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

Isiah Marshall Jr., PhD, MSW
Dean and Professor

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

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Purpose of the MSW Field Education Manual

The purpose of the MSW Field Practicum Manual is to provide a standard guide for *in-person and online* social work students, faculty, community, 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 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.

Dr. Strong was a native of Portsmouth, Virginia, and a graduate of Virginia Union University, Norfolk division. She earned her MSW from Columbia University and a DSW from Catholic University of America. Dr. Strong was the first African American child welfare worker and supervisor with Norfolk Department of Social Services. She was a leader in child welfare advocacy and services.

In 1960, Dr. Ethelyn R. Strong was instrumental in the development of the undergraduate social work program. At the time, Norfolk State University had the only social work program accredited by the Council on Social Work Education in Virginia.

Norfolk State University's past President Dr. Lyman Beecher Brooks, Dr. Strong, and others lobbied and testified before a select committee of the Virginia General Assembly, to advocate for the 1972 legislation which authorized graduate degree programs at Norfolk State.

Dr. Strong's involvement in the Norfolk State University's Deans Council, the National Association of Social Workers, local agencies in Virginia, and other institutional systems created an outpouring of regional and national support for the Master of Social Work Program. The Master of Social Work Program was established in 1974 at Norfolk State University.

MSW Program Mission

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 social work 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 will demonstrate at all levels of practice. Goal 2 considers our program context in terms of the students 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 as advanced-level practitioners who epitomize the nine CSWE core competencies in their ability to:

- Demonstrate Ethical and Professional Behavior
- Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- 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 who meet the innovative workforce needs of an array of agency, organizational, and social programs.

MSW Goal 3:
Prepare students who will 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.

NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK
NEW Advanced Standing Curriculum Paradigm
FULL-TIME- Fully Online & In-Person

Semester I FALL			Credit Hours
SWK	730	Differential Assessment	3
SWK	779	Advanced Generalist I	3
SWK	780	Advanced Generalist II	3
SWK	790A	Field Practicum II	6
		Total	**15**

Semester II SPRING			Credit Hours
SWK	781	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

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

Semester II	SPRING		
SWK 627	Human Behavior and Social Environment II		3
SWK 639	Diversity, Inclusion, and Oppression		3
SWK 698	Research Methods II (Prerequisite SWK 697)		3
SWK 633	Generalist Practice II		3
SWK 690B	Field Practicum I		3
		Total	**15**

Advance Generalist Specialization (2nd Year)

Semester III	FALL		
SWK 730	Differential Assessment (Prerequisite SWK 626)		3
SWK 779	Advance Generalist I		3
SWK 780	Advance Generalist II		3
SWK 790A	Field Practicum II		6
		Total	**15**

Semester IV	SPRING		
SWK 781	Advance Generalist III		3
SWK XXX	Elective		3
SWK XXX	Elective		3
SWK 790B	Field Practicum II (Prerequisite SWK 730)		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	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**

NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK
Advanced Electives

Clinical/Child Welfare
SWK 760 Child Welfare Policy and Services
SWK 736 Substance abuse
SWK 737 Trauma/Inf. Clinical /Practice: Children and Families
SWK 714 Differential Approaches to Treatment
SWK 759 Community Mental Health Policy

Macro
SWK 762 Community Organization Practice
SWK 765 Financial Capabilities & Asset Building
SWK 614 Social Entrepreneurship and Grantsmanship
SWK 652 SW policy II: Policy Practice and Advocacy
SWK 763 Social planning: Program Development and Program Evaluation
SWK 764 Leadership and Management in Social Work Administration

Military
SWK 529 Social Work Practice w/ Military Families
SWK 740 STEM- Health for Social Workers
SWK 663 Trauma and the Military
SWK 715 Intervention Strategies / Military Fam & Personnel

School Social Work
SWK 753 School Social Work
UED/SPE XXX (6 credits)
(Choose two for School Social Work Certification, State of Virginia Requirements)

    a. Foundations of education and the teaching profession (3 semester hours); EDU 501

    b. Characteristics of special education (3 semester hours); SPE 512

    c. Human development and learning (3 semester hours); EDU 605

    d. Classroom and behavior management (3 semester hours). EDU 636

Master of Social Work Curriculum Policy Statement

In accordance with your selected program track, you are required to follow the prescribed curriculum as outlined in the official MSW Curriculum Guidelines. No deviations or substitutions will be permitted. If you are a transfer student, please contact the MSW Program Director to determine whether any previous graduate coursework is eligible for transfer credit. All transfer requests must be reviewed and approved prior to enrollment in MSW courses.

Educational Policy and Accreditation Standards 2022

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.

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 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.

Ethelyn R. Strong School of Social Work
Advanced Generalist Practice Behaviors

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 differences 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 practitioners apply appropriate evaluation methods and tools to measure the effectiveness of their practice at the macro, mezzo, and macro levels. 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.

Purpose of Field Education

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 collaborative 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, field education provides students with 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 year and a clinical year where students gain experience in acquiring advanced practice.

Generalist Year Field Practicum Requirements, MSW I
In MSW Field Practicum I, students enroll for two consecutive semesters in SWK 690A and 690B. 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.

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

Advanced Generalist Year Field Practicum Requirements, MSW II
In MSW Field Practicum II, advanced or second year, field practicum students enroll for two consecutive semesters in SWK 790A and SWK 790B. 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.

MSW Field Practicum II, Advanced Generalist Year, provides students with the opportunity to build upon 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.

Advanced standing students enter field education with 346 hours from their BSW program.

Roles and Responsibilities of Field Staff and Students

<u>Director of Field Education</u>
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.
- Appraise 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 practicum 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

<u>Faculty Liaisons/Seminar Instructors</u>
MSW Field Faculty Liaisons are MSW or LCSW faculty members who carry out the function of liaison between the MSW program and the agency

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 community agency, evaluating students' achievement and performance, field instructors, and task coordinators' efforts.
5. Make a minimum of <u>two</u> visits per concurrent placement year to confer with the field instructor and /or task coordinator and the student. In-person or virtually.
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 practicum 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. 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 supervisor or task coordinator's recommendation, assessment of written materials, demonstration of mastery of core competencies, practice behaviors, and other information on performance derived from agency conferences.
12. Helps the field supervisor or task coordinator design meaningful learning experiences in the agency.
13. Provides consultation to the field supervisor and/or task coordinator regarding student progress in the field.
14. Shares with the field supervisor 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 supervisors and/or task coordinators, as requested by the Director of Field Education.
17. Inform the 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. Available for conference with the student and the field supervisor or task coordinator for problem resolution.
19. Inform 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 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 supervisor 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 Supervisor
The Field Supervisor in the Agency is an MSW/LCSW 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 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 supervision to engage in continuing mutual educational assessment.
- Meet with students to develop written educational goals for students learning agreement to be submitted to the Faculty Field Liaison via Blackboard.
- Submit a midterm and final evaluations of student's performance to Faculty Field Liaison via Blackboard.
- Complete and sign all required student documents (timesheets, process recordings, evaluations).

- Communication 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, this individual is a Task Coordinator. Students' supervision will be provided by a MSW faculty by the university to provide weekly supervision. This appointed MSW faculty will be the student's Field Supervisor 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.
- Provides feedback on midterm and final evaluations.
- Complete and sign all required student documents (timesheets, process recordings, evaluations).
- Communication with Faculty Field Liaison regarding student performance in the Agency

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 (NASW).
- 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 Practicum weekly or as scheduled with Field Faculty Liaison and other practicum students
- Actively participate in developing student learning agreements, submitting process recordings, timesheets, midterm and final evaluations via university approved documents. Sign and complete all documents and upload to Blackboard for your field supervisor and faculty liaison signatures.
- 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 Supervisor and/or Task Coordinator at the field practicum.

Agency Responsibilities

Field education practicum agencies are responsible for assigning a qualified field instructor to each student. Assigned field instructors must meet the criteria established by the School of Social Work and must be provided with adequate time and resources to fulfill their instructional and supervisory responsibilities effectively.

MSW FIELD EDUCATION REQUIREMENTS AND PROCEDURES

Admission Requirements

The MSW Field Education Program at NSU has clearly defined criteria for students' admission to practicum experience.

Students admitted to the Social Work Program are required to meet the required admissions and placement criteria for MSW Field Education and Field Practicum I and II. Once confirmation is received, eligible students must apply for field practicum through a formal application process (field application).

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/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 enter 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.
    - Since the generalist practicum aims to equip students with fundamental skills applicable across various social work settings, their involvement in selecting a generalist field placement site is limited.
- Practicum II
    - Must be the last activity prior to graduation
    - Clinical placement
- Students who have completed SWK 690A and SWK 690B must successfully complete and pass:
    - SWK 626-Human Behavior and the Social Environment,
    - SWK 651-Social Welfare Policy and Services,
    - SWK 630-Generalist Practice I
    - 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 SWK 790A and SWK 790B- Field Practicum II, students must successfully complete and pass:
    - SWK 639-Diversity, Inclusion, and Oppression,
    - SWK 730-Differential Assessment
    - 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 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 have terminated from SWK 690A-Practicum I and/or SWK 690B-Practicum I will be dismissed from the MSW Program at NSU.**

Field placement process
- Complete an application for Field Practicum I or Field Practicum II (see Appendix A)
- Submit a current resume
- Tentative field placements are assigned
- Resumes are forwarded to the agencies via email
- Agency will schedule an interview with the student.
  - *Note: Notify Director of Field education regarding 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 Director of Field Education.
- 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.
- If considering employment-based placement, submit additional documents below:
  - Employment-based application
  - Employment-based checklist
  - Employment-based contract
  - Job description
  - Resume of individual provided clinical supervision
- 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.
- Students are expected to demonstrate flexibility, adaptability, and commitment to professional growth throughout the practicum placement process.
- Clear and timely communication with the Field Education Office is required if challenges arise during the placement process.

Application and Resume Submission

1. Timely Submission:
   Students must submit the following materials by the deadline communicated by the Field Office each semester:
- Completed Field Education Application
- Updated and professional resume
  1. Resumes must be current, professional, and tailored to highlight relevant social work experience, skills, and education. Students are encouraged to work with Career Services or their Field Practicum Instructor to refine their resumes before submission.

2. Students who submit their materials on time will be prioritized for placements that align with their preferences, areas of interest, and learning goals. Students who miss the deadline may not be considered for their top choices.
3. Impact of Late Submissions:
   - Reduced placement options due to agency capacity
   - Delays in the placement process
   - Potential postponement of field hours or program progression
   - Assignment to available (rather than preferred) placements

Field Practicum and Termination Contract
All students entering field education are required to complete the Field Practicum Contract, which outlines student expectations and responsibilities during the practicum. In addition, students must review and sign the Field Practicum Termination Policy, which details the conditions and reasons that may result in removal from the field placement (Appendix B).

Declination of Practicum Referral/Acceptance
The Field Education component of the Social Work Program is a vital aspect of the curriculum, providing students with the opportunity to apply theoretical knowledge in practical settings and develop professional skills. To ensure the success of this process, students are required to adhere to the following policy regarding agency referrals for practicum placements.

- Each student will be referred to an agency for practicum placement based on their educational needs, career goals, and agency availability.
- Students are expected to actively engage in the interview process and demonstrate professionalism during agency interviews.
- Valid reasons for declining a referral may include, but are not limited to:
  - Conflict of interest (prior employment or personal connections with the agency).
  - Documented medical or accessibility concerns related to the placement site.
  - Ethical concerns that align with the NASW Code of Ethics.
- Students are permitted to decline one (1) referral to an agency for practicum placement if they provide valid and documented reasons, subject to approval by the Director of MSW Field Education and MSW Program Director.
- If a student declines two agency referrals without valid and approved reasons, they will be deemed unable to fulfill the practicum requirements, which are mandatory for program completion.
- In such cases, the student may be removed from the program.

MSW Field Education Orientation Sessions
Students are required to attend two Orientation Sessions that are held prior to the beginning of the semester; the first and second year for field practicum students. Students in each of the field's practicum years (Generalist and Advance Generalist) receive a minimum of two-hour orientation for both sections in which the following information is discussed:
- Field educational mission, requirements, and rationale for CSWE Core Competencies
- Required Field Education Practicum and Field Practicum Seminar
- Policies and Procedures for Field Education
- NASW Code of Ethics
- Confidentiality
- Learning Agreement
- Supervision Guidelines
- Review of Field Education Manual
- Communication Skills

- Dress Code
- Social Media
- Supervision
- Safety Risk Guidelines
- Guidelines for Home Visits
- Sexual Harassment Policy
- Evaluation Process
- Written Assignments (written and oral case presentations)
- Termination Policy from Field Education

Required Practicum Hours

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.
- The MSW Advanced Generalist Year (SWK 790A&B Field Practicum II)/advanced practicum involves 546 clock hours averaging 21 hours a week.

The field practicum seminar provides students with a forum to discuss field agency experience and integrate theoretical knowledge and skills with practice experience.

Participation in the weekly integrative field practicum seminar is ***required*** for all field students as part of the overall field practicum course/experience.

Students are required to complete Field Practicum hours for each practicum experience and must show documented proof of completing the required number of hours for Generalist and Advanced Generalist years.

Field practicum hours must be signed by both the student and the assigned field supervisor/task coordinator. Signatures may be provided electronically or with a wet signature. All submitted hours are reviewed and verified by the faculty field liaison.

Students will not receive a grade for field practicum until all required field practicum 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 Orientation Sessions **(required)**
- MSW Field Education Manual
- Field Practicum Seminar
- SWK 690A/B and 790A/B Course Syllabi

The Table below represents the number of hours completed by students enrolled in SWK 690/BA-Field Practicum I and SWK 790/BA-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 Field Practicum Seminar attendance are not calculated with the clock hour requirement for successful completion of the field practicum experience, in any given semester. Field Practicum Seminar attendance and participation are considered in the calculation of the final grade for the practicum experience.

Incomplete Field Hours

1. Students are responsible for completing all required hours by the deadline established for the fall and spring semesters. These deadlines will be clearly stated at the beginning of each term.

2. Students are expected to plan, manage their time effectively, and maintain regular communication with their field supervisor and field practicum seminar instructor to ensure they remain on track.

3. Students must track their own hours consistently using university approved timesheets and ensure their field instructor verifies the accuracy of the time log regularly.

- Students who do not complete the required hours by the semester's end will receive a failing grade for the field course and may be removed from the program.

- Incomplete hours cannot be carried over to the next semester without formal approval from the Field Director.

4. If a student believes they will be unable to complete their hours by the designated deadline:
   - They must immediately notify their Field Practicum Seminar Instructor, and
   - Request a meeting with the Director of Field Education to discuss options, barriers, and potential outcomes.
5. Extensions may be granted only in rare and exceptional circumstances, such as serious illness or documented emergencies, and are subject to approval by the Field Director in consultation with program leadership. An incomplete may be granted.

6. Students who do not complete all required hours by the semester's end must notify the Field Seminar Instructor and Director of Field Education immediately. Deficits under 10 hours may be remediated without academic penalty at the Field Director's discretion.

Supervision Requirements (Field Supervisors and Task Coordinators)

The program ensures that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work (EPAS, 2022)
- Maintain clear professional boundaries to avoid dual relationships or conflicts of interest.
- Address issues like confidentiality, informed consent, and cultural competence during supervision.
- Encourage students to use journaling, supervision agendas, and self-evaluation tools.
- Align supervision sessions with the CSWE 9 Core Competencies
- Ensure supervision occurs in private settings, respecting client and student confidentiality

Field Supervisors

- Must hold a MSW
- Must complete a field supervisor application
- Provide weekly supervision (typically 1 hour minimum).
- Guide the student in applying social work theories to practice.
- Evaluate student performance and complete midterm/final evaluations.
- Ensure that the student's responsibilities align with CSWE core competencies.
- Model ethical practice and promote critical thinking and reflection.
- Teaching practice skills and professional behavior
- Modeling ethical practice

Task Coordinator

- Provides day-to-day oversight when the field instructor is not on site.
- Orients the student to the agency and helps assign tasks.
- Communicate regularly with the field instructor to ensure integration of learning.
- May not be a MSW but works in tandem with the MSW field instructor.
- Provides feedback on evaluations

MSW Field Practicum Seminars for MSW I, MSW II, & Advanced Standing

The purpose of the Field Practicum Seminar is to provide an opportunity for students to share their unique learning experiences from the agency placement and to demonstrate the competencies, application of theories, and concepts through a series of integration assignments.

This required course is designed to support 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 practicum seminars during each semester. The field practicum seminar courses are taught by faculty field liaisons.

MSW I Field Practicum I (First Year) Schedule

Students are enrolled for two consecutive semesters in SWK 690A and 690B. The Field Practicum Seminar for MSW I 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 II & Advanced Standing Field Practicum II (Second Year) Schedule

Students are enrolled for two consecutive semesters in SWK 790A and SWK 790B. The MSW II Field Practicum 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 for 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 students' 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 the hours must be made up. Students are not permitted to be absent from the practicum agency to prepare for examinations.

University Holidays and Closings

If the University is closed for holidays, fall and spring breaks or any other closing that does not require the student to attend class; the student is not required to attend the practicum placement agency. The student may exercise the option of attending the practicum placement agency for practicum-related work or to make up missed time in the practicum.

Inclement Weather
It is the student's responsibility to become familiar with their practicum agency's policy on inclement weather and how the agency makes staff aware of if the agency is open, closed, or on a delay. Strategies may include contacting a specific telephone number, notices on television, web site announcements, and/or a telephone tree to contact staff or agency supervisors/task coordinators. It is always recommended that students verify whether the University or Agency is open during inclement weather. If there is inclement weather and the University and the practicum agency are open, the student should consider issues of personal safety when deciding to travel to their practicum.

However, if the student chooses not to attend their practicum site due to inclement weather, it is important to note that the student must notify their agency supervisor instructor/task supervisor directly. Students who do not attend practicum due to inclement weather should work with their agency supervisor to develop a plan for making up the time.

If the University is closed due to inclement weather, the student is not required to attend the practicum placement agency. It is the responsibility of the student to contact your practicum instructor directly if the agency is open and you will not be coming to the placement. If the University is closed, a decision will be made by the School of Social Work based on the student's practicum confirmation form on whether student practicum hours will be adjusted due to inclement weather and students will be notified via email.

Absences Due to Illness
In the case of illness, the student is expected to make up for time lost. In case of any prolonged absence or need for extensive treatment, a conference with the agency field supervisor 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 supervisor 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.

This occurrence must also be reported to the Dean of Students.

Class attendance policy
The University expects students to attend all classes. While absences are discouraged, the University recognizes that, on occasion, students may have legitimate reasons for being absent. Thus, a student will be permitted one unexcused absence per semester credit hour or the number of times a given class meets per week. Once a student exceeds the number of allowed unexcused absences, an instructor may require an official University excuse. Not more than 20% of class meetings (excused and/or unexcused) may be missed by a student during a given semester. At the discretion of the instructor, a student whose absences exceed 20 percent of scheduled class meetings for the semester may receive a grade of "F" for the course.

Students have the responsibility to confer with instructors regarding all absences or intended absences. If a sudden departure from the campus (for an emergency or extraordinary reason) 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.

Class excuses are issued for legitimate reasons as deemed appropriate by the Dean of Students Office. Such reasons may include but are not limited to medical reasons, funerals for immediate family, and official University business/activity. Official written documentation may be required.

Notes from relatives, friends, etc., are not accepted as "official" documentation for absences. The Dean of Students Office will determine if an absence is legitimate and if an excuse will be issued.

Students who become ill are encouraged to report to the Student Health Center, located in Spartan Station, for "minor" medical treatment. A current NSU ID card must be presented prior to treatment. Written verification of illness issued by the Health Center should be carried to the Dean of Students Office, and an official University excuse should be obtained.

Students residing in on-campus housing facilities are governed by the same policies and procedures as non-residential students insofar as class attendance and class excuses are concerned.

A. Online Courses

Students have the responsibility to check the online platform regularly (every 48 hours) and adhere to the posted due dates.

B. Absence from Final Examinations

If a student misses a final examination because of an emergency, he or she should notify the instructor within 48 hours after the examination was scheduled. Excuses for missing a final examination are issued by the Office of Student Services/Judicial Affairs only with the consent of the instructor. Such excuses are given only in extreme emergencies, and official, written documentation must be presented before an excuse is issued.

Failure to follow the procedure outlined for absence from final examinations will result in a grade of "F" for the examination, and a final grade will be computed and given for the course.

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 in 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. The Professional Development Form in Appendix A must be submitted.

Administrative Field Education Policies and Procedures

Chain of Command for Field-Related Concerns:

To resolve issues effectively and maintain professional communication, students are required to follow the established chain of command when addressing concerns related to their field placement.

1. Field Supervisor (Agency-Based Supervisor):
   - The first point of contact for any issues or concerns should be the student's assigned field supervisor at the agency. Many concerns can be resolved through direct and respectful communication with your on-site supervisor.

2. Field Practicum Seminar Instructor:
   - If the concern cannot be resolved with the field supervisor or involves broader learning concerns, students should consult their field practicum seminar instructor, who can help assess the situation and provide guidance.

3. Director of Field Education:
   - If the issue remains unresolved or is of a more serious or systemic nature, the next step is to contact the Director of Field Education. The Director can mediate, provide additional support, and determine the next steps regarding the placement.

4. MSW Program Director:
   - If resolution is still not achieved, the concern may be elevated to the Program Director, who oversees all academic and administrative matters related to the social work program.

5. Dean
   - As a final level of escalation, unresolved concerns may be presented to the Dean or Associate Dean of the School of Social Work (or relevant academic unit). This step should only occur after all other levels have been exhausted.

Chain of Command for Field Concerns

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        ┌─────────────────┐
        │     Student     │
        └─────────────────┘
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                 ▼
        ┌─────────────────┐
        │ Field Supervisor│
        └─────────────────┘
                 │
                 ▼
        ┌─────────────────┐
        │Seminar Instructor│
        └─────────────────┘
                 │
                 ▼
        ┌─────────────────┐
        │Director of Field│
        │   Education     │
        └─────────────────┘
                 │
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        ┌─────────────────┐
        │  MSW Program    │
        │   Director      │
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        │      Dean       │
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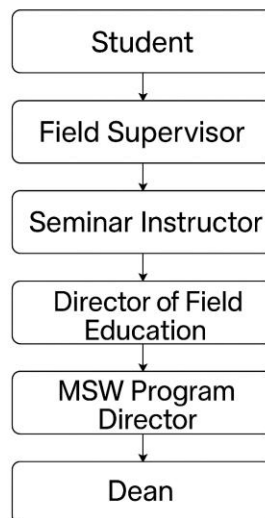
Criteria for Online Field Placement:

A virtual field practicum in social work typically refers to a remote, online-based placement

where students engage in field education activities without being physically present at the agency site.

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.

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 postgraduate work experience.
   - If the on-site supervisor does not meet these requirements, the student must receive additional supervision from a credential 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 students' 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.

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.

Agency Placement Attempts or Dismissals
To ensure fairness, timely placement, and professional growth, the School of Social Work has established the following policy regarding field education placement attempts:

Students enrolled in the field education program are allotted a maximum of two (2) agency placement opportunities. This includes interviews or onboarding processes with two different approved field sites.

If a student is not accepted by, or is removed from, both agencies due to issues such as unprofessional behavior, failure to meet agency expectations, lack of engagement, or failure to follow through with the placement process, they may be subject to dismissal from the field education program. This may also impact their progression in the MSW program.
Field education is a professional learning experience that requires commitment, readiness, and alignment with agency needs. This policy ensures students are actively engaged in the process and uphold the values and expectations of the social work profession, as outlined by the NASW Code of Ethics.

Student Responsibilities:
- Prepare for interviews with professionalism.
- Communicate promptly with the field office and agency.
- Uphold ethical and professional standards throughout the placement process.
- Be proactive and engaged in securing and maintaining placement.

Students dismissed from two placements may submit a written appeal to the Field Director within five business days. Appeals must include supporting documentation and may be reviewed by the Field Education Office.

The Field Director will review appeals on a case-by-case basis in consultation with faculty and may allow an additional placement attempt if warranted.

The student field placement appeal form is in appendix C (supporting documents). Students must include the student resolution form (located in appendix C) along with the appeal form.

Placement Location and Student Flexibility
Field placements are arranged with the primary goal of providing students with quality learning experiences that align with CSWE competencies and program objectives. While the Field Office considers student preferences, interests, and geographic location, there is no guarantee that a placement will be near the university campus or a student's home. Students must demonstrate flexibility and willingness to travel reasonable distances to fulfill their field education requirements.

The availability of qualified field placement sites varies by semester, location, and agency capacity. The Field Office prioritizes educational value, supervision quality, and agency compatibility over geographic convenience. Students are expected to plan accordingly and accept placements that may require commuting.

Student Responsibilities:
1. Flexibility in Placement Location
    - Students must be open to commuting to placements that may be located outside of their immediate residential area.
    - Placements may require travel times of up to 45–60 minutes, depending on agency availability and student needs.
2. Transportation Planning

- Students are responsible for arranging reliable transportation to and from their field site.
- Lack of personal transportation or relocation plans does not exempt students from field responsibilities.
3. No Guarantee of Proximity
   - The Field Office does not guarantee placements close to the university, student housing, or a student's home address. All placement decisions are made with an emphasis on the quality of the learning experience, not convenience.
4. Communication of Barriers
   - If a student has specific needs or limitations (e.g., medical conditions, transportation challenges), they must communicate these to the Field Director at the time of the field application submission. Documentation may be required to support any placement-related accommodation.
5. Professional Readiness
   Field education mirrors real-world professional expectations. Being flexible with location and demonstrating adaptability is part of preparing for the realities of a social work career.

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.

Substance Use and Drug Screening

In alignment with professional social work values and agency requirements, all students participating in field education must adhere to agency policies regarding substance use and may be required to undergo drug screenings as a condition of placement. Failure to comply with these requirements or receiving a positive drug test result may prohibit or delay placement and can result in removal from the field education program.

Many social work field placement sites operate under federal, state, or organizational guidelines that mandate a drug-free environment. As representatives of the School of Social Work and the

profession, students are expected to maintain the highest level of personal and professional conduct, including abstaining from substance use that violates agency policy or affects performance.

Policy Guidelines:
1. Drug Screenings:
    Students may be required to complete a drug screening before or during their placement, depending on agency policy. The cost of the screening is typically the responsibility of the student unless otherwise arranged by the agency.

2. Positive Results or Refusal:

    A positive drug screening or refusal to complete a required drug test may result in the denial or termination of placement by the agency.

    The student may be deemed ineligible for alternative placements and may be removed from the field education program until the issue is resolved.

3. Impact on Academic Standing
    Inability to secure or maintain a placement due to substance use-related concerns may delay graduation or result in a failing grade for field education.

4. Disclosure and Confidentiality
    Students are encouraged to disclose any prescribed medications or medical concerns that may affect drug screening results to the agency's HR or compliance office.

5. Resources and Support:
    The School of Social Work is committed to supporting students in accessing appropriate services. Students struggling with substance use are encouraged to seek help through student health services or external providers. Voluntary disclosure will be treated with sensitivity and support but does not exempt students from agency screening requirements.

6. Communicate with the Field Director regarding any concerns or potential barriers to placement.

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.

Examples of violations include posting agency or client stories on social media platforms, even anonymously (TikTok, Instagram). Such actions violate confidentiality. Violations may result in removal from placement and referral to Student Conduct.

Dress Code in Field
All MSW students are expected to adhere to the dress code policies and expectations of their assigned field placement agency or employer. Field placement is considered a professional learning environment, and students are required to dress in a manner that aligns with the standards of the agency in which they are placed.

- o Students must follow the specific dress code outlined by the field agency or employer, including policies related to business attire, casual Fridays, uniforms, or personal protective equipment (PPE), if applicable.
- o Students should clarify dress code expectations with their Field Supervisors or Task Coordinator during orientation or within the first week of placement.

While specific requirements vary by agency, the following general principles apply unless otherwise stated by the agency:
- o Clothing should be clean, neat, and free of offensive language or imagery.
- o Attire should be appropriate for engaging with clients, community members, and professionals.
- o Footwear should be safe and appropriate for the setting (closed-toe shoes in clinical environments).
- o Students should avoid overly casual or revealing clothing (pajama pants, crop tops, or clothing with large holes).

Remote/Virtual Placements
- o Students engaged in virtual or remote placements must maintain a professional appearance when attending meetings via video platforms.
- o Business casual attire and an appropriate virtual background are encouraged unless otherwise specified by the agency.

Religious and Cultural Considerations
The program supports religious and cultural expressions in attire. Students needing accommodations should speak with their Field Supervisor or Field Director.

Failure to adhere to agency dress code standards may result in corrective action from the agency and/or the Field Education Office, which could impact the student's standing in the field placement.

The MSW program affirms the right of students to dress in accordance with gender identity/expression, religious practices, and disability-related accommodations. Requests for such accommodation should be directed to the Field Education Office or Office of Disability Services.

Student Audio Video Recording of Client Policy
Recording sessions with clients may prove beneficial for student learning when processed with field supervisor, a faculty member, and/or students. However, such recordings must be made 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 supervisor, 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 from their field faculty liaison in addition to the field supervisor. 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 field practicum seminar and other courses take place in conjunction and connect with the field practicum experience. Evening placements are not guaranteed.

Practicum Repeat

Students are permitted to apply to repeat a practicum course only once, with the permission of the Practicum Education Committee. The Practicum Education Committee will review the student's application to repeat Practicum, as well as their overall performance in the Program, and will decide whether the student will be permitted to repeat the Practicum course. Practicum Education Committee denial decisions for repeating practicum will result in a student's dismissal from the major. In addition, a student who is permitted to repeat practicum and does not achieve a grade of C will be dismissed from the major.

Out-of-State Students in Field Education

Students completing field education outside of the university's home state are required to take an active role in identifying potential placement agencies in their local area. While the Field Office will assist in securing and approving placements, the student is primarily responsible for initiating contact with agencies and gathering preliminary information to support the placement process.

Due to the complexities of distance placements, including differing state regulations, university affiliation agreements, and varying agency availability, out-of-state students must partner with the Field Office to facilitate timely and appropriate placement arrangements. This collaborative process ensures that students receive quality field education experience that aligns with CSWE accreditation standards and program expectations.

Student Responsibilities:

1. Initial Outreach:
   Students must begin researching and reaching out to potential agencies in their area at least 3–4 months prior to the field start date. This includes:
   o Identifying agencies that provide social work-related services.
   o Verifying that the agency has a licensed social worker or MSW who can serve as a field supervisor.
   o Gathering the agency's contact information and determining their interest in hosting a student intern.
2. Submitting Agency Leads:
   Students must submit a list of 3–5 potential agencies to the Field Director, including:

   o Name of agency
   o Contact person and title
   o Email and phone number
   o Type of services provided
   o If a social worker is available to supervise
3. Affiliation Agreements:
   If a suitable agency is identified, the university will establish an affiliation agreement before the placement can begin. Students should understand this process can take several weeks and should plan accordingly.

4. Students must remain in contact with the Field Education Office throughout the placement process and promptly respond to all emails, calls, and requests for documentation.

5. While every effort will be made to secure an appropriate out-of-state placement, field education is not guaranteed without active student participation. Failure to identify viable local agencies or to meet deadlines may result in delayed placement, an incomplete field course, or program dismissal.

6. The Field Education Office will review and determine approval of agency qualifications.

7. The Field Education Office will contact agencies to initiate formal conversations and agreements.

Confidentiality and Use of Agency Materials

- Always maintain professional confidentiality regarding agency clients and operations.
- Any agency material used in class assignments must be:
- Properly disguised to protect identities
- Used only with written permission from the agency when involving audio or video recordings
- Confidential information includes, but is not limited to, client records, identifying details, case notes, verbal disclosures, and agency documents.
- Students must never disclose client information.
- Students are prohibited from removing client records (physical or digital) from the agency without express permission and safeguards.
- Conversations regarding clients must only occur in private, professional settings.
- Use of personal devices to record, store, or transmit client information is strictly prohibited.
- When discussing cases in class or supervision, students must de-identify information to remove all Protected Health Information (PHI).
- Violations of this policy may result in termination from the field placement and referral to the student conduct process.

Boundaries and Dual Relationships

1. Dual Relationships include personal, familial, romantic, or financial relationships with clients, their family members, or agency staff.
2. Students must not provide services to individuals they have pre-existing personal relationships with.
3. Students must avoid sharing personal details or engaging in interactions that shift the professional focus away from the client.
4. Students must not accept gifts or offer personal favors to clients or agency staff unless clearly defined by agency policy and with field instructor approval.
5. Use of social media to communicate with clients or their associates is strictly prohibited.
6. If a student identifies a potential conflict of interest, they must notify their field instructor and the field education office immediately.
7. Violations of this policy may result in reassignment or termination of the field placement

Students placed at agencies where relatives or close friends are employed must disclose this immediately to the Field Office. Potential conflicts of interest will be reviewed by the Director of Field Education.

Reporting Incidents while in Field Education

1. Incidents include, but are not limited to:
   - Safety concerns or threats (to self or others)
   - Harassment, discrimination, or unethical conduct
   - Personal injury while on site
   - Breach of confidentiality

2. Students must immediately inform their field instructor and the Field Education Office after an incident.

3. An Incident Report Form should be completed within 24 hours and submitted to the Field Education Office.

4. Students are encouraged to seek support through university counseling or student support services following distressing events.

5. Retaliation for reporting is strictly prohibited and will be addressed in accordance with university policies.

Stipends

Field placements are primarily educational experiences; some agencies may elect to provide students with a financial stipend.

The School of Social Work does not guarantee, mandate, or facilitate stipend payments for students. The decision to offer a stipend is solely at the discretion of the field placement agency.

Guidelines

- The provision and amount of any stipend is determined by the agency and may vary based on funding availability, agency policy, or specific program support (Title IV-E, paid internships, grants).
- Students will be informed by the agency if a stipend is available prior to the start of the placement.
- The receipt of a stipend does not alter the student's educational status or expectations for professional conduct, supervision, and evaluation during the field placement.
- Students are not considered employees of the agency and are not entitled to employee benefits unless otherwise outlined by the agency.
- The School of Social Work will not intervene in matters related to agency stipends, including eligibility, payment schedules, or tax obligations.
- Students should not expect a stipend as a condition of their placement and must plan accordingly for the financial demands of field education.
- The Field Director will notify students during the placement process if an agency has communicated the potential for a stipend but will not negotiate on behalf of students.

Employment Base Field Education Policies and Procedures

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 students 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.

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.

This policy is designed to support MSW students completing employment-based practicums by ensuring a distinct learning experience, prioritizing student safety, and maintaining strong communication among all stakeholders. The MSW program is committed to providing a safe, ethical, and educational practicum experience that aligns with professional social work standards.

- Employment-based practicum placement can be an option if the employing agency is affiliated with the University, qualifies as a practicum site for the School of Social Work and the prospective student must be employed by January 1st prior to the academic year when they are scheduled to begin Practicum Placement. Example if a student is scheduled to begin practicum August 2024 they must be employed at the agency by January 1, 2024. CSWE guidelines relevant to employment-based practicum placements must be adhered to by the student and the employment agency. *Please note volunteering does not qualify for an employment-based practicum placement.*

- Placement of students in an employment agency must be evaluated closely and approved by the Practicum Education Committee. If students are interested in employment-based practicum placement, they must first seek approval from their supervisor at their place of employment.

- Students will then complete the field education application where they may indicate interest in employment-based placement. ***Students must include a copy of their employment job description***. The Practicum Office will then initiate the employment-based placement process with the students and the agency.

- The designated agency supervisor/task coordinator must be approved by the School of Social Work. The practicum instructor must be an MSW with at least two (2) years post-MSW experience. The task supervisor may have an undergraduate and/or advanced degree in a closely related practicum. Students must have an identified supervisor that oversees their practicum hours. This excludes, but is not limited to peers, co-workers and consultants.

- The agency supervisor/task coordinator must attend required supervisor training held at the beginning of the academic year.

- The Employment-based request must include in detail the proposed learning opportunities (employment-based application) for the student. The student and agency supervisor must detail on the application the time that will be dedicated to practicum while the student is employed.

- All terms of the employment-based practicum agreement must be adhered to by the student and by the employment agency.

- If approved, the placement must achieve all the placement objectives for the student. The student must engage in generalist or advanced generalist (clinical) practice activities under qualified MSW social work program approved agency supervisors and task coordinators. The objectives must be reviewed by the student, the prospective agency supervisor/task coordinator, and the designated Faculty Liaison.

- 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 students, and the university create and maintain an environment for learning to take place.

- Students are required to receive one hour of supervision weekly from their practicum instructor focused on specific competencies and social work practice. This supervision should **not** include oversight of job specific tasks not related to social work practice. If the agency is unable to provide supervision to the students, NSU School of Social Work will provide supervision

- No life experience/work experience can be counted for credit and/or practicum hours. For employment based, practicum hours start once practicum starts for the academic year. No past work experience can count for credit and/or practicum hours.

- Students must be approved to begin placement before they can begin to accrue hours.

- Any changes to the approved Employment Based Practicum Placement shall be submitted and must be approved in advance by the Practicum Office and/or the Practicum Education Committee.

Approval Process for Employment-Based Practicum
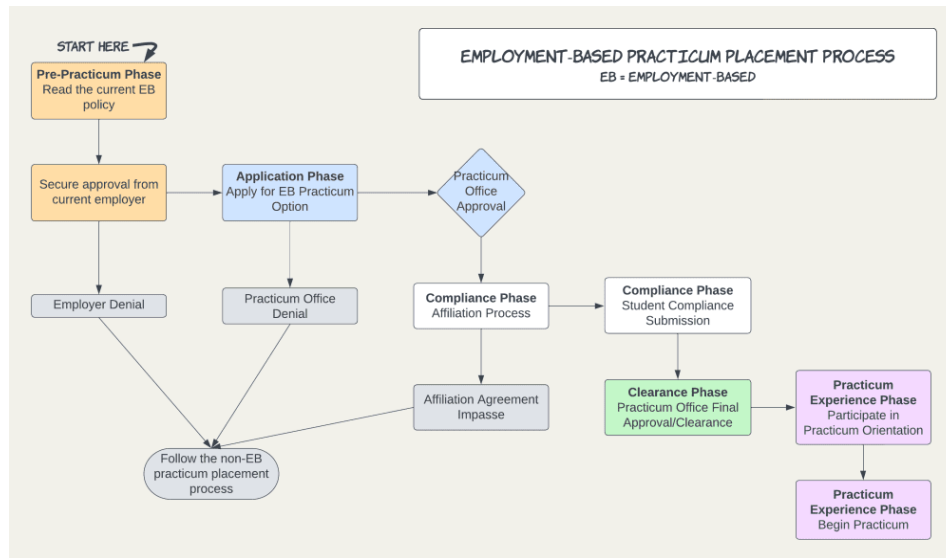
Flow chart graphic visually outlining the steps listed below the image.

PLACEMENTS

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 employment-based practicum placement when submitting their practicum application. The Practicum Office will review the students' application and approve or deny the request for employment-based practicum placement.

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 clarification. 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.

Employment-based Application
To be eligible for an employment-based practicum, students must be employed with the agency for a minimum of 90 days prior to the start of field placement.

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 on how current work activities align with both foundational and advanced generalist social work competencies.
4. Indicate specify dates for the placement period.
   - When will your practicum hours begin/end.
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, employment-based check list, employment-based contract, and employment-based application are attached.

Employment-based students are required to complete the Employment-Based Checklist, Employment-Based Application, and Employment-Based Contract in order to be considered for approval (appendix A).

If field supervision is provided by a staff member within the student's employing agency, the proposed field instructor must also complete the Field Supervisor Application to verify eligibility in accordance with program and CSWE requirements (appendix A).

Conflict Resolution
If challenges or conflicts arise between the student and the employer/supervisor regarding practicum tasks, boundaries, or expectations, the field practicum seminar liaison will mediate a resolution in collaboration with all parties involved. The field practicum seminar liaison will communicate concerns to the Director of MSW Field Education regarding the conflict

Transition from an Employment Based Placement
Students who are approved to complete their MSW practicum through an employment-based placement must remain employed with the approved agency for the duration of their field education. The following guidelines apply:

1. **Voluntary Resignation or Termination for Cause**
   If a student voluntarily resigns from their employment or is terminated for cause (misconduct, performance issues), the student may be removed from the MSW program. Employment-based placements are approved under specific conditions, and discontinuation of employment without prior consultation and approval from the MSW Program Director constitutes a breach of those conditions.

2. **Layoff or Position Dissolution**
   If a student is laid off or their position is dissolved for reasons unrelated to performance or conduct, the student may be eligible for reassignment to another field placement. The student must notify the Director of Field Education immediately and provide official documentation from the employer verifying the circumstances. The School of Social Work will work with the student, to explore alternative placement options, but reassignment is not guaranteed and may impact the student's progression in the program.

3. **Notification and Documentation Requirements**
   Students are required to promptly notify the MSW Program Director and Director of Field Education of any changes in their employment status. Failure to report changes in a timely manner may result in academic consequences, including removal from the MSW program.

4. **Reassignment Limitations**
   If a student has previously resigned, been terminated, or had difficulty securing or maintaining a field placement, they may not be eligible for reassignment and may be subject to program dismissal based on a review by the Field Education Committee.

5. **Appeals**
   Students may appeal decisions related to field placement removal or program dismissal in accordance with the School of Social Work's academic grievance procedures (appendix C).

Dismissal Conditions of Employment-Based Practicum

1. **Termination or removal by employer**:
   o 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.
   o The review will consider the reasons for termination and the students' overall performance in the program.
   o Depending on the findings, the student may be dismissed from the MSW program.
   o If a student is dismissed from the program, they will receive a letter from the Field Education Office regarding the reason for dismissal.

2. **Failure in Field Employment Based Placement**:
   o If a student fails their field placement, they will be deemed to have failed the MSW program.
   o 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.

3. **If you decide to leave your employer**
   o Students who choose an employment-based practicum must maintain their employment with the agency for the duration of their field placement.
   o Any concerns related to employment that may impact practicum responsibilities must be reported to the Field Education Office as soon as possible.
   o If a student decides to resign from their employment or is considering leaving their employer before completing their practicum, they must formally notify their field

instructor and the university's Field Education Office.

- o The student must appear before the Review Committee, which will assess the circumstances and make a final decision regarding the student's continued participation in the field education program.
- o The Review Committee will consist of representatives from the Social Work Department, including the Field Education Coordinator, faculty advisor, and other relevant faculty members.
- o The committee will evaluate the students' reasoning for leaving employment, the potential impact on their field placement, and whether an alternative solution is possible.
- o The committee will make a final determination regarding the student's ability to proceed with field education.
- o If a student voluntarily leaves their employment or is terminated before completing their practicum, they will not be eligible to participate in another employment-based practicum in the future.
- o The student may be required to secure a traditional field placement.
- o Traditional field placement, outside of your employer/employment provided by the University.
- o If a student leaves their employment without prior review and approval by the committee, they may be subject to removal from the field education program.
- o Failure to follow this policy may impact the student's ability to complete field education requirements and progress within the program.
- o Exceptions to this policy will only be granted under extenuating circumstances (workplace harassment, ethical concerns, or medical issues) and must be supported by documentation.

Self-Termination from Employment-Based Practicum

Employment-based practicum placements require the same level of accountability and professional conduct as traditional placements. Sudden or unapproved withdrawal from a placement can disrupt the learning process and impact the relationship between the School of Social Work and community partners.

Guidelines for Self-Termination:

1. Prior Notification Required:

   Students considering self-termination must first schedule a meeting with the Field Director to discuss the situation, explore alternatives, and assess the potential academic consequences.

2. Formal Approval Process:

   A student must submit a written explanation and receive written approval from the Field Director before terminating an employment-based placement. Without this approval, the termination will be considered unauthorized.

3. Consequences of Unauthorized Termination:
   - o Removal from the field course with a failing grade (if applicable).
   - o Delay in placement and graduation timeline.
   - o Potential dismissal from the field education program.

4. Exceptions for Just Cause:

   If a student experiences unethical treatment, unsafe working conditions, or a significant change in employment responsibilities, they must notify the Field Director immediately. These situations will be reviewed on a case-by-case basis.

Appeal Process:
Students may appeal decisions related to field removal or course failure by submitting a written appeal to the Field Committee within five (5) business days of the decision (appendix C)

Selections of Agencies and Field Agency Instructors

Criteria, Process, Procedure 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 supports 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 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 field practicum seminar courses for classroom learning, with the understanding that all client information is to be kept confidential.

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 the 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 between 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 students 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, Criteria, and Procedure 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.

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

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 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 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 students' 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 appointments 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.

<u>Orientation Training for Field Instructors and Faculty Field Liaisons</u>

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 for 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)

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 Feld Education and the student's field faculty liaison. This process must be approved before a change takes place. Field Education Practicum sites may be changed for the following reasons:
- The agency cannot continue as a Field Education Practicum site due to no fault of the student.
- The school determines during the semester that the agency is not meeting the learning objectives for the MSW Field Education Curriculum.
- 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 form 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 students:
- 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
- Termination from employer if employment-based student

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.

If a student is dismissed from the program, they will receive a letter from the Field Education Office regarding the reason for dismissal.

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 national, regional, or local events 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 solution 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)

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 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.

Safety Plan
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. (See Appendix B)

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.

Documentation Policy

In accordance with the Council on Social Work Education (CSWE) requirements and the Virginia Board of Social Work regulations, all social work students must complete the required documentation that reflects completion of field education. Norfolk State University School of Social Work requires all field education documentation, such as timesheets, supervision logs, learning contracts, and evaluations, to be completed using approved paper-based or electronic forms that include wet or valid electronic signatures.

Incomplete or missing documentation will delay verification of practicum hours, which may impact your progression in the program and eligibility for graduation and licensure. Students are responsible for ensuring all required forms are accurately completed, signed, and submitted by the designated deadlines.

All field education documentation, including timesheets, supervision logs, learning contracts, evaluations, and related forms, will no longer be submitted through the electronic field platform. Instead, all documentation must be completed using approved paper-based forms or fillable electronic documents that allow for wet signatures or valid electronic signatures (Adobe Sign, DocuSign).

Documentation Guidelines
- Documentation must be submitted using university-provided/approved templates.
- All documents must be fully completed, signed, and submitted.

Acceptable signature types include:
- Wet signature: Handwritten signature on a printed form.
- Electronic signature: Secure, verifiable signature captured using tools such as Adobe Sign, DocuSign, or embedded digital signature fields.
- **Typed names or unsigned forms will not be accepted as valid documentation.**

Submission Process
- Students must upload all completed documentation via Blackboard to their assigned Field Instructor.

Documentation requiring Signatures
- Weekly timesheets signed by the Field Supervisor or Task Supervisor
    - Supervision Logs (included on timesheet) indicating date, duration, and content of supervision
- Learning Contract signed by all required parties (student, field supervisor/task coordinator)
- Midterm and Final Evaluations of student performance
- Process recordings and any course-required assignments (if applicable)

Student Responsibility
Students are responsible for:
- Obtaining required documentation templates from the Field Education Office.
- Ensuring all forms are completed accurately and signed by the appropriate parties.
- Submitting documentation by designated deadlines to receive credit for field hours.
- Retaining copies of all submitted forms for their personal records.

Failure to submit required documentation in the approved format or by the required deadline may result in:

- Delays in field hour verification
- Incomplete or failing grade in the field course
- Disciplinary review by the Field Education Office
- Inability to progress in your field placement until documentation is completed.
- Impact on your final grade, missing documentation will result in deductions.
- Possible delay in graduation or field placement termination if requirements are not met in a timely manner.

By enrolling in field education, you agree to adhere to this policy. **No exceptions will be made.**

Mandatory Documentation Requirements
The following documents **must** be completed by due dates provided:

1. Learning Contract
2. Notice of Risk Acknowledgment
3. Ethical Expectations Agreement
4. Professional Conduct & Safety Plan
5. Process Recordings
6. Mid-Term and Final Evaluations

If any required documentation is not completed, you will not be permitted to progress to the next phase of your field placement.

Clinical Practicum Requirements
Per the Virginia Board of Social Work, students completing a clinical practicum focusing on diagnostic, prevention, and treatment services must submit documentation verifying their education, field placement, and practicum hours. Norfolk State University School of Social Work requires all field education documentation, such as timesheets, supervision logs, learning contracts, and evaluations, to be completed using approved paper-based or electronic forms

that include wet or valid electronic signatures.

Incomplete or missing documentation will delay verification of practicum hours, which may impact your progression in the program and eligibility for graduation and licensure. Students are responsible for ensuring all required forms are accurately completed, signed, and submitted by the designated deadlines.

Evaluation Process of Student Field Practicum Performance

<u>Field Practicum Grade</u>
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, Seminar, and Blackboard
- Students Professional Behaviors (attendance, professional appearance, time management, and profession).

<u>GRADING POLICY</u>
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 <u>each</u> 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 GRADES	GRADE POINTS	NON-ACCEPTABLE GRADES	GRADE POINTS
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 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

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 courses are required to meet with the MSW Program Director.

The procedures for evaluating student professional performance are 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.

Field practicum grades are determined based on the successful completion of required field hours, active participation in the field placement agency, performance on midterm and final evaluations, engagement in the field practicum seminar, and the timely submission of seminar assignments.

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 Field Education

The Field Agency Instructor provides the student with feedback, clarification, and direction on a regular 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 Evaluation of Field 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.

Faculty Field Liaison are required to submit the agency evaluations in the Field Director.

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. The agency evaluation will be provided to students at the end of the academic year.

Evaluation of Students in Field Education

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

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 or Suspension 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. An agency reserves the right to request the removal of a student from its site at any time. Similarly, the School of Social Work may also determine that a student should be removed from a placement if it is deemed to be in the best interest of the student, the agency, or the integrity of the field education experience.

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 student's file. If a student is terminated from placement by the agency, they will not be referred to an alternative placement that semester.

Potential reasons for termination from field placement
- Ethical violations
- Unprofessional conduct
- Field performance deficiencies
- Violations of agency policy
- Unresolved personal or professional issues impacting performance
- Failure to adhere to the University Policies
- Failure to adhere to the Field Education Policies
- Breaching the NASW Code of Ethics, including confidentiality violations, boundary issues, or misconduct.
- Displaying inappropriate communication, tardiness, absenteeism, or failing to meet practicum agency expectations.
- Inability to perform assigned tasks, failure to demonstrate required social work skills, ethical principles, or consistently poor performance despite feedback and support.
- Disregarding workplace protocols, safety procedures, or professional guidelines.
- Engaging in plagiarism, dishonesty, or misrepresentation of work.
- Engaging in behaviors that jeopardize the well-being of clients, such as negligence, harm, or inappropriate interactions.
- Using inappropriate language, engaging in conflicts with staff, or failing to demonstrate cultural competence and respect.
- Arriving at the practicum site under the influence of drugs or alcohol.
- Not completing required hours, failing assignments, or disregarding supervision and feedback.
- Engaging in illegal activities or being involved in legal issues that compromise the integrity of the placement

If a student is dismissed from the program, they will receive a letter from the Field Education Office regarding the reason for dismissal.

Students have the right to appeal a termination or suspension by submitting a written request. (See Grievance Process).

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 students 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

<u>**Americans with Disabilities Act (ADA) Statement**</u>
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 <u>Office</u> of <u>Accessibility</u> 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

<u>**Office of Equity and Inclusion**</u>
Bias/Discrimination/Harassment Reporting
Norfolk State University does not tolerate discrimination or harassment based on 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 people 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

Veterans Affairs-Military Services & Veterans Affairs Office
Student Services Center, Suite 110
700 Park Avenue
Norfolk, VA 23504
Phone: (757) 823-2586
Fax: (757) 823-9232
veteransaffairs@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 areas within 25 feet of any door to any building or other enclosed space, 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 of 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 ensure 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.

    i. 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.

   ii. 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 non-academic 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.

Student 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

Reporting Sexual Misconduct
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: jrrobinson@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

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.

_____   Date: _____
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

NORFOLK STATE
UNIVERSITY

THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

MSW Field Practicum Application

Name: _____

Contact #: _____

Email: _____

Address: _____

      _____

      _____

Emergency contact: Name/Relation: _____

                Contact #: _____

Program: _____ MSW I   _____ MSW II   _____ Advanced Standing

Resume attached: ____ N   ____ Y

Employment-Based Practicum: ____ N   ____ Y

If yes, please include a copy of your current job description.

Do not complete employer information below if you answered "No" to employment-based practicum

Employer name: _____

Employer Address: _____

Supervisor Name: _____ **Supervisor Phone #:** _____

Supervisor Email address: _____

Practicum hours availability:

Days	Hours
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Note: Evening placements are not guaranteed.

Process to obtaining field placement

The Field Education Office at Norfolk State University is committed to supporting students in securing practicum placements that promote professional growth and align with educational goals. Please review the following guidelines to ensure a smooth placement process:

Placement Matching & Preferences
- The Field Education Office strives to match students with agencies based on population and setting preferences; however, specific agency assignments are not guaranteed.
- Placements will prioritize opportunities where students can effectively develop core competencies and practice professional social work behaviors.
- Evening placements are not guaranteed.
- Geographical preferences will be considered, but placement within close proximity to a student's residence cannot be guaranteed.

Transportation & Travel
- Students are responsible for arranging their own transportation to and from practicum agencies.
- NSU does not cover travel-related expenses, including tolls, bus passes, or other commuting costs.
- Students should promptly notify the MSW Field Education Director of any transportation limitations.

Interview Process
- Once an interview is confirmed, students must inform the MSW Field Education Director of the date, time, and location (in-person or virtual).
- Business attire is required for all interviews, and students should conduct interviews in a quiet, distraction-free environment.
- Students must bring a copy of their resume or send it to the agency in advance.
- Following the interview, students must report the outcome (successful or unsuccessful) to the MSW Field Education Director.

Placement Confirmation
- The MSW Field Education Director will communicate with both the agency and student to confirm placement decisions.
    - If a student is not accepted by the agency, the Director will refer the student to an additional agency.
    - If the second agency also does not accept the student, the Director will:
        - Request feedback from both agencies, and
        - Schedule a skills lab and discussion with the student to assess next steps and readiness for placement.

Professional Expectations
- Students are expected to demonstrate professionalism throughout the placement process, including during interviews and fieldwork.
- If you believe that working in a specific agency or setting would be emotionally challenging, notify the MSW Field Education Director as early as possible for support and guidance.
- Students should disclose any past terminations from previous agencies upon referral.

Background Checks & Criminal History
- Some agencies may require a background check prior to placement.
- If you have a criminal history, you must immediately inform the MSW Field Education Director.

Please select three agencies you would like to have contacted for an interview OR indicate the preferred population.

1. _____

2. _____

3. _____

Field Practicum Expectations

As a representative of Norfolk State University and the social work profession, students are expected to uphold the highest standards of ethical and professional conduct throughout their academic and practicum experiences. The following guidelines must be adhered to at all times:

Professional and Ethical Conduct

- Demonstrate professionalism by performing productively, ethically, and in accordance with both NSU and agency standards of excellence.
- Abide by the values, ethics, and standards outlined in the NASW Code of Ethics and NASW practice standards.
- Maintain clear, respectful, and open communication in both classroom and field settings.

- Be prepared for self-reflection and ongoing personal growth, evaluating your role and learning opportunities throughout your practicum.

Academic and Field Participation

- Actively participate in all learning processes, including:
  - Classroom and Blackboard engagement
  - Timely submission of assignments, tests, and discussion posts
- Prepare and submit all required practicum documentation, including:
  - Recordings
  - Logs or journals
  - Timesheets
  - Learning contracts
  - Evaluations
- Participate fully in field and academic advisement, attending regular supervisory meetings and presenting required materials to instructors or field supervisors.

Field Supervision and Learning Engagement

- Develop and bring a supervision agenda to all meetings, focusing on:
  - Engagement
  - Assessment
  - Intervention
  - Evaluation of practice
  - Resource exploration
  - Practice concerns and learning needs
- Be accountable to the School of Social Work and the agency in meeting all learning goals, competencies, and core/advanced practice behaviors.

Confidentiality and Use of Agency Materials

- Always maintain professional confidentiality with regard to agency clients and operations.
- Any agency material used in class assignments must be:
  - Properly disguised to protect identities
  - Used only with written permission from the agency when involving audio or video recordings

Transportation and Placement Considerations

- Students are responsible for arranging their own transportation to and from practicum agencies.
- The School of Social Work is not responsible for transportation costs, including gas, tolls, or public transit.
- Travel time does not count toward required practicum hours.

- Most practicum placements occur during standard business hours; evening or weekend placements are not guaranteed.
- Practicum placements are typically unpaid. Paid placements are rare and not guaranteed.

Transportation Acknowledgment:

- I understand that a practicum location near my home is not guaranteed.
- I will arrange my own transportation to the practicum site.

☐ Yes, I will have access to reliable transportation.

☐ No, I will not have reliable transportation. I plan to travel by:

Agency Requirements

- Each practicum site may have specific expectations for interns, including:
    - Required agency-specific training/orientation
    - Adherence to site-specific policies and procedures
- Students are expected to fully comply with all agency guidelines as part of their professional responsibilities.

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

Signature: _____ Date: _____

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

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SCHOOL OF SOCIAL WORK
700 Park Avenue, Norfolk, Virginia 23504
P: (757) 823-8668 • F: (757) 823-2556 • www.nsu.edu

Employment-Based Practicum Supervision

I. Supervisor Eligibility Requirements

To serve as a practicum supervisor (field instructor), you must:

- Hold a Master of Social Work (MSW) degree from a CSWE-accredited program.

- Have a minimum of two years post-MSW professional experience.

- Be employed at the student's agency.

- Commit to providing weekly field instruction and competency-based feedback.

- Provide resume

II. Responsibilities of the Employment-Based Field Supervisor

1. Provide Weekly Supervision

   o Conduct a minimum of 1 hour of structured supervision per week focused on the students' practicum learning goals and CSWE competencies.

   o Discuss professional development, ethical dilemmas, social work values, and field assignments.

2. Support the Student's Learning Goals

   o Assist in developing a Learning Contract that reflects new or expanded responsibilities aligned with CSWE competencies.

   o Ensure the student has access to learning tasks than may go beyond routine job duties.

3. Maintain Educational Focus

   o Treat the practicum as an educational experience rather than an extension of employment.

   o Avoid assigning the student tasks that do not support social work learning objectives.

4. Participate in Field Evaluation

   o Complete a midterm and final field evaluation, providing feedback on the student's progress on each of the CSWE competencies.

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- o   Communicate concerns or progress to the faculty field liaison as needed.

5. Collaborate with the MSW Program

- o   Attend orientation or training provided by the program.

- o   Be available for site visits or virtual meetings with the faculty field liaison.

- o   Follow all ethical, legal, and educational expectations of the university and the NASW Code of Ethics.

III. Boundaries and Ethical Considerations

- Refrain from evaluating job performance; focus only on educational learning and field objectives.

- Address potential dual relationship issues early with the student and the university.

- Encourage reflection, critical thinking, and professional growth.

IV. Required Documentation

Supervisors must:

- Approve and sign the Learning Contract.

- Complete midterm and final evaluations based on student performance in each competency.

- Sign off on weekly timesheets/supervision logs as required.

Contact Information

For questions or concerns regarding supervision, roles, or the student's progress, please contact the Faculty Field Liaison or Field Education Director.

Please Note: If the agency is unable to provide clinical supervision due to the absence of an MSW on staff, the Norfolk State University School of Social Work will arrange for and provide clinical supervision for the student.

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Supervision Application

Purpose

This application is for professionals who wish to serve as Field Supervisors for MSW students completing a practicum at their agency. All Field Supervisors must meet qualifications set by the Council on Social Work Education (CSWE), including holding a relevant degree and having at least two years of post-degree professional experience.

Section 1: Supervisor Information

Full Name _____ Maiden Name _____

Job Title _____

Agency Name _____

Agency Address _____

Work Email _____

Work Phone _____

Preferred Contact Method _____ Email _____ Phone

Section 2: Educational Background

Highest Degreed Earned _____

Degree Type ☐ BSW ☐ MSW ☐ Other (Specify): _____

Graduation Year_____

Name of University_____

CSWE-Accredited Program? ☐ Yes ☐ No ☐ Unsure

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THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

Supervision Application

Section 3: Licensure

Are you currently licensed?   ☐ Yes ☐ No

Type of License   ☐ LCSW ☐ LMSW ☐ LPC ☐ Other: _____

License Number_____

Expiration Date_____

Section 4: Professional Experience

Do you have at least 2 years of post-degree social work experience? ☐ Yes ☐ No

Section 5: Supervision Commitment

Please review and confirm your understanding of the expectations with your initials:

_____ I agree to provide the student with one hour of weekly supervision, focused on professional development and integration of classroom knowledge.

_____I agree to participate in student learning contract development, midterm, and final evaluations.

_____I understand that I may be asked to attend meetings or communicate with Field Faculty as needed.

_____I agree to notify the university if there are concerns with the student's performance or placement.

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Supervision Application

Section 6: Supporting Documentation

Please upload or attach the following:

☐ Current resume

☐ Copy of professional license (if applicable)

Signature and Authorization

I certify that the information provided is accurate. I understand the responsibilities of serving as a Field Supervisor and agree to support the educational goals of the student.

Signature_____

Date_____

NORFOLK STATE
UNIVERSITY

Ethelyn R. Strong School of Social Work
Master of Social Work
Employment-Based Practicum Check List

Questions 1-7 must be "Yes" for employment-base practicum approval

1. **Employer agreed:** ☐Y or ☐ N

2. **Student has met probationary period (90 days):** ☐Y or ☐ N

3. **Copy of job description submitted:** ☐Y or ☐ N

4. **Memorandum of Understanding on file or in process:** ☐Y or ☐ N

5. **Employment-based application completed w/signatures:** ☐Y or ☐ N

6. **Employment-based practicum contract signed:** ☐Y or ☐ N

7. **MSW on staff at agency with 2-years post-graduation for supervision:** ☐Y or ☐ N

8. **If so, will MSW provide supervision:** ☐Y or ☐ N

9. **Resume of agency clinical supervisor attached/on file:** ☐Y or ☐ N

10. **Supervision application attached:** ☐Y or ☐ N

11. **If there is no MSW on staff, can your agency provide a task supervisor:** ☐Y or ☐ N

Please submit this checklist when submitting your employment-based practicum packet.

Student Name:_____

Agency Name:_____

Date:_____

NORFOLK STATE UNIVERSITY

THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

Employment-Based Practicum Placement Contract

This Contract outlines the terms and conditions related to employment-based practicum placements for students in the School of Social Work Field Education Program. By signing this document, you acknowledge your understanding of the requirements and consequences outlined below.

Employment-Based Documents Submission

- All employment-based documents must be submitted for approval **at least 45 days prior to the start of the school term.** Failure to meet this deadline may result in the inability to participate in the employment-based practicum.

- Students must submit a copy of their job description

Termination or Removal by Employer

- If a student is fired or removed from their job by their employer, this will trigger an immediate review by the MSW program committee.

- The committee will assess the reasons for termination and evaluate the student's overall performance in the program.

- Depending on the findings of the review, the student may face dismissal from the MSW program.

Failure Employment-Based Placement

- A student will be considered to have failed their field placement if they receive an unsatisfactory evaluation from their field supervisor or fail to meet the required competencies and objectives set forth by the MSW program.

- A failed field placement will result in the student being deemed to have failed the MSW program, which may have significant academic and professional repercussions.

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Employment-Based Practicum Placement Contract

Acknowledgment of Terms

By signing below, I acknowledge that I have read and understood the terms outlined in this Employment-Based Practicum Placement Contract. I agree to comply with the requirements and understand the consequences of termination from employment or failure in my field placement.

Name: _____

Signature: _____

MSW I _____   MSW II_____   Advanced Standing_____

Date: _____

Employment-Based Practicum Application

Master of Social Work (MSW) Program
Norfolk State University
The Ethelyn R. Strong School of Social Work

This application must be approved **prior to beginning any practicum hours** at your place of employment. The purpose is to ensure compliance with CSWE accreditation standards and guarantee your practicum is educational and competency based.

Section 1: Student Information

Full Name: _____
Email Address: _____
Phone Number: _____
Program Track: ☐ MSW I ☐ Advanced Standing ☐ MSW II

Section 2: Employment Information

Agency Name: _____
Agency Address: _____
Student Job Title: _____
Department/Program: _____
Supervisor Name & Title: _____
Supervisor Email: _____
Supervisor Phone: _____

Section 3: Field Instructor (Practicum Supervisor) Information

This must be someone with an MSW degree and 2+ years of post-MSW experience.

Supervisors Name: _____ **Maiden Name:** _____
Title/Position: _____
Email: _____
Phone: _____
MSW from (Institution): _____
Year Awarded: _____
Years Post-MSW Experience: _____

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If there is no MSW on site, task coordinator must be assigned. The Task Supervisor serves as the **on-site point of contact** responsible for:

- Assigning and overseeing daily tasks and projects, offering feedback on performance and professional behavior, supporting student learning opportunities tied to CSWE competencies, communicating with the university-assigned Field Instructor as needed

Name: _____

Title/Position:_____

Email:_____

Phone: _____

Section 4: Job Duties vs. Practicum Duties

A. Describe your current employment responsibilities:
(Attach job description or list below)

_____
_____
_____
_____
_____

Section 5: Approvals

A. Student Statement of Understanding:
I understand that practicum activities must meet all CSWE-accredited practicum requirements

Student Signature: _____ **Date:** _____

B. Employment Supervisor:
I support the students' request to use this site for practicum and understand that the student does not have to complete activities outside of current job duties.

Name & Title: _____
Signature: _____ **Date:** _____

C. MSW Field Director/Coordinator Use Only
☐ Approved ☐ Denied ☐ More Information Needed

NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
FIELD PRACTICUM/STUDENT TASK & SUPERVISION RECORD

Student name: _____

Agency: _____

NSU Faculty Instructor:

Week #: _____

Date	Time in	Time out	Total Time	Tasks	Field Supervisor/Task Coordinator Signature

Supervision Log

Date	Time In	Time out	Total Time	Topic	Field Supervisor Signature

Hours accrued this week_____
Hours accrued from the previous week_____
Total Hours for this semester to date: _____

Student Signature_____Date_____

Field Supervisor Signature_____ Date:_____

IDL 2025

Norfolk State University

NSU Ethelyn R. Strong School of Social Work

Professional Development Request Form

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

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:	

APPENDIX B- POLICIES AND PROCEDURES IN FIELD EDUCATION

NORFOLK STATE
UNIVERSITY

THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

Practicum Placement Contract

This Contract outlines the expectations and responsibilities related to practicum placements for students in the School of Social Work Field Education Program. By signing this document, you acknowledge your understanding of the terms and conditions outlined below.

Placement Expectations

Students understand that evening placements are not guaranteed. Practicum opportunities will be based on availability and agency needs.

- Agencies are not obliged to accommodate students' work hours, particularly if they are employed full-time. Students must be prepared to complete their practicum hours as required by the program.
- Students may need to rearrange their existing work schedules or other commitments to fulfill the required hours of the practicum placement. This may involve significant adjustments to personal or professional responsibilities.

Responsibilities of the Student

- Students are expected to communicate openly with their Field Practicum Seminar Instructors and agency supervisors regarding their availability and any challenges they may face in meeting placement requirements.
- Students must demonstrate flexibility and a willingness to adapt to the scheduling needs of the agency.
- Students are expected to fully commit to their practicum placement and engage in the learning process, regardless of the scheduling challenges.

Acknowledgment of Terms

By signing below, I acknowledge that I have read and understood the terms outlined in this Practicum Placement Contract. I agree to the conditions set forth and understand that adjustments to my personal schedule may be necessary to complete my practicum requirements.

Student Signature _____ **Date**_____

THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

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_____

THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
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 ___   Advance Standing __

Assigned Practicum Agency: _____
Agency Address: _____ __
Field Instructor/Task Coordinator:_____

Name: _____**Contact Number:** _____

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	

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 regard to clients who are inebriated or intoxicated. Know how to safely position self in the office. Know how to use building security. Know how to use office phone to access help. Know how to and uses supervision regarding 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 _____**

- **Additional Safety Procedures**

_____
_____
_____
_____
_____
_____

Student Signature _____
Date _____

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
Termination Policy Agreement for Social Work Field Education
This Agreement outlines the termination policy for participants in the Social Work Field Education program. By signing this document, participants acknowledge their understanding of the policy, and the procedures outlined below.

Termination Policy Overview

Students may be terminated from their field placement for the following reasons:
- Inconsistent attendance, inadequate engagement, unprofessional conduct, poor interpersonal skills, failure to accept feedback.
- Any behavior that results in a significant violation of the NASW Code of Ethics, Norfolk State University School of Social Work, agency policy, or state or federal laws.
- If there are insufficient opportunities to support the student's learning that cannot be improved through remediation.
- Any breach of established program policies or codes of conduct; see Field Education Manual and Student Handbook.
- Failure to meet learning objectives or demonstrate sufficient progress.
- Failure to attend field placements without valid justification.
- Engagement in unethical behavior, harassment, or discrimination

Process for Termination
- The Field Practicum Seminar Instructor will be informed first of any concerns regarding the students' performance.
- Although agencies are encouraged to consult with faculty before terminating a student, Agency/Task Supervisors have the right to terminate placements if necessary.
- Following consultation, the Director of Field Education and the Program Director of the MSW will be notified of the situation.
- Prior to termination, reasonable remediation efforts must be attempted and documented.
- Termination may result in an academic review with the MSW committees to assess the students' continuance in the program.

Student Responsibilities
- Students are not permitted to terminate their own placements. If concerns arise, they must work with their assigned Agency/Task Supervisor.
- Students who refuse to continue in placement without the approval of the Director of Field Education may receive an unsatisfactory grade and face additional consequences for dropping a required course.

Consequences of Termination
- A student terminated from a field placement may receive a failing grade in the related field experience course.

- The academic review process for the MSW students is outlined in the MSW program manual and handbook.

Acknowledgment
By signing below, I acknowledge that I have read and understood the termination policy for the Social Work Field Education program. I agree to adhere to the policies outlined above and understand the procedures that will be followed in the event of a potential termination.

Signatures
Student _____   Date: _____
Director of Field Education_____   Date: _____

_____

Please return a signed copy of this agreement to the field seminar instructor.
Thank you for your commitment to maintaining the integrity and professionalism of the Social Work Field Education program.

Appendix C-Supporting Documents

NORFOLK STATE
UNIVERSITY

The Ethelyn R. Strong School of Social Work
Student Field Placement Appeal Form

This form is to be completed by any student who has been dismissed from two field placement agencies and wishes to appeal for continued participation in the MSW Field Education Program.

Student Information
Name: _____
Student ID: _____
Phone Number: _____
Email Address: _____
Program Level: ☐ MSW I ☐ MSW II ☐ Advanced Standing
Current GPA: _____

Field Placement History
1. First Placement Agency: _____
   - Start Date: _____ | End Date: _____
   - Field Supervisor: _____
   - Reason for Dismissal:

   _____
   _____

2. Second Placement Agency: _____
   - Start Date: _____ | End Date: _____
   - Field Supervisor: _____
   - Reason for Dismissal:

   _____
   _____

Appeal Statement
Please provide a typed and detailed explanation addressing the following:
- The circumstances leading to each dismissal
- What actions you have taken to reflect on and address these issues
- Your readiness and plan to successfully engage in a future field placement
- Any supports you have or will use (therapy, academic coaching, supervision)
- Why you believe you should be allowed to continue in the field education program

Attach your appeal statement to this form.

Student Acknowledgement
By signing this form, I acknowledge that I am requesting reconsideration for continuation in the MSW field program despite two previous placement dismissals. I understand that submission of this appeal does not guarantee approval and that the Field Appeals Committee may request additional documentation or an in-person meeting.
Student Signature: _____
Date: _____

Submit Completed Form and Appeal Statement To:
<div align="center">

Director of Field Education
The Ethelyn R. Strong School of Social Work
pdholley@nsu.edu
</div>

School of Social Work
Student Resolution Form

NORFOLK STATE
UNIVERSITY

We see the future in you.

Student Information		
Full Name (please print)	Today's Date:	
Local Address:	City	State and Zip
Local Phone Number ( ) -	Cell Phone Number ( ) -	
Email	Permanent Address:	
City	State	Zip

Student Department/Major	
Department:	Program Major/Program:
Student ID#	

Student /Faculty Resolution Information

STEP ONE:
Students are encouraged to discuss their concern or academic challenges through conferences with the appropriate instructor and /or staff.

1. Have you made an attempt to **resolve this concern with the individual instructor/staff**?
☐ Yes   ☐ No

    Who did you contact? _____

2. **Briefly describe your academic related concern or issue**? Specify any pertinent dates, faculty/staff you dealt with, and major academic concern etc. Use additional paper, if necessary. Attach any documentation that will help describe the concern and substantiate your allegations. (i.e. medical documentation, incomplete grade form, syllabus highlights, substitution request, correspondence, etc.).

3. As a result of your conference, please provide the **findings or outcome**:

Were you satisfied with the outcome of this resolution process?   ☐ Yes   ☐ No

If you answered no, what outcome did you hope to achieve after the informal conference:

By signing this form, I acknowledge my understanding that information contained in this resolution document will be confidential to the extent possible. Furthermore, information may be shared with University officials to conduct a thorough investigation. I certify that all information provided on this form is accurate.

Student Signature and Date: _____

Faculty/Staff Signature and Date: _____

Where this process does not result in a satisfactory resolution, the student may proceed to the **STEP TWO Resolution Procedures** by submitting this **completed form with required signatures (faculty/staff)** to the Department Chair for review.

Department Chair Document of Resolution

STEP TWO

4. Department Chair   Approval of Request ☐ Yes   ☐ No
Please provide a summary and/ or comments regarding the resolution outcome of your student conference.

Student Signature and Date: _____
Department Chair Signature and Date: _____

Is the above decision acceptable to the student?   Check one box   ☐ Yes   ☐ No

___ I hereby appeal this decision to Step Three, Dean/Associate Dean Level.

ACTION TAKEN BY DEAN/ASSOCIATE DEAN'S OFFICE

STEP THREE
* *Steps One and Two must be completed /signed prior to review by the Dean/Associate Dean's Office.*
5. Dean/Associate Dean
Please provide a summary and/ or comments regarding the resolution outcome of your student conference.

Check the appropriate resolution:
☐ Dept. Counseling/Advising ☐ Faculty Conference ☐ Upheld Dept. Chair Decision

Referral ☐ Academic/Student Affairs ☐ Disabilities Office ☐ Student Counseling Center ☐ Student Success Center

Student Signature and Date: _____
Associate Dean/ Dean's Signature and Date:_____

Is the above decision acceptable to the student?   Check one box   ☐ Yes   ☐ No

___ I hereby appeal this decision to Step Four, Office of the Provost.

STUDENT COMPLAINT FORM (nsu.edu)

NORFOLK STATE
UNIVERSITY

Ethelyn R. Strong School of Social Work
Master of Social Work
Field Education Incident Report Form

This form must be completed within 24–48 hours of the incident. Submit the completed form to the Director of Field Education.

I. Student Information

Student Name: _____

Student ID: _____

Academic Program: ☐ MSW I ☐ MSW II

Field Instructor Name: _____

Field Agency Name: _____

II. Incident Details

Date of Incident: ____ / ____ / _____

Time of Incident: _____ AM / PM

Location of Incident: _____

Type of Incident: (Check all that apply)

☐ Safety concern

☐ Injury or illness

☐ Ethical concern

☐ Boundary violation

☐ Professional misconduct

☐ Conflict with agency personnel

NORFOLK STATE
UNIVERSITY

Ethelyn R. Strong School of Social Work
Master of Social Work
Field Education Incident Report Form

☐ Client-related issue

☐ Other: _____

III. Description of the Incident

(Provide a clear, factual, and objective account of the incident.)

_____
_____
_____
_____

IV. Immediate Action Taken

_____
_____
_____

V. Was Medical Attention Required?

☐ Yes ☐ No

If yes, describe what medical attention was given and by whom:

_____
_____

VI. Witnesses (If Any)

Name: _____ Role: _____

Name: _____ Role: _____

Ethelyn R. Strong School of Social Work
Master of Social Work
Field Education Incident Report Form

VII. Notification and Reporting

Was the Agency Supervisor/task coordinator notified? ☐ Yes ☐ No | Date: _____

Was the Field Liaison/Faculty notified? ☐ Yes ☐ No | Date: _____

VIII. Follow-Up Actions or Recommendations (if any)

_____
_____
_____

IX. Signature of Person Completing Report

Name: _____

Role: ☐ Student ☐ Field Supervisor/task coordinator ☐ Faculty Liaison ☐ Other: _____

Signature: _____ Date: ____ / ____ / _____

Field Education Office Use Only

Reviewed By: _____

Date Reviewed: ____ / ____ / _____

Follow-up Required: ☐ Yes ☐ No

Notes:_____
_____

Termination from Field Letter

NORFOLK STATE UNIVERSITY

We see the future in you.

THE ETHELYN R. STRONG
SCHOOL OF SOCIAL WORK
700 Park Avenue, Norfolk, Virginia 23504
P: (757) 823-8668 • F: (757) 823-2556 • www.nsu.edu

Hello [Students name],

After careful consideration, we regret to inform you that you have been dismissed from **[Agency Name]** effective **[Date of Dismissal]**. You are hereby prohibited from participating in any activities, accessing resources, or representing Norfolk State University Ethelyn R. Strong School of Social Work in any capacity moving forward.

This decision is based on [briefly describe the reasons for termination]. We understand that this may be difficult news, and we want to provide you with the opportunity to appeal against the decision.

You are entitled to request an appeal to review the circumstances surrounding your termination. A meeting will be scheduled with the Director of Field Education and the MSW Program Director to discuss your termination and consider your appeal. Please submit your request for appeal in writing to [Contact Person/Email] by [appeal deadline, usually within 5-7 business days].

Following your appeal submission, we will contact you with details of the scheduled meeting. During the meeting, you will have the opportunity to present your perspective on the situation and ask any questions you may have.

If you have any immediate concerns or would like additional information regarding the appeal process, feel free to reach out to the Field Education Office at 757-278-4402.

We encourage you to take this time to reflect and prepare for the next steps. We remain committed to supporting your educational goals.

Sincerely,

Paris D. Holley, MSW (she/her)
Director of MSW Field Education
Norfolk State University
The Ethelyn R. Strong School of Social Work
Office: 757-278-4402
Fax: 757-823-2556

Appendix D- Code of Ethics of the National Association of Social Workers

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

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*For infonnation 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 inf01mation 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 c01runitment 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 c01rununication 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.

— — — — — — — — — — — — — ● — — — — — — — — — — — — — —
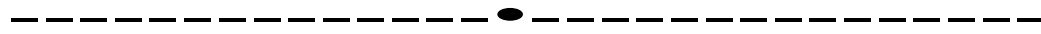
Ethical Principles

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 inf01mation, 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-dete1mination. Social workers

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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 inforn1ed 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 patty.

(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 delive1y 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 refer-al 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 info1mation 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 info1mation, 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.

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

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

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential infom1ation 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 inf01mation.

(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 po1iions 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 fonner 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 wan-anted 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 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 pe1tinent 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 te1minate 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 infom1ation 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.

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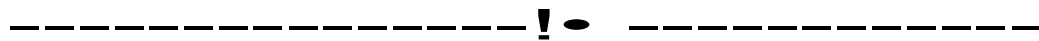
2.07 Sexual Harassment

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 impaim1ent 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 ham1 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 te1mination 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 fo1mation of and participation in labor unions, to improve services to clients and working conditions.

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

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

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

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

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

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

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

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

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

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

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

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to 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 E- STUDENT EVALUATION DOCUMENTS

NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MSW I MID-TERM EVALUATION

Agency Information

Information	
Student's name	
Placement setting	
Field Instructor's name	
Field Instructor's telephone number	
Field Instructor's email	
Faculty Consultant's name	
Number of field practicum hours completed at mid-term	

Students are rated on their understanding and implementation of the social work profession and core competencies. Please review the core competencies listed below and rate the student with the grading scale provided.

<u>Council on Social Work Education (CSWE) 2022 Social Work Competencies</u>

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.

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.

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.

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.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy.

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.

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.

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.

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. practice effectiveness.

Please rate students 0-5 per competencies.

Core Competencies Rating Scale 0-5	Not Applicable (Student has not had the opportunity to demonstrate skills in this area)	Concerns Identified (student is struggling in this area and is in danger of not achieving competency if not improved)	Meeting Expectations (Student is progressing adequately; on target to achieve competency)	Exceeding Expectations (Student excels in this area)
Competency I				
Competency II				
Competency III				
Competency IV				
Competency V				
Competency VI				
Competency VII				
Competency VIII				
Competency IX				

Comments:

RECOMMENDATIONS
Rating Scale 0-5

1. Describe the students' areas of strength that you have observed to date.

If the student needs to improve, please outline the specific area(s) and a plan for improvement.

a. What areas require immediate attention and improvement for the student to meet expectations?

b. What is the plan for addressing these issues (e.g., timeframe, training opportunities, etc.)?

Grading Scale

45-50 points	Exceeding Expectations
40-44 points	Meeting Expectations
39-below	Needs to improve

Please rate the student's performance at the mid-term of the placement.

☐ Exceeding Expectations (45-50 points): Student's performance to date is excellent. Student is performing exceptionally well.

☐ Meeting expectations (40-44 points): Student's performance to date is good. The student is performing well towards the goals and objectives established. I have no concerns.

☐ Needs to improve: Student's performance to date is not meeting expectations. There are areas that require further learning and development. These areas are highlighted below.

ELECTRONIC SIGNATURES

☐ By checking this box and typing my name, I understand that I am electronically signing this evaluation form.

Field Instructor Name:

Date:

☐ By checking this box and typing my name, I understand that I am electronically signing this evaluation form.

Student Name:

Date:

☐ By checking this box and typing my name, I understand that I am electronically signing this evaluation form.

Faculty Consultant Name:

Date:

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

MSW I FIELD GENERALIST LEVEL FINAL ASSESSSMENT-
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** Students 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 raring 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.	☐5	☐4	☐3	☐2	☐1	☐N/A
2. Demonstrates professional behavior, appearance; and oral, written, and electronic communication.	☐5	☐4	☐3	☐2	☐1	☐N/A
3. Use technology ethically and appropriately to facilitate practice Outcomes.	☐5	☐4	☐3	☐2	☐1	☐N/A
4. Uses supervision and consultation to guide professional judgement and Behavior.	☐5	☐4	☐3	☐2	☐1	☐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.	☐5	☐4	☐3	☐2	☐1	☐N/A
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	☐5	☐4	☐3	☐2	☐1	☐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.	☐5	☐4	☐3	☐2	☐1	☐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.	☐5	☐4	☐3	☐2	☐1	☐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.	☐5	☐4	☐3	☐2	☐1	☐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.	☐5	☐4	☐3	☐2	☐1	☐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.	☐5	☐4	☐3	☐2	☐1	☐N/A
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	☐5	☐4	☐3	☐2	☐1	☐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.	☐5	☐4	☐3	☐2	☐1	☐N/A
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	☐5	☐4	☐3	☐2	☐1	☐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 interprofessional conceptual frameworks, when assessing clients and constituencies.	☐5	☐4	☐3	☐2	☐1	☐N/A

2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	☐5	☐4	☐3	☐2	☐1	☐N/A

Points Earned:

Comments:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
(10 points)

1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	☐5	☐4	☐3	☐2	☐1	☐N/A
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with an on behalf of clients and constituencies.	☐5	☐4	☐3	☐2	☐1	☐N/A

Points Earned:

Comments:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
(10 points)

1. Select and use culturally responsive methods for evaluation of outcomes.	☐5	☐4	☐3	☐2	☐1	☐N/A
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	☐5	☐4	☐3	☐2	☐1	☐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 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)

Points Earned:

Grade	Points Earned	Skill Level
Exceeding Expectations	94 – 100	Skill level is excellent with consistent outstanding performance in all competencies.
Meeting Expectations	90 – 93	Skill level is primarily excellent but inconsistent in some performance areas.
Partially Meets Expectations	87 – 89	Skill level is very good and meets expectations in most performance areas.
Low Meets Expectations	84 – 86	Skill level is primarily good but a few inconsistencies in performance areas.
Does Not Meet Expectations	83-below	

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 WORK
MSW II MID-TERM EVALUATION

Student's name	
MSW II / Advance Standing	
Placement setting/Population Served	
Field Supervisor	
Field Supervisor phone number	
Field Supervisor email	
Faculty Liaison	
Number of field practicum hours completed at mid-term	

Students are rated on their understanding and implementation of the social work profession and core competencies. Please review the core competencies practice behaviors listed below and rate the student with the grading scale provided.

Advance Generalist-MSW II

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

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 macro, mezzo, and macro levels. 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.

Please rate students 0-5 per competencies.

Core Competencies	Not Applicable (Student has not had the opportunity to demonstrate skills in this area)	Concerns Identified (student is struggling in this area and is in danger of not achieving competency if not improved)	Meeting Expectations (Student is progressing adequately; on target to achieve competency)	Exceeding Expectations (Student excels in this area)
Competency I				
Competency II				
Competency III				
Competency IV				
Competency V				
Competency VI				
Competency VII				
Competency VIII				
Competency IX				

Comments:

RECOMMENDATIONS
Rating Scale 0-5

1. Describe the students' areas of strengths that you have observed to date.

If the student needs to improve, please outline the specific area(s) and a plan for improvement.

a. What areas require immediate attention and improvement for the student to meet expectations?

b. What is the plan for addressing these issues (e.g., timeframe, training opportunities, etc.)?

Grading Scale

45-50 points	Exceeding Expectations
40-44 points	Meeting Expectations
39-below	Needs to improve

Please rate the student's performance at the mid-term of the placement.

☐ Exceeding Expectations (45-50 points): Student's performance to date is excellent. Student is performing exceptionally well.

☐ Meeting expectations (40-44 points): Student's performance to date is good. The student is performing well towards the goals and objectives established. I have no concerns

☐ Needs to improve: Student's performance to date is not meeting expectations. There are areas that require further learning and development. These areas are highlighted below.

ELECTRONIC SIGNATURES

☐ By checking this box and typing my name, I understand that I am electronically signing this evaluation form.

Field Instructor Name:

Date:

☐ By checking this box and typing my name, I understand that I am electronically signing this evaluation form.

Student Name:

Date:

☐ By checking this box and typing my name, I understand that I am electronically signing this evaluation form.

Faculty Consultant Name:

Date:

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

**MSW II FIELD ADVANCE LEVEL FINAL ASSESSSMENT-**
**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

<div align="center">RATING SCALE</div>

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 Ethnical 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: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

1. Acknowledge the historical challenges with diversity and differences 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

	5 4 3 2 1
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

	5 4 3 2 1
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

	5 4 3 2 1
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 macro, 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)

Rating	Points Earned	Skill Level
Exceeding Expectations	94 – 100	Skill level is excellent with consistent outstanding performance in all competencies.
Meeting Expectations	90 – 93	Skill level is primarily excellent but inconsistent in some performance areas.
Partially Meets Expectations	87 – 89	Skill level is very good and meets expectations in most performance areas.
Low Meets Expectations	84 – 86	Skill level primarily good but a few inconsistencies in performance areas.
Does Not Meet Expectations	83-below	

Agency Field Instructor/Task Coordinator Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Field Faculty Liaison 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.	*Open/Closed Probe Exploring Reflecting (content, feeling) Seeking clarification Partializing Identifying an issue for work Identifying action steps Confronting Reframe Reviewing progress*	*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.*	*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. "*	*In this column, the supervisor can make remarks right opposite the interaction, feeling level, or observation that have been recorded*

			(Social work knowledge, values, skills, and cognitive affective)	
Social Work Student: **Client Response:**				
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 I

LEARNING CONTRACT

Semester: _____ Fall _____ Spring

Student Name _____

Agency Name: _____

Agency Address: _____

_____

Agency Phone #: _____

Field Instructor: _____

Credentials: _____

Task Coordinator
(If Applicable) _____

Credentials: _____

Faculty Liaison: _____

Credentials: _____

MSW I LEARNING CONTRACT
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 contract.

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.

LEARNING CONTRACT GUIDELINE

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.

PART II: EDUCATIONAL CONTRACT

Competency I: Demonstrate Ethical and Professional Behavior

<u>Generalist Practice</u>
- 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.

<u>CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:</u>
- Keep notes on own behavior and thoughts during (or after) client meetings. 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:

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

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

Generalist Practice
- 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.

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

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

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

Generalist Practice
- 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

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Engage in ongoing training on anti-racist and anti-oppressive practices
- Incorporate family-focused interventions that emphasize cultural competence.
- Facilitate group discussions on systemic racism and its impact on group work.
- Engage with community organizations to better understand and address local needs and disparities
- Conduct research on the effectiveness of anti-racist and anti-oppressive practices.
- Advocate for and contribute to policy changes that promote equity and inclusion.
- Engage in regular self-reflection and critical analysis of one's practice
- Increase awareness of personal biases and their impact on social work practice.
- Develop strategies for managing emotional responses and biases in practice.

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

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

<u>Generalist Practice</u>
- 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.

<u>CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:</u>
- Integrate research findings into their day-to-day work to enhance service delivery.
- Use research to shape and influence policy development.
- Use research to design and evaluate programs that address client needs effectively.
- Consider ethical considerations in research, including informed consent, confidentiality, and respectful engagement with participants.
- Incorporate cultural competence into research methods and practices.
- Apply ethical and culturally informed strategies across both quantitative and qualitative research methods.

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

Competency V: Engage in Policy Practice

Generalist Practice
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Analyze how policies affect the delivery and accessibility of social services through the lens of justice and equity.
- Analyze social welfare policies and their implications.
- Apply critical thinking to develop and propose new policies or modifications to existing policies.
- Advocacy strategies to promote policies that advance human rights and social, racial, economic, and environmental justice.

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

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

<u>Generalist Practice</u>
- 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.

<u>CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:</u>
- Apply theories of human behavior and person-in-environment perspectives to client engagement.
- Use of empathy to build strong relationships and effectively engage with clients and constituencies.
- Self-reflection and development of self-awareness to enhance culturally responsive practice.
- Culturally responsive practices and interpersonal skills to effectively engage with clients from diverse backgrounds.

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

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

Generalist Practice
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Be culturally responsive when assessing groups and organizations.
- Collaborate with clients to ensure their self-determination is respected during the assessment process

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

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

Generalist Practice
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Apply evidence-informed interventions tailored to individual and family, organizational, and community needs, with a focus on cultural responsiveness.
- Culturally responsive negotiation, mediation, and advocacy techniques tailored to individual and family contexts.

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

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

Generalist Practice
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Critically analyze evaluation outcomes and apply findings to enhance practice effectiveness with individuals and families.
- Regularly assess the effectiveness of culturally responsive evaluation methods and outcome analysis practices.

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

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

LEARNING CONTRACT SIGNATURE PAGE

_____

Student Signature   Date

_____

MSW Field Instructor Signature/Credentials   Date

_____

Task Coordinator   Date

_____

Field Liaison   Date

Revised 2024

NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MSW II & ADVANCED STANDING

LEARNING CONTRACT

Semester: _____ Fall   _____ Spring

Student Name   _____

Agency Name: _____

Agency Address: _____

                      _____

Agency Phone #:   _____

Field Instructor: _____

Credentials: _____

Task Coordinator   _____
(If Applicable)

Credentials: _____

Faculty Liaison: _____

Credentials: _____

MSW II/ ADVANCED STANDING LEARNING
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 contract.

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.

LEARNING CONTRACT GUIDELINE

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.

PART II: EDUCATIONAL CONTRACT

Competency I: Demonstrate Ethical and Professional 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.
- 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

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Keep notes on own behavior and thoughts during (or after) client meetings. 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:

Evidence of Accomplishment of learning objective /behavior I	Projected Date of Accomplishment of Practice objectives I:
1.	1.
2.	2.
3.	3.

Competency II: Advance Human Rights and 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.
- 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.

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

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

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

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
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Study historical case studies of successful individual and small-group interventions that addressed systemic inequalities (micro level).
- Analyze historical examples of organizational and community-level changes that have effectively addressed systemic issues (mezzo level).
- Examine historical policy changes and large-scale systemic reforms that advanced equity and inclusion (macro level).
- Engage in research that evaluates the effectiveness of equity-focused practices and interventions.
- Develop and advocate for policies that promote equity and address systemic disparities.
- Apply best practices in equity and inclusion to daily practice and decision-making processes.

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

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

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
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Utilize research to inform practice at the individual and small-group levels, focusing on empowering clients (micro level).
- Apply research to enhance organizational and community-level practices and policies (mezzo level)
- Leverage research to advocate for and implement policy changes that address systemic issues (macro level).
- Integrate knowledge from scholars of color to enhance understanding and support for disenfranchised groups.
- Use research and knowledge from scholars of color to design and implement programs that address the needs of marginalized communities.

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

Competency V: Engage in Policy Practice

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.
- 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

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Apply policy analysis frameworks to understand and address individual and small-group disparities (micro level).
- Apply policy analysis to evaluate and improve organizational and community practices (mezzo level).
- Use policy analysis frameworks for advocating systemic and policy-level changes (macro level).
- Develop skills for effectively engaging with community constituents to gather input and collaborate on policy improvements.

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

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

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.
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

- Strengths-based approaches that empower individuals and families by focusing on their inherent strengths and resources (micro level).
- Strengths-based techniques for engaging with groups and organizations (mezzo).
- Apply strengths-based approaches to community engagement and development (macro level).
- Demonstrate effective engagement practices that help build productive rapport with client systems while maintaining professional values.

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

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

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.
- 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:
- Affirming clients' experiences and employing non-judgmental, non-threatening approaches in assessments (micro level).
- affirm group and organizational experiences and maintain a non-threatening approach during group assessments (mezzo level).
- Assessing community-level factors while affirming community experiences and avoiding judgment (macro level).
- Use assessment tools to evaluate the impact of environmental, policy, and theoretical factors on individuals and families.

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

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

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

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Apply evidence-based interventions tailored to the cultural contexts of individual and family clients (micro level).
- Implement evidence-based interventions that are culturally sensitive and appropriate for groups and organizations (mezzo level).
- Apply evidence-based interventions at the community level, emphasizing cultural proficiency (macro level).
- Critically assess individual and family needs and apply tailored intervention strategies.

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

Competency IX: Evaluate Practice 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 gage if they have met the client's needs at the micro, mezzo, and macro levels
- Advanced Generalist practitioner applies appropriate evaluation methods and tools to measure the effectiveness of their practice at the macro, mezzo, and macro levels.
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Use evaluation methods and tools to measure the effectiveness of practice with individuals and families (micro level).
- Apply evaluation methods for assessing group and organizational interventions (mezzo level).
- Evaluate community-level interventions and programs (macro level).
- Use self-reflection and assessment tools to evaluate the effectiveness of practice with individuals and families.

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

NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MSW II & ADVANCED STANDING

LEARNING CONTRACT SIGNATURE PAGE

_____
Student Signature   Date

_____
MSW Field Instructor Signature/Credentials   Date

_____
Task Coordinator   Date

_____
Field Liaison   Date

NORFOLK STATE
UNIVERSITY

Ethelyn R. Strong School of Social Work
Master of Social Work
Employment Based Learning Contract
MSW I

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/Task Coordinator_____ Phone: _____

Supervisor/Task Coordinator email address_____

Students Job Title _____

How long employed in agency_____How long in current position_____

Job Description Attached ____Y ____N

Average number of hours_____

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

PART II: EDUCATIONAL CONTRACT

Competency I: Demonstrate Ethical and Professional Behavior
Generalist Practice
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Keep notes on own behavior and thoughts during (or after) client meetings. 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:

Evidence of work activities/duties that Connect to learning objective/behavior I	Projected Date of Accomplishment of Practice Objectives I:
1.	1.
2.	2.
3.	3.

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

Generalist Practice
- 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.

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

Evidence of work activities/duties that Connect to learning objective/behavior II:	Projected date of accomplishment of objective II:
1	1.
2.	2.
3.	3.
4.	4

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

<u>Generalist Practice</u>
- 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

<u>CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:</u>
- Engage in ongoing training on anti-racist and anti-oppressive practices
- Incorporate family-focused interventions that emphasize cultural competence.
- Facilitate group discussions on systemic racism and its impact on group work.
- Engage with community organizations to better understand and address local needs and disparities
- Conduct research on the effectiveness of anti-racist and anti-oppressive practices.
- Advocate for and contribute to policy changes that promote equity and inclusion.
- Engage in regular self-reflection and critical analysis of one's practice
- Increase awareness of personal biases and their impact on social work practice.
- Develop strategies for managing emotional responses and biases in practice.

Evidence of work activities/duties that Connect to learning objective/behavior III:	Projected date of accomplishment of objective III:
1	1.
2.	2.
3.	3.
4.	4

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

Generalist Practice
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Integrate research findings into their day-to-day work to enhance service delivery.
- Use research to shape and influence policy development.
- Use research to design and evaluate programs that address client needs effectively.
- Consider ethical considerations in research, including informed consent, confidentiality, and respectful engagement with participants.
- Incorporate cultural competence into research methods and practices.
- Apply ethical and culturally informed strategies across both quantitative and qualitative research methods.

Evidence of work activities/duties that Connect to learning objective/behavior IV	Projected date of accomplishment of objective IV:
1	1.
2.	2.
3.	3.
4.	4

Competency V: Engage in Policy Practice

<u>Generalist Practice</u>
- 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.

<u>**CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:**</u>
- Analyze how policies affect the delivery and accessibility of social services through the lens of justice and equity.
- Analyze social welfare policies and their implications.
- Apply critical thinking to develop and propose new policies or modifications to existing policies.
- Advocacy strategies to promote policies that advance human rights and social, racial, economic, and environmental justice.

Evidence of work activities/duties that Connect to learning objective/behavior V:	Projected date of accomplishment of objective V:
	1.
2.	2.
3.	3.
4.	4

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

Generalist Practice
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Apply theories of human behavior and person-in-environment perspectives to client engagement.
- Use of empathy to build strong relationships and effectively engage with clients and constituencies.
- Self-reflection and development of self-awareness to enhance culturally responsive practice.
- Culturally responsive practices and interpersonal skills to effectively engage with clients from diverse backgrounds.

Evidence of work activities/duties that Connect to learning objective/behavior VI:	Projected date of accomplishment of objective VI:
1	1.
2.	2.
3.	3.
4.	4

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

Generalist Practice

- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

- Be culturally responsive when assessing groups and organizations.
- Collaborate with clients to ensure their self-determination is respected during the assessment process

Evidence of work activities/duties that Connect to learning objective/behavior VII:	Projected date of accomplishment of objective VII:
1	1.
2.	2.
3.	3.
4.	4

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

Generalist Practice
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Apply evidence-informed interventions tailored to individual and family, organizational, and community needs, with a focus on cultural responsiveness.
- Culturally responsive negotiation, mediation, and advocacy techniques tailored to individual and family contexts.

Evidence of work activities/duties that Connect to learning objective/behavior VII:	Projected date of accomplishment of objective VIII:
1	1.
2.	2.
3.	3.
4.	4

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

Generalist Practice
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Critically analyze evaluation outcomes and apply findings to enhance practice effectiveness with individuals and families.
- Regularly assess the effectiveness of culturally responsive evaluation methods and outcome analysis practices.

Evidence of work activities/duties that Connect to learning objective/behavior XI:	Projected date of accomplishment of objective IX:
1	1.
2.	2.
3.	3.
4.	4

Date:

Employment Based Learning Contract Application
MSW I
Signature Page

Date of placement period (Fall/Spring/Year): _____

Field instructor/supervisor should have a M.S.W. from a CSWE accredited program and two years of post-graduate work experience to complete required supervision for student (attach resume of supervisor). *If your supervisor does not have an M.S.W. degree*, they will act as a *task coordinator*, and you will receive weekly supervision (1 hour weekly) from a NSU SSW credentialed faculty member.

Supervision date/time: _____

Signatures

Student_____Date_____

Field Instructor/Supervisor_____Date _____

Task Coordinator_____Date_____

Faculty Liaison _____Date _____

NORFOLK STATE
UNIVERSITY

Ethelyn R. Strong School of Social Work
Master of Social Work
Employment Based Learning Contract
MSW II & Advanced Standing

Name_____

Address_____

Home _____ Work_____ Cell_____

CURRENT EMPLOYMENT

Agency_____

Agency Address _____

Current Supervisor/Task Coordinator_____ Phone: _____

Supervisor/Task Coordinator email address _____

Students Job Title _____

How long employed in agency_____ How long in current position_____

Job Description attached ____Y _____N

Average number of hours_____

MSW II/ ADVANCED STANDING LEARNING
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 contract.

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.

LEARNING CONTRACT GUIDELINE

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.

Advance Generalist MSW II/Advanced Standing ONLY-list how your current work activities/duties fit each competency listed.
PART II: EDUCATIONAL CONTRACT

Competency I: Demonstrate Ethical and Professional 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.
- 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
CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Keep notes on own behavior and thoughts during (or after) client meetings. 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:

Evidence of work activities/duties that Connect to learning objective/behavior I	Projected Date of Accomplishment of Practice objectives I:
1.	1.
2.	2.
3.	3.

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

<u>**Advanced Generalist**</u>
- 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.
- 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.

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

Evidence of work activities/duties that Connect to learning objective/behavior II	Projected date of accomplishment of objective II:
1	1.
2.	2.
3.	3.
4.	4

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

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
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

- Study historical case studies of successful individual and small-group interventions that addressed systemic inequalities (micro level).

- Analyze historical examples of organizational and community-level changes that have effectively addressed systemic issues (mezzo level).
- Examine historical policy changes and large-scale systemic reforms that advanced equity and inclusion (macro level).
- Engage in research that evaluates the effectiveness of equity-focused practices and interventions.
- Develop and advocate for policies that promote equity and address systemic disparities.
- Apply best practices in equity and inclusion to daily practice and decision-making processes.

Evidence of work activities/duties that Connect to learning objective/behavior III	Projected date of accomplishment of objective III:
1	1.
2.	2.
3.	3.
4.	4

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

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
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:
- Utilize research to inform practice at the individual and small-group levels, focusing on empowering clients (micro level).
- Apply research to enhance organizational and community-level practices and policies (mezzo level)
- Leverage research to advocate for and implement policy changes that address systemic issues (macro level).
- Integrate knowledge from scholars of color to enhance understanding and support for disenfranchised groups.
- Use research and knowledge from scholars of color to design and implement programs that address the needs of marginalized communities.

Evidence of work activities/duties that Connect to learning objective/behavior IV	Projected date of accomplishment of objective IV:
1	1.
2.	2.
3.	3.
4.	4

Competency V: Engage in Policy Practice

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.
- 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

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

- Apply policy analysis frameworks to understand and address individual and small-group disparities (micro level).
- Apply policy analysis to evaluate and improve organizational and community practices (mezzo level).
- Use policy analysis frameworks for advocating systemic and policy-level changes (macro level).
- Develop skills for effectively engaging with community constituents to gather input and collaborate on policy improvements.

Evidence of work activities/duties that Connect to learning objective/behavior V	Projected date of accomplishment of objective V:
1.	1.
2.	2.
3.	3.
4.	4

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

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.
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

- Strengths-based approaches that empower individuals and families by focusing on their inherent strengths and resources (micro level).
- Strengths-based techniques for engaging with groups and organizations (mezzo).
- Apply strengths-based approaches to community engagement and development (macro level).
- Demonstrate effective engagement practices that help build productive rapport with client systems while maintaining professional values.

Evidence of work activities/duties that Connect to learning objective/behavior VI	Projected date of accomplishment of objective VI:
1	1.
2.	2.
3.	3.
4.	4

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

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.

- 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:

- Affirming clients' experiences and employing non-judgmental, non-threatening approaches in assessments (micro level).
- affirm group and organizational experiences and maintain a non-threatening approach during group assessments (mezzo level).
- Assessing community-level factors while affirming community experiences and avoiding judgment (macro level).
- Use assessment tools to evaluate the impact of environmental, policy, and theoretical factors on individuals and families.

Evidence of work activities/duties that Connect to learning objective/behavior VII	Projected date of accomplishment of objective VII:
1	1.
2.	2.
3.	3.
4.	4

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

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

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

- Apply evidence-based interventions tailored to the cultural contexts of individual and family clients (micro level).
- Implement evidence-based interventions that are culturally sensitive and appropriate for groups and organizations (mezzo level).
- Apply evidence-based interventions at the community level, emphasizing cultural proficiency (macro level).
- Critically assess individual and family needs and apply tailored intervention strategies.

Evidence of work activities/duties that Connect to learning objective/behavior VIII	Projected date of accomplishment of objective VIII:
1	1.
2.	2.
3.	3.
4.	4

Competency IX: Evaluate Practice 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 gage if they have met the client's needs at the micro, mezzo, and macro levels
- Advanced Generalist practitioner applies appropriate evaluation methods and tools to measure the effectiveness of their practice at the macro, mezzo, and macro levels.
- 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.

CORRELATING LEARNING STRATEGIES SPECIFIC TO THE AGENCY SETTING:

- Use evaluation methods and tools to measure the effectiveness of practice with individuals and families (micro level).
- Apply evaluation methods for assessing group and organizational interventions (mezzo level).
- Evaluate community-level interventions and programs (macro level).
- Use self-reflection and assessment tools to evaluate the effectiveness of practice with individuals and families.

Evidence of work activities/duties that Connect to learning objective/behavior IX	Projected date of accomplishment of objective IX:
1	1.
2.	2.
3.	3.
4.	4

NORFOLK STATE
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Employment Based Learning Contract
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Signature Page

Date of placement period (Fall/Spring/Year) _____

Field instructor/supervisor should have a M.S.W. from a CSWE accredited program and two years of post-graduate work experience to complete required supervision for student (attach resume of supervisor). *If your supervisor does not have an M.S.W. degree*, they will act as a *task coordinator*, and you will receive weekly supervision (1 hour weekly) from a NSU SSW credentialed faculty member.

Supervision date/time: _____

Signatures

Student_____Date_____

Field Instructor/Supervisor_____ Date _____

Task Coordinator_____ Date_____

Faculty Liaison _____Date _____

Appendix F- FAQ's and Student Wellness

The Ethelyn R. Strong School of Social Work
MSW Field Education FAQs, Do's and Don'ts in Field Education

Frequently Asked Questions

Q1: What is field placement?
A: Field placement is the "signature pedagogy" of social work education. It is a supervised learning experience where you apply classroom knowledge in a real-world setting, aligned with CSWE competencies

Q2: What is the time commitment for field placement?
A: Most placements require 16–21 hours per week, depending on your program (Generalist or Advanced Generalist) and credit hours. Always check your course syllabus and field education office for specifics

Q3: Who do I report to in the agency?
A: Your Field Supervisor is your primary point of contact. You may also interact with a Task Coordinator for daily responsibilities.

Q4: Can I do my placement where I work?
A: Possibly. This is known as an employment-based practicum and must be approved by the Director of Field Education in advance. The learning activities must be distinct from your job duties.

Q5: What if I have concerns about my placement?
A: Follow the Chain of Command:
Student → Field Supervisor → Seminar Instructor → Director of Field Education → MSW Program Director → Dean

Do's in Field Education
- Communicate professionally at all times (email, phone, meetings).
- Track your hours accurately and submit required documentation on time.
- Maintain confidentiality of clients and agency information.
- Dress appropriately according to agency guidelines.
- Ask questions and seek feedback; field is a learning experience!
- Engage in supervision with preparation and reflection.
- Notify your supervisor and field liaison if you'll be late or absent.
- Use inclusive and ethical language in documentation and interactions.
- Practice self-care and set healthy boundaries
- Be flexible; placements are diverse and may include micro, mezzo, or macro tasks.
- Be culturally responsive; consider clients' backgrounds, identities, and systems of oppression.
- Be proactive; take initiative in learning opportunities and advocacy.

Don't's in Field Education

- Don't miss field hours without prior notice or documentation.
- Don't discuss clients or agency matters on social media.
- Don't wait to report serious concerns (harassment, safety, ethical violations).
- Don't use agency resources for personal tasks (printing resumes).
- Don't falsify timesheets or any field documentation; this is a conduct violation.
- Don't assume your previous work experience replaces field learning.
- Don't ignore the chain of command; always escalate concerns appropriately.

The Ethelyn R. Strong School of Social Work
Wellness in Field Education: Preventing Burnout for MSW Students

Why Wellness Matters in Field Placement
Field education is a rewarding but demanding part of your MSW journey. Balancing coursework, placement responsibilities, employment, and personal life can put you at risk for **stress, compassion fatigue, and burnout**. Prioritizing wellness is essential not only for your success as a student, but also for your longevity in the social work profession.

What is Burnout?
Burnout is a state of emotional, physical, and mental exhaustion caused by prolonged stress. It can look like:
- Chronic fatigue or sleep disturbance
- Detachment from clients/work
- Reduced sense of accomplishment
- Increased irritability or anxiety
- Withdrawal from peers, supervision, or support

Common Field Stressors for MSW Students
- Navigating complex client needs without full professional experience
- Unclear expectations or communication from supervisors
- Heavy caseloads or administrative duties
- Time management struggles balancing school and field
- Exposure to trauma or injustice without proper debriefing
- Financial stress or lack of self-care time

Wellness Strategies to Prevent Burnout

1. Prioritize Supervision and Reflection
- Come to supervision prepared with questions and emotions you're experiencing.
- Use journaling, process recordings, or check-ins to track how you're feeling.

2. Set Realistic Boundaries
- Learn to say no and communicate limits.
- Know your schedule and avoid overcommitting.

3. Establish a Routine
- Schedule breaks, meals, and downtime.
- Use planners or apps to stay organized.

4. Practice Self-Compassion
- You are a learner. Mistakes are growth opportunities.
- Acknowledge your wins and challenges.

5. Stay Connected
- Lean on your cohort, field seminar, and peer support.
- Talk to your field liaison if something feels "off" or overwhelming.

6. Use University Support Services
- Counseling Center
- Disability Services
- Academic Support
- Wellness programs or groups

Warning Signs to Watch For
If you notice:
- Avoiding placement or frequent absences
- Feeling numb or hopeless about clients
- Trouble sleeping or concentrating
- Increased use of substances, caffeine, or food for comfort. Talk to someone, you are not alone!

When to Ask for Help
Reach out to your:
- **Field Supervisor**: for placement-specific concerns
- **Seminar Instructor**: for reflective and educational support
- **Director of Field Education**: for placement changes, major stressors, or accommodations

As social workers, we are taught to care for others, but you must also care for yourself. Professional wellness begins with student wellness.