaint is found to have occurred, such conduct will result in disciplinary action that may include termination or expulsion.

Contact Information:

700 Park Avenue

Woods Science Building, Room 137

Norfolk, VA 23504

Phone: (757) 278-4123

Email: equity@nsu.edu

CAMPUS SMOKING POLICY

This Policy applies to University buildings, facilities, and vehicles, all whether owned or leased and regardless of location. Smoking is not permitted in any enclosed building or place, including but not limited to, all offices, classrooms, hallways, waiting rooms, restrooms, meeting rooms, community areas, performance venues and residential spaces within University or University affiliated housing. Page 3 of 5 Smoking shall also be prohibited outdoors in certain areas on Norfolk State University campus property including all area within 25 feet of any door to any building or other enclosed space, covered loading docks, covered paths, and semi-enclosed stadiums. Smoking is permitted outdoors on University grounds, plazas, sidewalks, malls, and other similar open pedestrian-ways, provided smokers are at least 25 feet from an entrance or exit of any building or other enclosed facility. Cigarette butts and other smoking remnants must be placed in ash cans provided for such use. This policy applies to all students, faculty, staff, and other persons on campus, regardless of the purpose for their visit

This Policy prohibits smoking in Norfolk State University indoor facilities, certain other specific property areas, and vehicles, all whether owned or leased and regardless of location. By promoting a smoke-free environment on campus, the University seeks to (1) protect the public health and welfare by prohibiting smoking, including the use of electronic cigarettes; (2) guarantee the right of nonsmokers to breathe smoke free air, while recognizing that the need to breathe smoke free air shall have priority over the desire to smoke; and (3) to encourage a healthier, more productive living and learning environment for all members of the University community; yet (4) provide a place for smokers while ensuring the health of nonsmokers.

Student Rights and Responsibilities

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 Ethelyn R. Strong 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 effective professional social workers.

Free inquiry and free expression are indispensable to the attainment of these goals. As members of the School, the student will be encouraged to develop the capacity for initial judgment and to engage in a sustained and independent search for truth. The student is encouraged to participate in free discussion, inquiry, and rational expression.

The student is responsible for learning the content of any course for which the student is enrolled and for maintaining standards of academic performance established for each course. The student is protected, through orderly procedures, against discrimination or capricious academic evaluation. The following are steps to be used to insure impartial academic evaluation:

1. A student with issues of an academic nature should arrange appointments with the instructor for the purpose of full and open discussions of the evaluations.
2. If a conference with the instructor does not result in satisfactory resolution, the student should then consult the academic advisor.
3. If the issues are not resolved, they should be brought to the Associate Dean.
4. If the grievance is not resolved, the Associate Dean shall make recommendations to the Dean, who will have final judgment in the matter. In exceptional cases where the judgment is not accepted, the student has the right to appeal to the Vice Provost for Academic Affairs.

Generative AI

When used appropriately, generative AI can be an effective training tool to enhance learning. Generative AI produces new content from patterns learned from training data; it does not check for the veracity or accuracy of the input or output data. Although generative AI can be used as an effective learning tool, it should not replace students' original work, critical thinking, or creativity. Generative AI platforms may be used as learning tools within defined contexts, but they cannot replace students' individual contributions. If you use generative AI tools, you must inform your instructor of this use and cite the contribution properly; otherwise, your actions would be considered academically dishonest and in violation of the NSU Code of Student Conduct.

ACADEMIC HONESTY

In keeping with its mission, the University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its schools and their facilities, for the use of its libraries, its computers and other facilities.

“Academic or academically related misconduct” includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another’s ideas as one’s own; furnishing false academic information to the University; falsely obtaining, distributing, using or receiving test materials; obtaining or gaining unauthorized access to examinations or academic research materials; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter any academic record; or engaging in any conduct which is intended or reasonably likely to confer upon one’s self or another an unfair advantage or unfair benefit respecting an academic matter.

The substantiation of the violation of Academic Honesty will automatically result in dismissal from the program (with due process completed).

TERMINATION - ACADEMIC

When a student’s performance, in course work, is below the required standard, the student is formally notified, in conference and in writing, by the Academic Advisor and the Assistant Dean of the decision to terminate.

After a one (1) year period, a student who was dismissed for academic reasons may complete the reapplication process. The reapplication is processed by the MSW Admissions Director, in consultation with other appropriate faculty, and the MSW Admissions Committee. The Director and MSW Admissions Committee may consent other faculty if they deem it is necessary.

TERMINATION - NON ACADEMIC

When a student is to be dismissed from the program because of non-academic reasons, the student is formally notified, in a conference and **IN WRITING**, by the Assistant Dean and the Academic Advisor. When applicable, other faculty and the Field Instructor(s) will be included in the process.

Students who experience the privilege of admission to The Ethelyn R. Strong School of Social Work, Norfolk State University, become members of the school’s academic community while still retaining their status as citizens. Students are entitled to the same fundamental rights, privileges and immunities that are guaranteed to every citizen of the United States and the Commonwealth of

Virginia. Due process with The Ethelyn R. Strong School of Social Work and Norfolk State University does not preclude adjudication of offenses by local, state and federal agencies when appropriate. In addition to these inherent rights and privileges, students voluntarily assume the obligation to fulfill the behavior and responsibilities required by The Ethelyn R. Strong School of Social Work in relation to its lawful mission, programs, and functions.

The following policies pertain to students of The Ethelyn R. Strong School of Social Work and are in addition to all policies governing student conduct published in the Norfolk State University Student Handbook.

1. Students enrolled in The Ethelyn R. Strong School of Social Work are expected to assume full responsibility for, and be held liable for their individual actions.
2. **The National Association of Social Work (NASW) Code of Ethics, as adopted by the Delegate Assembly, August, 1996, and revised by the 2021 NASW Delegate Assembly, shall apply as a referent for determining acceptable and unacceptable nonacademic behaviors.** The NASW Code of Ethics applies to all students enrolled in the School of Social Work Bachelor of Social Work program, Master of Social Work program, Non-matriculating Social Work program, and the Ph.D. in Social Work program. This includes Advanced Standing, Full-time, and extended-time enrolled students. The Code articulates standards used to assess the conduct of social workers and is relevant to all social workers and social work students. The National Association of Social Work Code of Ethics serves as a guide to the everyday professional conduct of social workers. The code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise.

Upon admission to The Ethelyn R. Strong School of Social Work, each student will be provided with a copy of the NASW Code of Ethics. Failure to abide by the NASW Code of Ethics can be grounds for The Ethelyn R. Strong School of Social Work to terminate a student from the program.

The due process procedures provided for by both The Ethelyn R. Strong School of Social Work and Norfolk State University shall apply. The due process procedures are outlined in the Norfolk State University Student Handbook. The Ethelyn R. Strong School of Social Work due process procedures are consistent with those of Norfolk State University.

Mental Health and Well-being

If at any time the content we discuss in this course causes you emotional, mental, physical distress or harm, please notify me immediately so that we can ascertain how best to proceed with your work in this course and connect you to campus resources.

Student Mental Health and Well-being: The NSU Counseling Center is sensitive to addressing the mental health and overall well-being of the student population. The Counseling Center provides in-person and telehealth services in the form of individual therapy, group therapy, consultation, crisis intervention, case management, and referral support. Students may contact the Counseling Center in person (Student Services Center, Suite 312) or by calling (757)-823-8173 between the hours of 8:00 am-5:00 pm to initiate services. Crisis services after hours and weekends are available by calling (757) 823-8102. The National Suicide and Crisis Lifeline is 9-8-8 and for a life-threatening emergency, call 911 right away.

Students have access to **TimelyCare**, a new virtual health and well-being platform. **TimelyCare** provides 24/7/365 access to mental health support at no cost to students. Get started by downloading the **TimelyCare** app on any electronic device or visiting timelycare.com/nsu. Be sure to use your NSU email address upon registering. Services include the following:

- TalkNow - 24/7, on-demand emotional support.
- Scheduled Counseling - Select the day, time, and mental health provider of student's choice. Students have access to 12 scheduled counseling sessions per academic year.
- Health Coaching - Support for developing healthy behaviors.
- Self-Care Content - Yoga and meditation sessions and group conversations with providers on a variety of health and well-being topics.

For online resources, please visit the Counseling Center's website at <https://www.nsu.edu/counselingcenter>. Students may access Ulifeline through the NSU website <http://www.ulifeline.org/NSU/> for an anonymous, confidential, online resource, where students can search for information regarding emotional health. The site also includes a self-screening tool, information about mental/emotional disorders, and how to obtain help for oneself or others

APPENDIX A- FIELD EDUCATION DOCUMENTS

MEMORANDUM OF UNDERSTANDING
BETWEEN
NORFOLK STATE UNIVERSITY
700 PARK AVENUE
NORFOLK, VA 23504
AND
NAME OF AGENCY
STREET ADDRESS
CITY, STATE ZIP CODE

Norfolk State University has an accredited **School of Social Work** that requires educating students through practical experiences in a professional social work setting with expert supervision. **NAME OF AGENCY** is an agency that meets the professional social work standards established by the profession and is appropriate for providing students with practical social work experience in a supervised setting while providing quality services to the community.

It is mutually agreed by Norfolk State University, located at 700 Park Avenue, Norfolk, Virginia 23504 (hereinafter designated as “University”) and **NAME OF AGENCY**, located at **STREET ADDRESS, CITY, STATE, ZIP CODE** (hereinafter designated as “Agency”), that practical experience for social work students will be provided by the Agency.

The University and the Agency, in mutual cooperation, will participate in the selection of students for the learning experience. There will be close planning between the University and the Agency prior to and during the learning experience.

The University will be responsible for the students’ academic phase and will assure that the curriculum is designed to support the students with courses best suited to the delivery of services in a professional manner. The Agency will retain full managerial responsibility for program tasks and services related to Agency functions and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the Agency. Faculty representatives and Agency supervisors will evaluate the students’ performance by mutual consultations and in accordance with guidelines published by the University.

The University will assign a faculty member (“Faculty Liaison”) to the Agency who will assist with student adjustment to the setting, review the quality and depth of the training experiences, and support the Agency supervisor and/or Agency staff in ways consistent with Agency functions and student training.

The University will furnish faculty supervision for students in Agency settings where professional social work supervision may be required.

The University’s general objectives for student training in the Agency setting are to:

Alleviate stress in clients and clients' social systems.

Improve communications and understanding between clients and the systems.

Improve and enhance clients' contributions to their own rehabilitation efforts.

Assist clients and systems in finding and utilizing appropriate community resources.

Assist clients and Agency in appropriate implementation of action plans.

Provide data for planning and implementation of interdisciplinary approaches to problem solving.

The University will assess students assigned to Agency for the following proficiencies:

Completion of individual, family, group, and community assessments.

Provision of individual, group, and family counseling.

Advocating and negotiating for community resource development.

Collating data, evaluating patient and family social and environmental needs, and assisting in preparation of reports.

The University, including students in internship programs, is covered by the Commonwealth's Risk Management Plan of the Division of Risk Management. The University will provide the Agency with a "Certificate of Insurance" for liability coverage within the parameters and limits of the Plan, which Certificate will provide coverage up to the limits provided for in Va. Code§ 8.01-581.15 (1950), as amended.

The University will notify students of the following requirements through the Field Practicum orientation and seminar.

The Students assigned to Field Practicum position are required to:

Develop a commitment to the values of the profession and respect for the values of people served.

Work within the practice and procedure of the Agency and be prepared to discuss aspects of policies and procedures with appropriate Agency personnel.

Be in regular attendance at the Agency as required, adhering to the same workday hours as the professional staff; make up time lost due to illness.

Prepare for and participate in supervisory conferences and bring to the attention of the Agency supervisor any obstacles interfering with the learning process.

Participate in all Eminent Scholar and school sponsored student seminars as a part of the seminar requirement.

The University understands that the Agency will provide the following for Field Practicum students:

Orientation to the setting.

Specific opportunities for students to furnish direct service to clients and families of clients.

Professional tasks related to the Social Work Field Practicum program design, evaluation criteria, planning components, community organization, and research, when there is an opportunity to provide training experiences beyond direct services.

Working space, equipment, and other materials necessary to accomplish assignments.

Opportunities for appropriate student involvement and/or observation in in- service training, professional consultation workshops, and institutes.

Nothing in this Agreement establishes any relationship of employment, partnership, joint venture, franchise, independent contractor or agency between the parties. Neither party will have the authority or power to bind the other or incur obligations on the other's behalf. The student(s) are volunteers for the Agency, and nothing in this Agreement establishes any relationship of employment, partnership, joint venture, franchise, independent contractor or agency between the Agency and the student(s).

This Memorandum of Understanding may be terminated at any time by either party giving thirty (30) days written notice to the other party and taking into account and recognizing the training needs of the student. This memorandum is not to be construed as a legal contract but rather should be viewed as an understanding of certain functions and responsibilities of both parties concerned with student training.

Norfolk State University Representative

Date: _____

Dr. Javaune Adams-Gaston
President

Date: _____

Dr. DoVeanna Fulton
Provost & Vice President of Academic Affairs

Date: _____

Dr. Isiah Marshall
Dean Ethelyn R. Strong School of Social Work

Date: _____

Agency Representative

Date: _____



NORFOLK STATE UNIVERSITY

Ethelyn R. Strong School of Social Work MSW Field Practicum Application

Name _____

Contact #: _____

Email: _____

Address: _____

Emergency contact:

Name/Relation: _____

Contact #: _____

Program: _____ MSW I/Extended _____ MSWII

Reliable transportation: _____ Yes _____ No

If no, please advise MSW Field Director

Practicum hours availability:

M: _____

Tu: _____

W: _____

Th: _____

Fri: _____

Note: Evening placements are not guaranteed.

Attach your resume to your application. Resume templates are located within the application packet.

The process to obtaining field placement

- The field office strives to match students with their preferred practicum selections based on population and setting preferences. However, agency assignments are not guaranteed. Students will be placed where they can develop competencies and practice learning behaviors effectively.
- As social workers, we serve diverse people of all ages, religious backgrounds, sexual orientations, oppressed populations, poor; the elderly; women; children, transgender, and migrants; and persons with physical and developmental disabilities. **If you believe placement in a specific agency setting would be emotionally challenging, please discuss this with the MSW Field Director.**
- Efforts will be made to accommodate students' geographical preferences; however, we cannot guarantee placement within the proximity of your residence. Students are responsible for their own transportation to and from agencies. NSU does not cover travel expenses such as tolls or bus passes. Please inform the field director of any transportation limitations.
- During the interview process ensure you are in a quiet location without distraction and dressed in business attire.
- Placement in an evening practicum is not guaranteed.
- **Note: Agencies may require a background check before your start date. If you have a criminal history, promptly notify Admissions and the MSW Field Director**
- Upon confirming your interview (in person or virtual), dress as a future professional social worker for the interview, attend the interview with resume in-hand or email a copy to the agency. Report the outcome of your interview to the MSW Field Director (successful or unsuccessful). If not, more agencies are given to you for additional interviews.
- **If by the second interview/agency referral, you have not received a placement, then you will be asked to participate in a skills lab with the MSW Field Director immediately.**

Please list agencies you would like to have contacted for an interview or your preferred setting (hospital, school, social service agency etc.)

Settings/agencies:

1. _____
2. _____
3. _____

Field Practicum Expectations

- Adherence to the NASW Code of Ethics
- Perform productively, professionally, ethically, and in accordance with NSU and Agency standards of excellence.
- Adhere to the values, ethics, and standards outlined in the NASW Code of Ethics and NASW standards.
- Actively participate in the ongoing learning process, both in the classroom, Blackboard engagement, and complete all assignments/tests in a timely manner.
- Prepare and submit required recordings, logs, or journals promptly during practicum, demonstrate availability for learning, and adhere to agency's professional standards and policies.
- Participate in academic and field advisement processes, attending regular meetings and presenting recordings (logs, journals, etc.) to field seminar instructors or field instructors as requested.
- Maintain professional conduct with clear, open, and respectful communication in both classroom and practicum settings.
- Be prepared for self-reflection, evaluating the role in practicum, and learning opportunities provided by both classroom and agency experiences.
- Be accountable to the School of Social Work and the agency for achieving learning goals, objectives, core and advanced practice behaviors during the practicum.
- Follow the policies and procedures of the school and the agency, consistent with the ethics, values, and standards of the profession.
- Prepare a supervision agenda/questions focusing on engagement, assessment, intervention, evaluation of practice, resource information, and practice concerns or learning needs.
- Always maintain professional confidentiality with agency and clients; ensure agency materials used for class assignments are appropriately disguised; and obtain written permission from the agency for use of audio and video tapes of practice.

Please sign here to acknowledge your understanding and agreement to abide by these expectations and the process of receiving a Field Practicum:

Signature: _____ Date: _____

Resume Example I

Name

City, State | Phone number | email

linkedin

Branding Statement

A personal brand statement is a carefully articulated paragraph, usually 4–6 sentences in length, that describes your expertise, who you serve, and most importantly, how your approach is different from that of other experts in your field. It may also specify key issues you believe in.

- Soft Skills
- Soft Skills
- Soft Skills
- Soft Skills
- Soft Skills
- Soft Skills

PROFESSIONAL EXPERIENCE

Company Name, City, State

2021-2023

Title

Description of company and your role.

- Bullet points should emphasize accomplishments over duties.

Company Name, City, State

2021-2023

Title

Description of company and your role.

- Bullet points should emphasize accomplishments over duties.

Education

Field of study, University/school attended, address

Resume Example II

Name	email.com
City, State University	Phone number
LinkedIn	

Branding Statement

A personal brand statement is a carefully articulated paragraph, usually 4–6 sentences in length, that describes your expertise, who you serve, and most importantly, how your approach is different from that of other experts in your field. It may also specify key issues you believe in.

PROFESSIONAL EXPERIENCE

Company Name, City, State	2021-2023
Title	

Description of company and your role.

- Bullet points should emphasize accomplishments over duties.

Company Name, City, State	2021-2023
Title	

Description of company and your role.

- Bullet points should emphasize accomplishments over duties.

Education

Field of study, University/school attended, address

**Norfolk State University
Ethelyn R. Strong School of Social Work
Master of Social Work
Employment Based Field Education Application**

Identifying Information
This form must be typed – please read policy in field manual

Name_____

Address_____

Home# _____ Work# _____ Cell# _____

CURRENT EMPLOYMENT

Agency_____

Agency Address_____

Current Supervisor_____ Phone: _____

Administrator_____

How long employed in agency_____ How long in current position_____

Current job responsibilities-average number of hours/weeks_____

Job Title _____

Foundation Year Competencies- list how your current work activities/duties fit each competency listed (use the middle column; provide any explanation under “notes” in the third column.)

Social Work Competencies	Work Activities/Duties that Connect to Competencies	Notes
Competency 1: Demonstrate Ethical and Professional Behavior		
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice		
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice		
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice		

Competency 5: Engage in Policy Practice		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		

MSW II/ Advanced Standing

Advance Generalist-list how your current work activities/duties fit each competency listed (use the middle column; provide any explanation under “notes” in the third column.)

Social Work Competencies	Work Activities Connect to Competencies	Notes
Competency 1: Advance Generalist practitioners incorporate ethics and values of the profession in research, policy, and practice.		
Competency 2: Practitioners at the Advanced Generalist level acknowledge the historical challenges with diversity and difference when working with populations at the micro, mezzo, and macro levels. They are extremely conscious of how research, policy, and practice have and has not supported these populations.		

<p>Competency 3: Practitioners at the Advanced Generalist level confidently apply historical examples of executed change at the micro, mezzo, and macro levels. Advanced Generalist Practitioners ensure that all populations are treated equitably through research, policy, and in practice.</p>		
<p>Competency 4: Advance Generalist Practitioners use research and sources that serve to empower people at the micro, mezzo, and macro levels. Advanced Generalist Practitioners include knowledge from scholars of color in order to support disenfranchised populations.</p>		
<p>Competency 5: Practitioners at the Advanced Generalist level, when using various policy analysis frameworks, recognize inequalities at the micro, macro, and mezzo levels of practice, especially among vulnerable populations nationally and internationally. Advance Generalist practitioners engage community constituents, and they discuss mechanisms by which to improve service provisions and policies for those impacted.</p>		

Competency 6: Advance Generalist practitioners utilize strengths-based engagement techniques; they are aware that clients at the micro, mezzo, and macro levels are the authorities of their own existence.		
Competency 7: Advance Generalist practitioners, when assessing populations at the micro, mezzo, and macro levels, practitioners affirm the client's experiences and take a non-judgmental, non-threatening approach. Advanced Generalist Practitioners also assess the impacts of the environment, policy, research, concepts, theories, and other factors using appropriate tools.		
Competency 8: Advanced Generalist practitioners apply evidenced-based interventions that are culturally proficient for use at the micro, mezzo, and macro level of practice.		
Competency 9: Advanced Generalist practitioners apply appropriate evaluation methods and tools to measure the effectiveness of their practice at the macro, mezzo, and macro levels. Lastly, the Advanced Generalist Practitioner uses self-		

reflection to gauge if they have met the needs of those they serve at the micro, mezzo, and macro levels.		
---	--	--

If you need more examples, please see the CSWE EPAS Manual:
 CSWE Educational Policy Accreditation Standards- <https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>

PROPOSED PLACEMENT

Type of Placement: 1st Year M.S.W. ___ 2nd Year M.S.W./Advance Standing ___

Date of placement period: _____

FIELD INSTRUCTOR/Supervision- should have a M.S.W. from a CSWE accredited program and two years of post-graduate work experience, attach resume). If your supervisor does not have an M.S.W. degree, they will act as a task supervisor, and you will receive weekly supervision (1 hour weekly) from an NSU SSW credentialed faculty member. Please attach your current supervisor's resume.

Agency Field Instructor

Name _____ Position _____

Adjunct Field Liaison Instructor (To be coordinated by Graduate Field Director)

Student _____ Date _____

Field Instructor/Supervisor _____ Date _____

Agency Director _____ Date _____

MSW Director of Field Education _____ Date _____

MSW Program Chair _____ Date _____

Dean _____ Date _____

Please submit field application to the Director of Field Education for the MSW Program.

APPENDIX C- POLICIES AND PROCEDURES IN FIELD EDUCATION

Employment Base Field Education Policies and Procedures

Explanation/Criteria for Online Field Placement:

A virtual field placement refers to a practical training opportunity where the student's educational institution is based. This type of placement aims to provide students who are online MSW students exposure and practicum experience with social work practices, policies, and populations in various geographic contexts.

Criteria for Online Field Placement:

1. Alignment with Educational Goals:
 - The placement must align with the educational objectives of the social work program.
 - It should provide opportunities to develop and demonstrate competencies required for social work practice.
2. Supervision Requirements:
 - The field instructor must hold an M.S.W. from a CSWE-accredited program.
 - The field instructor should have a minimum of two years of post-graduate work experience.
 - If the on-site supervisor does not meet these requirements, the student must receive additional supervision from a credentialed faculty member via remote communication.
3. Diversity of Experience:
 - The placement should offer new and diverse experiences compared to those available locally.
 - It should expose the student to varied populations, settings, and social work practices.
4. Learning Opportunities:
 - The placement must provide opportunities to engage in a range of social work activities, including assessment, intervention, and evaluation.
 - The fieldwork should allow the student to develop skills across micro, mezzo, and macro levels of practice.
5. Ethical and Professional Practice:
 - The placement environment must support ethical and professional social work practice.
 - It should provide opportunities to practice and reflect on social work values and ethics.
6. Competency Development:
 - The placement must enable the student to develop core competencies outlined by the CSWE Educational Policy and Accreditation Standards (EPAS).
 - The student's duties and responsibilities should be clearly connected to the nine foundational competencies and the advanced generalist competencies.
7. Approval and Coordination:
 - The placement must be approved by the MSW Director of Field Education.
 - The placement agency and field instructor must agree to regular communication with the student's educational institution.
 - A plan for remote supervision and evaluation must be established if needed.

Application Process:

1. Identifying Information:
 - Complete the Identifying Information section with personal details and contact information.
2. Current Employment:
 - Provide details about current employment, including agency information, supervisor details, and job responsibilities.
3. Competency Mapping:
 - Document how current work activities align with both foundational and advanced generalist social work competencies.
4. Proposed Placement:
 - Indicate the type of placement (1st Year M.S.W. or 2nd Year M.S.W./Advanced Standing).
 - Specify the dates for the placement period.
5. Field Instructor/Supervision:
 - Provide the name and position of the proposed agency field instructor.
 - Attach the resume of the current supervisor or the proposed field instructor to demonstrate qualification.
 - Outline the plan for remote supervision if applicable.
6. Placement Agency Agreement:
 - Ensure the placement agency agrees to the terms and conditions set by the educational institution.
 - Confirm the agency's commitment to provide the necessary supervision and learning opportunities.
7. Signatures:
 - Obtain signatures from the student, field instructor/supervisor, agency director, MSW Director of Field Education, MSW Program Chair, and the Dean.

Submission:

Submit the completed application to the Director of Field Education for the MSW Program. Ensure that all required documents, including the supervisor's resume and the agency agreement, are attached.

Evaluation:

Students will be evaluated based on their performance in the field practicum, including their ability to demonstrate the required competencies and integrate theory into practice. Regular feedback from the field instructor and periodic evaluations will be part of the assessment process. Remote supervision and evaluation may involve video conferencing, phone calls, and written reports. By meeting these criteria and following the outlined process, students can ensure their online placement provides valuable learning experiences that contribute to their professional growth in social work.

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.

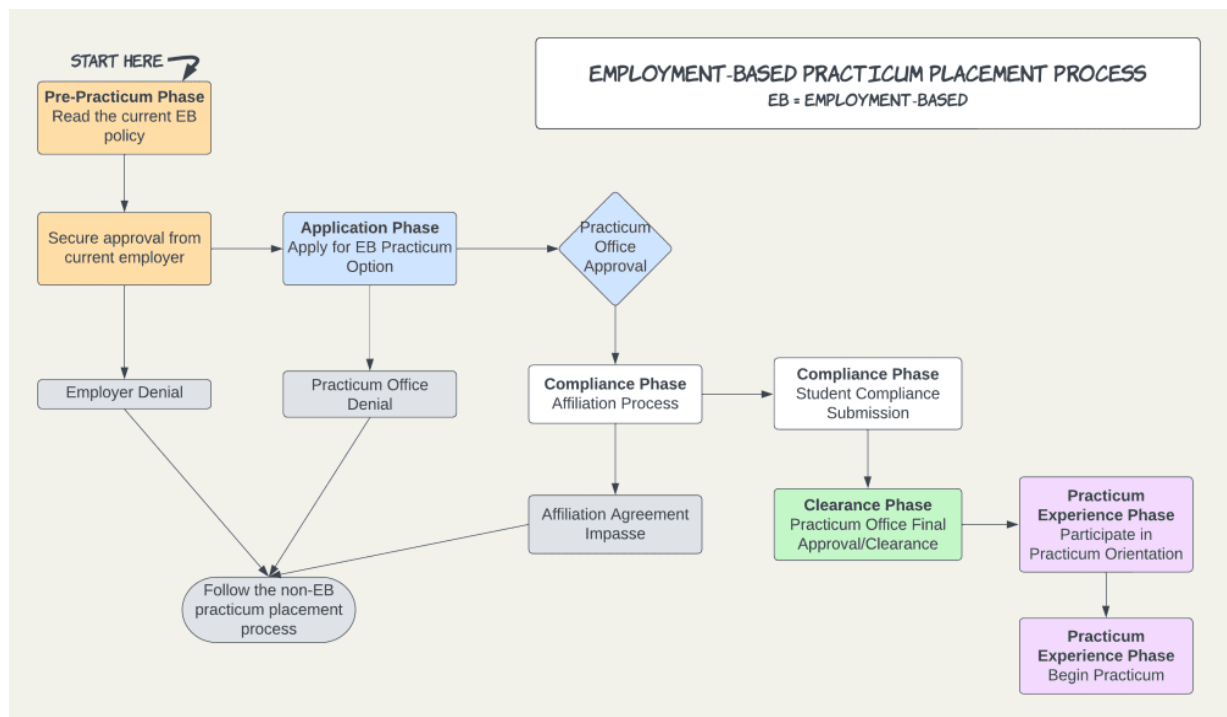
EMPLOYMENT-BASED PRACTICUM PLACEMENTS

Students working in eligible social work-related organizations may have the option to complete their practicum placement at their place of employment (CSWE, EPAS, 2022, 3.3.7). An employment-based practicum placement must achieve all the placement objectives for a social work student. The student must engage in generalist or specialist practice activities under qualified social work program approved practicum instructors/task supervisors. The objectives must be reviewed by the student, the prospective practicum instructor/task supervisor, and the designated Practicum Faculty Liaison. Additionally, the School of Social Work must be assured that the employment agency supports the placement as an educational experience and is committed to providing the time and supervision to be involved in discrete learning activities with specific learning objectives that are related to the placement objectives. The employment agency is expected to help the student and the university to create and maintain an environment for learning to take place.

Students interested in pursuing an employment-based practicum placement are responsible for securing and maintaining employment in a social work-related organization. The Practicum Office **does not** assist students with securing employment to pursue an employment-based practicum placement.

APPROVAL PROCESS FOR EMPLOYMENT-BASED PRACTICUM

PLACEMENTS



Flow chart graphic visually outlining the steps listed below the image.

Student secures approval from their current employer by having a conversation with all relevant personnel (supervisor, HR, etc.) at the employment agency. If denied, students will move forward with the non-employment-based practicum placement process. If approved, students will apply for the employment-based practicum placement when submitting their practicum application. The Practicum Office will review the student's application and approve or deny the request for employment-based practicum placement.

If denied, students will move forward with the non-employment-based practicum placement process. If approved, the Practicum Office will reach out to the employing agency and begin the affiliation agreement process. If the agency and the University are not able to come to a consensus with the affiliation agreement, students will move forward with the non-employment-based practicum placement process.

When directed by the Practicum Office, the student will submit compliance requirements and wait for clearance. The Practicum Office will issue final clearance to the student. Students will participate in practicum orientation before beginning practicum placement.

(CSWE) 2022 Educational Policy and Accreditation Standards (EPAS).

Types of Employment-Based Placements		
Same Work	Combo Work	Different Work
Student keeps their current role at their job and counts work hours towards 100% of practicum hours.	Student counts some current work tasks as practicum hours and also works in a different department/role for some practicum hours.	Student completes 100% of their practicum hours in a different department/role doing different tasks than their current job.

Policy Overview

Students enrolled in the MSW program under employment-based placements must adhere to professional standards and maintain satisfactory performance in their field placements. Failure to comply with these standards may result in dismissal from the MSW program.

Dismissal Conditions

1. Termination or removal by employer:

- If a student is fired or removed from their job by their employer, this will lead to an immediate review by the MSW program committee.
- The review will consider the reasons for termination and the student's overall performance in the program.
- Depending on the findings, the student may be dismissed from the MSW program.

2. Failure in Field Employment Based Placement:

- If a student fails their field placement, they will be deemed to have failed the MSW program.
- A failed field placement is defined as receiving an unsatisfactory evaluation from the field supervisor or not meeting the required competencies and objectives set forth by the MSW program.

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

NOTICE OF RISKS TO STUDENT PARTICIPANTS

Students in the Master of Social Work Program may be exposed to certain inherent risks and dangers of which they must be aware. Such dangers include physical injury from clients or from unsafe environments in which clients may reside, physical illness from exposure to disease, and emotional distress related to stressful situations. In addition, there may be other risks and dangers associated with your participation in this program, some of which are easy to identify, and some that are not. **It is imperative** that students follow agency procedures and discuss all potential risk situations with field instructors or task coordinators to ensure that they do not expose themselves unnecessarily to unsafe situations which can be prevented.

You must remain alert to the presence of risks and take every reasonable precaution to protect yourself from harm. **You must learn thoroughly and understand** your field practicum agency programs and the environment, both internal and external.

As a condition of participation in this program, you are required to report immediately to your field instructor, task coordinator, and field faculty liaison any incidents or developments which you encounter or become aware of that poses danger to you.

All students are covered by Norfolk State University Liability Insurance.

ACKNOWLEDGEMENT

I have read the above Notice of Risks. I understand it and agree to abide by its terms.

Student Signature

Date

Print name

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

FIELD PRACTICUM CODE OF PROFESSIONAL AND ETHICAL CONDUCT

While interning at your site, you are representing not just yourself, but the university and your fellow students, both current and future. Whether you do well or not at your site may have implications far beyond your current situation. You are governed by the employer's employment policies, practices, procedures, dress code, and/or standards of conduct. To avoid any misunderstanding, it is recommended that you obtain clarification regarding such matters from your employer when you begin your assignment. Your performance while on assignment as an intern may be measured by your employer's performance measurement process and/or a university- sponsored performance evaluation. You must receive a satisfactory (or better) performance rating for your practicum to be recognized by the university. You must keep both the university Practicum Program and your sponsoring employer apprised, at all times, of your current e- mail address, physical address and phone number. You will follow all policies and procedures of your practicum placement, as well as the university policies for on- campus classes. This includes completion of all assignments related to practicum. You will conduct yourself in a professional manner at all times. This includes, but is not limited to: Maintaining confidentiality regarding information accessed on any patients, clients, members, customers, employees, and products or services associated with the internship site; reporting for the internship on- time; using appropriate written and oral expression in all interactions with university personnel, managers, supervisors, employees, the public and clients; participating in any orientation or testing required by the internship site; Observing all established safety and sanitation codes; engaging in positive, good, legal behavior; accepting responsibility and accountability for decisions and actions taken at the practicum site; ensuring that all interactions with guests, patients, clients, members, customers, the public and fellow employees are conducted with dignity and respect towards every person. By my signature below, I indicate my understanding of, and willingness to conform to, the professional standards of the internship program delineated in the preceding general and specific statements. If any facet of the code of conduct is not adhered to, I may be at risk of losing academic credit / tuition, or in some other way may be penalized.

Field/program manual received _____ Yes _____ No

Name (print) _____

Signature _____

Date

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

PRACTICUM STUDENT PERSONAL SAFETY PLAN

INSTRUCTIONS:

Students involved in MSW field practicum may be exposed to certain inherent risks and dangers of which they must be aware of, such danger include but is not limited to, physical injury from clients or from unsafe

All MSW practicum students must complete a **PERSONAL SAFETY PLAN** and submit and return to MSW Field Director. Students who fail to submit a safety plan by the established due date will be asked to suspend their practicum experience until the safety plan is submitted as requested. The practicum student personal safety plan must be completed using the following format:

Student Name: **Date:**

(Your current social work practicum level)

MSWI _ _ _ _ MSW II _ _ _ _

Assigned Practicum Agency: _____

Agency Address: _____

Field Instructor/Task Coordinator:

Name: **Contact Number:**

1. **Student Daily Practicum Schedule** (indicate the days of the week and clock hours that you are in the practicum agency):

DAY OF THE WEEK	TIME
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	

2. **Student Safety Plan:**

- **Self-care:** Create a self-care plan with and for your student (exercise, nutrition, socialization, boundaries.)
Initial _____
- **HOME VISIT SAFETY:** Engage clients with respect and compassion, respect client's space and property. Show concern about client and their situation.. Consider keeping hand sanitizer, wipes, anti-bacterial soap/lotion handy. If s/he senses a safety issue, find something to agree about with a client, instead of escalating a situation and then leave. Always wait to be invited to sit; sit in straight-back chair and close to an exit. Set firm limits in a compassionate, respectful manner. **Initial** _____
- **DE-ESCALATION:** Continue to assess clients to recognize signs of escalation (client posture, eye contact, facial expressions, physical gestures, muscle tone, voice and speech patterns, etc. Call for back up assistance (supervisor or another clinician) when possible for direct assistance or to simply stand back and observe discretely. Choose the safest possible location to talk to the client. Get assistance as needed. Use your own body language (keeping a relaxed and empathic stance, reasonable distance, lowered voice with slow speech, friendly and confident) to cue the client's body language toward calming down and self-control. Identify what the client's immediate goal is at the time. Express a desire to help without making promises you can't keep. Avoid questions, statements, or information that may imply the client is to blame for his/her circumstance.
Initial _____
- **COMMUNITY SAFETY:** Know the agency's policies and procedures for safety in the community Make sure your vehicle has gas, is well maintained and parked in a safe well-lit area. Ensure your cell phone is charged and call emergency numbers as needed. Always leave your destination and contact numbers with office staff. Carry an emergency health bag in her/his car (latex gloves, first aid kit) Walk confidently and always scan your environment. **Initial** _____
- **AGENCY SAFETY:** Know safety related policies and procedures for your practicum agency Know the policies and reporting procedures related to sexual harassment in the practicum agency/university. Know how to enter and leave the building safely (including before /after business hours). Know the check-in and check-out procedures. Know any internal code for signaling the need for help.

- Know if it is acceptable to work with clients with the doors open/closed. Know procedures for handling blood related incidents. Know where the fire extinguisher nearest you is located, as well as the nearest stairway. Know what to do and where to go in case of a fire or tornado. Know what to do if another staff person creates an unsafe or uncomfortable environment. Know where emergency numbers are posted (police, fire department, poison control). Know the process for reporting injury at the agency. Know how to de-escalate angry clients. Know the agency policy in regards to clients who are inebriated or intoxicated. Know how to safely position self in office. Know how to use building security. Know how to use office phone to access help. Know how to and uses supervision in regard to safety issues. Know what to do and how to document when clients make threats towards others. **Initial** _____
- Know who to contact at the practicum site when there is an incident or threat. Know when to inform Practicum Supervisor and Field Director Know what the procedure is if there is a suspicion that someone has a weapon. Know where to store personal items (purse). **Initial** _____

Student Signature _____ Date

How To Report Sexual Misconduct

Reporting an incident of sexual misconduct is a difficult, yet important decision. If an act of sexual misconduct has been committed against you or someone you know, especially an act of sexual violence, we strongly urge you to consider documenting the incident. Making a report may help with recovery, provide support and services, and prevent the offender from committing further violence. Incidents of sexual misconduct may be reported to a confidential resource such as the YWCA of South Hampton Roads, NSU Counseling Center, or the Spartan Health Center; or, to the NSU Title IX Officer, University Police or to local law enforcement agencies. Reporting options are not mutually exclusive (both campus and criminal reports may be filed concurrently). Staff members will provide resources and support options to you. Additionally, they will review the options for filing a formal complaint or documenting the incident and not taking formal action.

WHERE TO REPORT

Make a request or report a concern using the following Site:

<https://nsu.guardianconduct.com/incident-reporting/new>.

If a survivor discusses the incident with a university staff, or faculty member, except for confidential reporting resources (YWCA of South Hampton Roads, NSU Counseling Center, or the Spartan Health Center), the staff or faculty member is required to forward any report of sexual misconduct to the NSU Title IX Coordinator.

ON-CAMPUS REPORTING

Confidential Reports Sent to the Following:

NSU Counseling Center

Student Services Center, Suite 312
(757) 823-8173

Spartan Health Center

Spartan Station Mall
(757) 278-3360

Non-Confidential Reports Made To:

Title IX Office

James R. Robinson, Executive Director for Institutional Equity and EEO, University Title IX Coordinator
137 Woods Science Bldg.
(757) 278-4121
Email: jrobinson@nsu.edu

University Police Headquarters

2501 Corprew Ave.
Emergency: (757) 823-9000 or Non-emergency: (757) 823-8102

OFF-CAMPUS REPORTING

Confidential Reports May To:

YWCA of South Hampton Roads

500 East Plume Street, Suite 700
Norfolk, VA 23510

24/7 Crisis Hotline: (757) 251-0144

Non-Confidential Reports May To:

City of Norfolk Police Department

100 Brooke Avenue
Norfolk, VA 23510

Emergency: Dial 911 or non-emergency: (757) 664-7000

Reports outside the City of Norfolk should be made to your local City Police Department

Code of Ethics of the National Association of Social Workers

OVERVIEW

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

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- *strengthen and unify the profession*
- *promote the development of social work practice*
- *advance sound social policies.*

Promoting high standards of practice and protecting the consumer of services are major association principles.

Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017.

Preamble

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

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

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

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

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the *NASW Code of Ethics*

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

The *NASW Code of Ethics* serves six purposes:

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

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in

*For information on NASW adjudication procedures, see *NASW Procedures for Professional Review: Revised*.

which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

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

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

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

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

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

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications whether they occur in person or with the use of technology. For the purposes of this *Code*, technology-assisted social work services include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.



Ethical Principles

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

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems*

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers



seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

Value: *Competence*

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

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



Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed



consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

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

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(t) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.



(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

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

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that



are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations

to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

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

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep

information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(i) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.

- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the client. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with consent clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers-not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship-assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers-not their clients-who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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



1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

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

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

1.14 Clients Who Lack Decision-Making Capacity

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



1.15 Interruption of Services

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

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

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

1.17 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwanted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwanted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.



(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

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

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

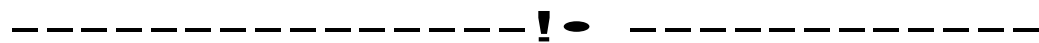
(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

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



2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.



(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

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



3.06 Client Transfer

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
- (b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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



4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.



(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of these organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

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

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.



(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to avoid any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

=====

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

APPENDIX D- STUDENT EVALUATION DOCUMENTS

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

MSW I FIELD GENERALIST LEVEL FINAL ASSESSMENT-
SWK 690 A/B

Date_____

Faculty Member_____

Agency Name_____ Field Agency Representative_____

Population Served_____

INSTRUCTIONS:

The student evaluation measures the progress of the generalist practice student, in mastery of the 9 core competencies as established by our national accreditation organization CSWE (The Council on Social Work Education). The student's learning agreement should identify measurable methods and performance outcomes (e.g. methods, activities and assignments) that they need 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	Advance Skill Level Student clearly demonstrate mastery of the competency with exceptionable skills, and knowledge and use of social work values.
4	Moderate Skill Level Student demonstrates mastery of competency through application of knowledge in integration of practice and theory most of the time.
3	Beginning Skill Level Student demonstrate some knowledge of the competency and practice behavior
2	Below Skill Level Student is functioning below expectations for graduating seniors
1	Not Skilled at All Student is not demonstrating knowledge of the competency.

Please indicate areas in which the student is strong and areas 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 final progress report is intended to give the student feedback about his/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 agreement.

**Competency 1: Demonstrate Ethical and Professional Behavior
(10 Points)**

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
2. Demonstrates professional behavior, appearance; and oral, written, and electronic communication.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
3. Use technology ethically and appropriately to facilitate practice Outcomes.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
4. Uses supervision and consultation to guide professional judgement and Behavior.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A

Points Earned:

Comments:

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
(10 Points)**

1. Advocate for human rights at the individual, family, group, organizational, and community system levels.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A

Points Earned:

Comments:

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

1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A

Points Earned:

Comments:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
(10 points)

1. Apply research findings to inform and improve practice, policy, and programs.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A

Points Earned:

Comments:

Competency 5: Engage in Policy Practice
(10 points)

1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of an access to social services.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A

Points Earned:

Comments:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
(10 points)

1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A

Points Earned:

Comments:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
(10 points)

1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
---	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	------------------------------

interprofessional conceptual frameworks, when assessing clients and constituencies.						
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
Points Earned:						
Comments:						
<u>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</u> (10 points)						
1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with an on behalf of clients and constituencies.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
Points Earned:						
Comments:						
<u>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</u> (10 points)						
1. Select and use culturally responsive methods for evaluation of outcomes.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
Points Earned:						
Comments:						

GRADING SCALE (See Competency /Ranking Scale) (Total Points 100)

Please total the points awarded for each of the 9 competencies. Add in 5 extra points for each practice behavior marked as N/A (Not applicable, as the student has not had the opportunity to demonstrate competence in this area)

Grade	Points Earned	Skill Level
A	94 – 100	Skill level is excellent with consistent outstanding performance in all competencies.
A-	90 – 93	Skill level is primarily excellent but inconsistent in some performance areas.
B+	87 – 89	Skill level is very good and meets expectations in most performance areas.
B	84 – 86	Skill level primarily good but a few inconsistencies in performance areas.

Points Earned:

Recommended Practicum Letter Grade:

Agency Field Instructor/Task Coordinator Signature:

Date

Student Signature:

Date

Field Faculty Liaison Signature:

Date

NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL
WORKMASTERS PROGRAM

MSW II FIELD ADVANCE LEVEL FINAL ASSESSMENT-
SWK 790 A/B

Date_____

Faculty Member_____

Agency Name_____Field Agency Representative_____

Population Served_____

INSTRUCTIONS:

The student evaluation measures the progress of the generalist practice student, in mastery of the 9 core competencies established by our national accreditation organization CSWE (The Council on Social Work Education) EPAS 2022. Each student selected from a random sample of the graduating class will present a power-point presentation case presentation from their field practicum advance level experience that should demonstrate 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

RATING SCALE

5	Advance Skill Level Student clearly demonstrate mastery of the competency with exceptionable skills, and knowledge and use of social work values.
4	Moderate Skill Level Student demonstrates mastery of competency through application of knowledge in integration of practice and theory most of the time.
3	Beginning Skill Level Student demonstrate some knowledge of the competency and practice behavior
2	Below Skill Level Student is functioning below expectations for graduating seniors
1	Not Skilled at All Student is not demonstrating knowledge of the competency.

Scale Reference (CSWE Council on Social Work Geriatric Social Work Competency Scale II with lifelong leadership, 2008)

Competency/Ranking Scale

Competency 1: Demonstrate Ethical and Professional Practice Behavior

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics	5	4	3	2	1
2. Use appropriate ethical models when collaborating with clients at the micro, mezzo, and macro levels of practice	5	4	3	2	1
3. Incorporate ethics and values of the profession in research, policy and practice.	5	4	3	2	1
4. Model professional demeanor in behavior and all modes of communication.	5	4	3	2	1

Comment

Competency 2: Engage Diversity and Difference in Practice Behavior

1. Acknowledge the historical challenges with diversity and difference when working with populations at the micro, mezzo, and macro levels	5	4	3	2	1
2. Understand how research, policy, and practice have/have not supported diverse populations.	5	4	3	2	1

Comment

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

1. Advanced Generalist level confidently applies historical examples of executed change at the micro, mezzo, and macro level.	5	4	3	2	1
2. Advanced Generalist Practitioners ensure people are treated equitably through research, policy, and in practice	5	4	3	2	1

Comment

Competency 4: Engage in Practice-informed Research and Research-informed Practice Behaviors

1. Advance Generalist Practitioners use research and sources that serve to empower people at the micro, mezzo, and macro levels	5	4	3	2	1
2. Advanced Generalist Practitioners include knowledge from scholars of color to support and empower disenfranchised groups	5	4	3	2	1

Comment

Competency 5: Engage in Policy Practice

1. Practitioners at the Advanced Generalist level, when using various policy analysis frameworks, recognize inequalities at the micro, macro, and mezzo levels of practice, especially among vulnerable populations nationally and internationally.	5	4	3	2	1
2. Advance Generalist practitioners engage community constituents and discuss mechanism by which to improve service provision and policies for those impacted.	5	4	3	2	1

Comment

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

1. Advance Generalist practitioners utilize strengths-based engagement techniques; they are aware that clients at the micro, mezzo, and macro levels are the authorities of their own existence.	5	4	3	2	1
2. Model effective engagement practices that mitigate personal biases to build productive rapport with client systems that align with professional values.	5	4	3	2	1

Comment

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

1. Advance Generalist practitioners, when assessing at the micro, mezzo, and macro levels, affirm the client's experiences and take a non-judgmental, non-threatening approach	5	4	3	2	1
2. Advance Generalist Practitioners also assess the impacts of the environment, policy, research, concepts, theories and other factors using appropriate tools.	5	4	3	2	1

Comment _____

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

1. Advanced Generalist practitioners apply evidenced-based interventions that are culturally proficient for use at the micro, mezzo, and macro level of practice.	5	4	3	2	1
2. Critically assess and apply appropriate intervention strategies in response to client systems' unique circumstances and needs.	5	4	3	2	1

Comment _____

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

1. Advanced Generalist practitioner applies appropriate evaluation methods and tools to measure the effectiveness of their practice at the micro, mezzo, and macro levels	5	4	3	2	1
2. Advanced Generalist Practitioners use self-reflection and assessment tools to gage if they have met the client's needs at the micro, mezzo, and macro levels.	5	4	3	2	1

Comment(s) _____

GRADING SCALE (See Competency /Ranking Scale)

Grade	Points Earned	Skill Level
A	94 – 100	Skill level is excellent with consistent outstanding performance in all competencies.
A-	90 – 93	Skill level is primarily excellent but inconsistent in some performance areas.
B+	87 – 89	Skill level is very good and meets expectations in most performance areas.
B	84 – 86	Skill level primarily good but a few inconsistencies in performance areas.

Recommended Practicum Letter Grade _____

Agency Field Instructor Task Coordinator _____

Signature_____

Date _____

Process Recording

Date: _____

Student _____

Client System: _____

Presenting issue(s): _____

Purpose: Interview/Observation: _____

Content of Conversation	Skills Used	Gut Reaction	Analysis of Conversation	Field Instruction Comment
Record word for word (to the best of your ability) what happened during the selected segment of the interview, including both verbal and nonverbal communication. Be certain to include third-person participants, interruptions, and other occurrences that were not part of the planned session/interview with the client.	<i>Open/Closed Probe</i> <i>Exploring</i> <i>Reflecting (content, feeling)</i> <i>Seeking clarification</i> <i>Partializing</i> <i>Identifying an issue for work</i> <i>Identifying action steps</i> <i>Confronting</i> <i>Reframe</i> <i>Reviewing progress</i>	<i>The student's feelings and reaction to the client and to the interview as it takes place This requires putting into writing unspoken thoughts and reactions as the interview is going on. Do not use this column to analyze the client's reaction. Use it to identify and look at your feelings.</i>	<i>This column can be used to analyze one's own interviewing techniques and to suggest alternate approaches that might have been more effective; or, one's observation and thoughts regarding what has been happening during the interview. E.g., during carrying out the interview, the student is thinking: "I wonder what he really meant by that statement? That seems to contradict what he told me earlier. "</i>	<i>In this column, the supervisor can make remarks right opposite the interaction, feeling level, or observation that have been recorded</i>

Social Work Student: Client Response:			(Social work knowledge, values, skills, and cognitive affective)	
Social Work Student: Client Response:	Describing initial purpose Open probe			
Social Work Student: Client Response:				



**NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MSW - LEARNING CONTRACT AGREEMENT**

Semester: _____ Fall _____ Spring

Student Status: _____ First Year _____ Advance or Second Year

Student Name _____

Agency Name: _____

Agency Address: _____

Agency Phone #: _____

Field Instructor: _____

Credentials: _____

Task Coordinator
(If Applicable) _____

Credentials: _____

Faculty Liaison: _____

Credentials: _____

MSW LEARNING AGREEMENT
PART I: POLICIES AND PROCEDURES

I. Student/Field Instructor Conference:

The student and field instructor will meet for a minimum of 1 hour each week, on _____ (day) from _____ to _____ for student supervision.

The purpose of this meeting includes discussion of student's performance, clients, and relationships with other staff members, and to monitor the student's learning activities as specified in the agreement.

II. Field Instruction Schedule: The student will be in field practicum on the following days

_____, and times _____ to _____

_____, beginning on the date of _____.

Field instruction days that are missed for any reason must be made up. The student will notify the field instructor when an absence is necessary by calling the agency and speaking to or leaving a message for the field instructor.

III. General Agency Rules and Policies: The student will abide by the general rules and policies which govern other staff. This includes, but is not limited to, appropriate attire, lunch and break limits, parking requirements, etc.

IV. Field Instruction Evaluation: The field instructor and student will participate in a joint evaluation of the student's performance during the field experience at the midterm and end of each semester. The NSU Ethelyn R. Strong School of Social Work Graduate Field Evaluation Form is to be used.

V. Learning Resources: The agency will provide the student with the necessary resources to meet the quality expectations for field assignments.

MSW LEARNING AGREEMENT

PART II: EDUCATIONAL CONTRACT

LEARNING OBJECTIVES/PRACTICE BEHAVIORS I:

Competency 1: Demonstrate Ethical and Professional Behavior

Generalist

- 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
- Demonstrates professional behavior, appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Uses supervision and consultation to guide professional judgement and behavior.

Advanced Generalist

- 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 appropriate ethical models when collaborating with clients at the micro, mezzo, and macro levels of practice
- Incorporate ethics and values of the profession in research, policy and practice.
- Model professional demeanor in behavior and all modes of communication.

Correlating learning strategies specific to the agency setting:

- Keep notes on own behavior and thoughts during (or after) client meeting. Reflect on how personal assumptions impact professional conduct and interactions with clients.
- Keep reflective journal/log of professional development and challenges; discuss in supervision. Discuss needed areas of growth in supervision and work on strategies toward growth.
- Review the job description and/or performance standards for social workers at your agency. Discuss these standards/expectations with your Field Instructor and strive to fulfill them.
- Follow agency dress-code, e-mail and social networking site rules, and professional expectations.

LEARNING OBJECTIVES/PRACTICE BEHAVIORS I:

<u>Evidence of Accomplishment of learning objective /behavior I</u>	<u>Projected Date of Accomplishment of Practice Objectives I:</u>
1.	1.
2.	2.
3.	3.

LEARNING OBJECTIVES/PRACTICE BEHAVIOR II

Generalist

- Advocate for human rights at the individual, family, group, organizational, and community system levels.
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Advanced Generalist

- Acknowledge the historical challenges with diversity and difference when working with populations at the micro, mezzo, and macro levels
- Understand how research, policy, and practice have/have not supported diverse populations.

Correlating Learning Strategies specific to the agency setting:

- Avoid imposing own values on clients and facilitate respectful collaboration in determining mutually agreed-upon goals for change
- Provide support to diverse cultural groups and assist them in advocating on their own behalf
- Research and apply knowledge of diverse populations to enhance client well-being and meet the needs of culturally diverse clients and groups

<u>Evidence of accomplishment of learning objective/practice behavior II:</u>	<u>Projected date of accomplishment of objective II:</u>
1	1.
2.	2.
3.	3.
4.	4

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

Generalist

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values working with clients and constituencies, acknowledging them as experts of their own lived experiences

Advanced Generalist

- Advanced Generalist level confidently applies historical examples of executed change at the micro, mezzo, and macro level.
- Advanced Generalist Practitioners ensure people are treated equitably through research, policy, and in practice

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

<u>Evidence of accomplishment of learning objective/practice behavior III:</u>	<u>Projected date of accomplishment of objective III:</u>
1	1.
2.	2.
3.	3.
4.	4

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

Generalist

- Apply research findings to inform and improve practice, policy, and programs
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Advanced Generalist

- Advance Generalist Practitioners use research and sources that serve to empower people at the micro, mezzo, and macro levels
- Advanced Generalist Practitioners include knowledge from scholars of color to support and empower disenfranchised groups

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

<u>Evidence of accomplishment of learning objective/practice behavior IV:</u>	<u>Projected date of accomplishment of objective IV:</u>
1	1.
2.	2.
3.	3.
4.	4

Competency V: Engage in Policy Practice

Generalist

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of an access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Advanced Generalist

- Practitioners at the Advanced Generalist level, when using various policy analysis frameworks, recognize inequalities at the micro, macro, and mezzo levels of practice, especially among vulnerable populations nationally and internationally.
- Advance Generalist practitioners engage community constituents and discuss mechanisms by which to improve service provision and policies for those impacted.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

<u>Evidence of accomplishment of learning objective/practice behavior V:</u>	<u>Projected date of accomplishment of objective V:</u>
2.	1.
3.	2.
4.	3.
	4

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

Generalist

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
-

Advanced Generalist

- Advance Generalist practitioners utilize strengths-based engagement techniques; they are aware that clients at the micro, mezzo, and macro levels are the authorities of their own existence.
- Model effective engagement practices that mitigate personal biases to build productive rapport with client systems that align with professional values.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

<u>Evidence of accomplishment of learning objective/practice behavior VI:</u>	<u>Projected date of accomplishment of objective VI:</u>
1	1.
2.	2.
3.	3.
4.	4

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

Generalist

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Advanced Generalist

- Advance Generalist practitioners, when assessing at the micro, mezzo, and macro levels, affirm the client's experiences and take a non-judgmental, non-threatening approach
- Advance Generalist Practitioners also assess the impacts of the environment, policy, research, concepts, theories and other factors using appropriate tools.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

<u>Evidence of accomplishment of learning objective/practice behavior VII:</u>	<u>Projected date of accomplishment of objective VII:</u>
1	1.
2.	2.
3.	3.
4.	4

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

Generalist

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with an on behalf of clients and constituencies.

Advanced Generalist

- Advanced Generalist practitioners apply evidenced-based interventions that are culturally proficient for use at the micro, mezzo, and macro level of practice.
- Critically assess and apply appropriate intervention strategies in response to client systems' unique circumstances and needs.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

<u>Evidence of accomplishment of learning objective/practice behavior VIII:</u>	<u>Projected date of accomplishment of objective VIII:</u>
1	1.
2.	2.
3.	3.
4.	4

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

Generalist

- Select and use culturally responsive methods for evaluation of outcomes.
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Advanced Generalist

- Advanced Generalist practitioner applies appropriate evaluation methods and tools to measure the effectiveness of their practice at the micro, mezzo, and macro levels
- Advanced Generalist Practitioners use self-reflection and assessment tools to gauge if they have met the client's needs at the micro, mezzo, and macro levels

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

<u>Evidence of accomplishment of learning objective/practice behavior IX:</u>	<u>Projected date of accomplishment of objective IX:</u>
1	1.
2.	2.
3.	3.
4.	4

Student Signature

Date

MSW Field Instructor Signature/Credentials

Date

Task Coordinator

Date

Field Liaison

Date

LEARNING AGREEMENT GUIDELINES

- A. Specific Practice Behaviors correlated to Core Competencies.
- B. Specific learning strategies; e.g., interviews, process recording, videotape, observation, meeting attendance, requirements, group facilitation, etc.
- C. Evaluation criteria; i.e., what constitutes satisfactory performance of the learning strategy and achievement of the learning objectives.
- D. Client confidentiality policy used by the agency.
- E. Regularly scheduled conferences or a statement regarding when and where the student and field instructor will meet.
- F. Make-up requirements.
- G. Signature of the field instructor, student, and faculty liaison.
- H. Effective dates.

APPENDIX D-DIRECTORY OF SELECTED FIELD AGENCIES

List of Agencies For Second Year Field Placements

Agency Name	Agency Address
AGAPE Foundation Inc.	3217 Commander Shepard Blvd Hampton, VA 23666
Barry Robinson Center	443 Kempsville Road, Norfolk, VA 23502
Beach Therapy and Consulting	228 North Lynnhaven Road Suite 110, Virginia Beach, VA 23452
Blakey Weaver Counseling Center, Inc.	132A Bank Street Suffolk, VA 23434
Brown Stone Family Services	6052 Providence Road Ste. 204, Virginia Beach VA 23464
Cameron & Company, Inc. "The Stress Stop"	1310 Rodman Ave., Portsmouth, VA, 23707
Center for Child and Family Services	2021 Cunningham Drive, Hampton, VA 23666
City of Chesapeake Human Services	100 Outlaw ST Chesapeake VA 23320
City of Newport News Public School	Newport News, VA
Chesapeake Health & Rehabilitation Center	688 Kingsborough Sq. Chesapeake, VA 23320
Children's Hospital Of The Kings Daughters	601 Children's Lane Norfolk, VA 23507
C. Waldo Scott Center H.O.P.E	3100 Wickham Ave, Newport News, VA 23607
Chesapeake Care	2145 S. Military Hwy. Chesapeake, VA 23320

Chesapeake Public Schools	312 cedar rd. Chesapeake, VA 23322
Chesapeake Integrated Behavior Healthcare	224 Great Bridge Blvd. Chesapeake, VA 23320
Community Solutions	5752 Princess Anne Road, Virginia Beach, VA 23462
Comprehensive Life Solutions/ Norfolk Public	3145 VA Beach Blvd, Ste. 108, 23452
Crestar Health LLC	1130 Tabb Street Suite C, Norfolk, VA 23504
Crescent Counseling and Casework Services	708 s Rosemount Rd Ste. 203 , Virginia Beach, VA
Dominion Psychological Associates, LLC	2021B Cunningham Dr. Ste. 6 Hampton, VA 23666
DQS Communications Healthcare Group	606 Denbigh Blvd Ste. 100 Newport News, VA 23608
Eastern Virginia Medical School. Portsmouth family medicine	606 W. 29 th Street, Norfolk, VA 23508
Edmarc Inc.	516 London Street, Portsmouth, VA 23704
Family Restoration	701 Howmet Dr. Hampton, VA 23661
Footprint, LLC.	1801 High Street, Portsmouth, VA 23462
The Genieve Shelter	480 Pruden Boulevard, Suffolk, VA 23434
Hampton Public Schools	One Franklin Street, Hampton, VA 23669
Hampton Department of Social Services	1320 LaSalle Ave Hampton, VA 23669
Hampton/Newport News Community Service Board	300 Medical Drive, Hampton, VA 23666

Hampton Roads Morning of Hope	4811 High Street West, Portsmouth, VA 23707
Hampton Virginia Medical Center(VAMC)	100 Emancipation Dr. Hampton, VA 23667
Harbor House	1617 Lovett Street, Norfolk, VA 23504
Hampton Veterans Affairs Residential Drug Abuse Program	100 Emancipation Drive, Hampton, VA 23667
Healing Waters	Michelle Johnson, LCSW
Help and Emergency Response, Inc. (Confidential locations)	P.O. Box 2187
Hopewell Department of Social Services	316 E. Cawson St. Hopewell, VA 23860
H.O.P.E. Family Support Services	291 independence Blvd Ste. 532 Virginia beach 23462
Impact Mental Health	3603 County Street, Portsmouth, VA 23707
Innovative Counseling Services	11815 Fountain Way Ste. 800 Newport News, VA 23606
Jewish family Services of Tidewater	5000 Corporate Wood Dr. Ste. 400, Virginia Beach, Virginia 23462
Judeo Christian Center	104 N. Witchduck Road, Virginia Beach, VA 23462
Lutheran Family Services	11832 Rock Landing Drive, Newport News, VA 23606
Laugh and live LLC	1702 Todds lane Ste. 215 Hampton, VA 23666
Milestone, LLC	613 High Street, Portsmouth, VA 23704

Mindful Journey Therapeutic	732 Thimble Shoals Blvd STE 702, Newport News, 23606
Norfolk Community Service Board - Prevention Services	7447 Central Business Park Drive, Norfolk, VA 23513
New Pathways Youth & Adults Services	999 Waterside Drive Ste. 2605, Norfolk, VA
Newport News Public Schools	12465 Warwick Blvd. Newport News, VA 23606
Norfolk Department of Human Services	741 Monticello Avenue, Norfolk, VA 23510
Norfolk Department of Social Services	741 Monticello Ave, Norfolk, VA 23510
Norfolk Public Schools	800 E. City Hall Avenue, Norfolk, VA 23510
Norfolk Redevelopment Housing Authority	555 E Main Street, Norfolk, VA 23510
Peninsula Agency on Aging Inc.	739 Thimble Shoals Blvd Ste. 1006, Newport News, VA 23606
People First Evaluation	Norfolk State University- Norfolk, VA
Portsmouth Drug Court	Portsmouth, VA
Portsmouth Public Schools	2801 Turnpike Road, Portsmouth, VA 23707
Portsmouth Social Service	1701 High Ste. 101, Portsmouth, VA 23704
Portsmouth Redevelopment and Housing Authority	3113 South Street. Portsmouth, VA 23704
Project Empower at VCU Health	PO Box 980624, Richmond, VA 23704

Reynolds and Associates, Inc.	300 W. 20 th Street, Norfolk, VA 23517
Renaissance Counseling Services	110 Maycox Ave, Ste. 8 Norfolk, VA 23505
Senior Services of Southeastern Virginia	6350 Center Drive, Norfolk, VA 23502
Sentara Complex Hospital	4000 Coliseum Drive, Hampton, VA 23666
Sentara PACE	5788 Churchland Blvd, Portsmouth, VA 23703
Sentara Violence Prevention Program	600 Gresham Dr. river pavilion Ste. 203. Norfolk, VA 23507
Senior services of Southeastern Virginia	2551 Etham Ave STE. Q Norfolk, VA 23513
Seven Summits Family Services, LLC	3634 S. Plaza Trail, Suite 104, Virginia beach, VA 23462
STOP Inc.	5700 Thurston Avenue, Suite 101, Virginia Beach, VA 23455
Suffolk Public Schools	100 N Main Street, Suffolk, Virginia 23434
Thriving Well Holistic Wellness Solutions	250 W. Brambleton Ave, Ste 101 Norfolk, VA 23510
Together Lives Change (TLC)	1930 E Pembroke Avenue, Hampton, VA 23663
Therapeutic Foster Care-The UP Center	150 Boush St, Norfolk VA 23510
VA Medical Center of Hampton	Hampton, VA
Virginia Beach City Public Schools	2512 George Mason Drive, Virginia Beach, VA 23456
Virginia Dept. of Human Services	3432 Virginia beach Blvd., Virginia beach, VA
Virginia Supportive Housing	2016 Church Street, Norfolk VA 23504
Virginia Beach Psychiatric Center	224 Great Bridge Blvd, Chesapeake, VA 23320

Westminster Canterbury At Home	3181 Shore Drive, Suite 201, Virginia Beach, VA 23451
Western Tidewater Community Services Board	7025 Harbour View Blvd Suffolk, VA 23434
Western Tidewater Mental Health	5268 Godwin Blvd, Suffolk, VA 23434