

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

**MASTER OF SOCIAL WORK PROGRAM
FIELD PRACTICUM MANUAL
2018-2019
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Revised February 2018

TABLE OF CONTENTS

Introduction		6
Section 1.0	History, Mission, and Goal of Norfolk State University The Ethelyn R. Strong School of Social Work	7
1.1	History	7
1.2	Mission Statement	8
Section 2.0	MSW Curriculums School of Social Work	9
2.1	Council on Social Work Education-EPAS	9
2.2	Requirements of M.S.W Degree	24
2.3	Residence Requirement	24
2.4	Foundation Curriculum	24
2.4.1	Clinical Curriculum Two Year Program	25
2.4.2	Clinical Curriculum Three Year Program	26
2.4.3	Clinical Concentration-School Social Work Track	27
2.4.4	Clinical Concentration –Military Social Work Track	28
2.4.5	Clinical Concentration—Child Welfare Track	29
2.4.6	Clinical Concentration-Advanced Standing-Summer Start	30
2.4.7	Clinical Concentration-Advanced Standing-Spring Start	31
2.5	Clinical Concentration	34
2.5.1	Objectives of the Clinical Concentration	34
2.5.2	Education Outcomes of the Clinical Concentration	36
2.5.3	Conceptualization and Design of the Clinical Concentration	37
Section 3.0	Field Education Curriculum and Objectives	38
3.1	Nature of the Field Education Practicum	38
3.2	Organization of MSW Field Education Practicum MSW Field Education Hours	38
3.2.1	Foundation Year Field Practicum I Admissions (SWK 690)	39
3.2.2	Advanced Field Education Practicum Application (SWK 790)	39
3.3	Field Practicum & Outcomes	40
3.3.1	MSW Practicum I Curriculum and Outcomes	40
3.3.2	MSW Practicum II Curriculum and Outcomes	42

Section 4.0	Field Education Practicum Criteria, Policies, Procedure and Responsibilities	43
4.1	Process and Criteria for Selecting of Field Education Practicum Agencies and Field Instructors	43
4.1.1	Identification of Field Education Practicum Agencies	43
4.1.2	Criteria for Selection of Field Practicum Agencies	44
4.1.3	Identification of Field Instructors	45
4.1.4	Criteria for Selection of Field Instructors	45
4.1.5	Agency Task Coordinators	46
4.1.6	Affiliation Agreement	46
4.2	Policy on Field Placements at Employment Sites and Paid Placements	47
4.2.1	Employment Based Practicum Sites	47
4.2.2	Stipend Based Placements	47
4.2.3	Credit for Life/Work Experiences	47
4.3	School of Social Work Responsibilities	47
4.3.1	School's Responsibilities	47
4.3.2	Director of Field Education Responsibilities	48
4.3.3	Field Faculty Liaison Responsibilities	49
4.3.4	Assignment of Field Faculty Liaison to Students	50
4.3.5	Planning and Development	50
4.4	Responsibilities of the Agency	51
4.4.1	Field Instructor and Task Coordinator	51
4.4.2	Field Instructor's Responsibilities	51
4.5	Students Responsibilities in the Field Education Practicum	52
4.6	Code of Ethics	54
4.7	Confidentiality	54
4.7.1	Student Course Assignment and Agency Records	54
4.7.2	Student Audio and/or Video Recording of Client Policy	54
4.8	Conduct Policy for Field Education Practicum	55
4.8.1	Field Practicum Hours	55
4.8.2	Field Practicum Absences Policy	55
4.8.3	Personal Vehicle Privileges	56
4.9	Field Education Practicum Procedures for Issues/Problems Resolution	56
4.9.1	Resolution of Problems in the Field Education	56
4.9.2	Field Education Practicum Site Change	57
4.9.3	Termination of Student from Field Education Practicum	57
4.9.4	Grievances Procedures	58
4.9.5	Sexual Harassment Policy	58

4.10	Health Screening Requirements for Field Practicum Students	59
4.11	Criminal Background Checks for Field Education Practicum Sites	59
Section 5.0	Field Education Practicum Liability Policies and Procedures	59
5.1	Liability Insurance	59
5.2	Norfolk State University School of Social Work MSW Program Field Education Notice of Risk to Student Participants	60
Section 6.0	Field Education Practicum Learning Contracts, Process Recordings, and Tasks Records, Supervision, Student Evaluations, and Grading Criteria	60
6.1	Field Education Learning Contracts	60
6.2	Field Education Practicum Process Recordings	61
6.3	Field Education Practicum Tasks Records	62
6.4	Field Education Practicum Supervision and Task Coordination	62
6.5	Field Education Practicum Agency Documentation	62
6.6	University and School of Social Work Grading Policy	63
6.7	Foundation Year Field Education Practicum I Student Evaluation and Grading Criteria	64
6.8	Advanced Year Field Education Practicum II Student Evaluation And Grading Criteria	65
	Student Field Education Practicum Evaluations and Grading	65
Section 7.0	Field Education Practicum Site Evaluation Mechanisms	66
7.1	Mechanism for Evaluating Field Education Practicum Sites	66
7.1.1	Field Faculty Liaisons and Field Education Director Evaluation of Field Education Practicum Sites	67
7.1.2	Student Evaluation of Field Education Practicum Sites	67
7.2	Curriculum Committee	67

APPENDICES

Appendix A: MSW Field Practicum II Application Notice of Risk to Student Participants NSU Sexual Harassment Policy	68
Appendix B: MSW Field Practicum I (SWK 690) Syllabus MSW Field Practicum II (SWK 790) Syllabus Learning Contract Form Process Recording Form Tasks Record Form	81
Appendix C: Advanced Year Field Education Practicum II Student Evaluation And Grading Criteria	107
Appendix D: Grade Calculation Format	118
Appendix E: Field Faculty Liaison Practicum Agency Evaluation Form	121
Appendix F: Field Education Student Practicum Agency Evaluation Form	131
Appendix G: Affiliation Agreement	138
Appendix H: Foundation Year Field Education Practicum I Student Evaluation And Grading Criteria	143

INTRODUCTION

The Ethelyn R. Strong School of Social Work M.S.W. Field Education represents the component of graduate social work education that involves the development of social work practice skills through agency based educational experiences. The field education component of the M.S.W. program is achieved through human service settings where students learn under the instruction of an experienced graduate social worker. Social workers providing student educational instructions are guided by the values, knowledge and intervention approaches uniquely identified within the social work professions. The objectives and satisfactory performance outcomes for field education are determined by the faculty of Norfolk State University, The Ethelyn R. Strong School of Social Work.

SECTION 1.0 HISTORY, MISSION, AND GOAL OF NORFOLK STATE UNIVERSITY THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

1.1 History

Social Work education at the then Norfolk State College in February 1960 was initiated as a Pre-Social Welfare Program offered by the Department of Sociology. In June 1969, the University received a grant for the further development of Social Work education. In July 1969, a separate Department of Social Work was established within the Division of Social Sciences. The Department of Social Work offered a curriculum leading to a Bachelor of Arts Degree in Social Work. It was the only Council on Social Work Education (CSWE) approved undergraduate program in Virginia at that time.

In 1971, spear-headed by Dr. Ethelyn R. Strong, founding Dean, investigation of the requirements and feasibility of developing a graduate program in social work began. The Virginia General Assembly legislation in 1972 authorizes Norfolk State University to grant graduate degrees. The School of Social Work was established in 1974 as the first master's degree program in the University. The first students entered in January 1975. This first class of students completed the requirements for the M.S.W. degree in December 1976 and was conferred with the degree May 1977.

In August 1977, the undergraduate Social Work Program became a part of the School of Social Work, offering a curriculum leading to the Bachelor of Social Work degree. Both the B.S.W. and the M.S.W. programs are accredited by CSWE.

The School was renamed in 1988 as the Ethelyn R. Strong School of Social Work in honor of Dr. Ethelyn R. Strong, founding Dean and Dean Emeritus. It remains unique as the only School of Social Work at a state supported Historically Black College and University to have the B.S.W., M.S.W., and Ph. D. Programs.

Under the leadership of Dean Moses Newsome, Jr. a proposal to establish a doctoral program in Social Work at Norfolk State was submitted to the Virginia State Council on Higher Education. This proposal was the product of considerable faculty research, program conceptualization, demonstrated demand, and alumni surveys. In January 1994, the State Council approved Norfolk State University's proposal to move to a new level and begin offering the Doctorate degree in Social Work, the first doctoral degree to be established at the University. The Virginia General Assembly approved the degree granting status change in the 1994 session. The Doctor of Social Work Program admitted its first matriculating students in January 1995.

Dean Newsome's term ended July, 1999. Dr. Joseph Dancy, Jr., Professor of Social Work on NSU's faculty served as Interim Dean between July, 1999 and July, 2000. Dr. Marvin Feit became the new Dean of the School of Social Work in July of 2000, and served until 2007. Dr. Sheila Miller was appointed to the position of Interim Dean in the Fall Semester, 2007, and served until July, 2008 when Mrs. Carries Waites was selected to serve as Interim Dean.

1.2 Ethelyn R. Strong School of Social Work Mission Statement

The Ethelyn R. Strong School of Social Work mission statement

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

**SECTION 2.0 M.S.W. CURRICULUMS FOR
NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK**

2.1 Council on Social Work Education (CSWE)

**Council on Social Work Education
Educational Policy and
Accreditation Standards**

Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide. Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, inter-professional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns. The Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs. The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

Functions of Educational Policy and Accreditation

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives

- Curriculum

- Governance, structure, and resources

- Faculty

- Student professional development

- Nondiscrimination and human diversity

- Program renewal

- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use

Educational Policy, Section 1 is one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

Educational Policy

Purposes

Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.

To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.

To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.

To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.

To develop and use research, knowledge, and skills that advances social work practice.

To develop and apply practice in the context of diverse cultures.

Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the

profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.

Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.

Developing knowledge.

Developing and applying instructional and practice-relevant technology.

Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.

Promoting continual professional development of students, faculty, and practitioners.

Promoting inter-professional and interdisciplinary collaboration.

Preparing social workers to engage in prevention activities that promote well being.

Preparing social workers to practice with individuals, families, groups, organizations, and communities.

Preparing social workers to evaluate the processes and effectiveness of practice.

Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.

Preparing social workers to recognize the global context of social work practice.

Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

Structure of Social Work Education

Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6.** Apply the knowledge and skills of generalist social work practice with systems of all sizes.¹
- M6.** Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.

1 Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

Foundation Curriculum Content

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to

recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and

skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation.

Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

Advanced Curriculum Content

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

Accreditation Standards

Program Mission, Goals, and Objectives

The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.

The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

- 1.1 The program makes its constituencies aware of its mission, goals, and objectives and outcomes.

1. Curriculum

2.1 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.2 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

2.2.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.2.2 Admits only those students who have met the program's specified criteria for field education.

2.2.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

This and all future references to “CSWE-accredited baccalaureate or master’s social work degree” include degrees from CSWE- accredited programs or programs approved by its Foreign Equivalency Determination Service.

2.2.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master’s social work degree.² Field instructors for master’s students hold a CSWE-accredited master’s social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master’s social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.2.5 Provides orientation, field instruction training, and continuing dialogue with agencies and field instructors.

2.2.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment.

2. Program Governance, Administrative Structure, and Resources

3.1 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

3.1.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.1.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.1.3 The chief administrator has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

B3.0.3 At the baccalaureate level, the social work program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from CSWE-accredited program and a doctoral degree.

M3.0.3 At the master’s level, the social work program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree.

3.1.4 Social work program directors have a full-time appointment to the social work program and sufficient assigned time (at least 50% at the master’s level and at least 25% at the baccalaureate level) to provide educational and administrative leadership. Combined programs designate a full-time social work faculty member to administer the

baccalaureate social work program.

3.1.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

3.1.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

3. Faculty

4.1 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

4.2 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.

4.3 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two fulltime faculty with master's social work degrees from a CSWE accredited program, with

full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.

4.4 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

4.5 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

4. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

5. Nondiscrimination and Human Diversity

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

6. Program Renewal

7.1 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.2 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
and improve the educational program.

Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of changes such as new leadership, governance, structure, and off campus programs. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.

2.2 Requirements of M.S.W. Degree

1. Completion of a minimum of 60 credit hours that are prescribed and selected from courses offered by the School and other graduate departments.
2. Maintenance of a minimum grade 3.0 (B) on a 4-point scale for each academic course taken.
3. Maintenance of a minimum grade of 3.0 (B) on a 4-point scale for each field practicum.
4. Two consecutive semesters of full-time residency status. Generally, the final year of study is used to meet this requirement.
- 5.. Completion of all degree requirements within four years. (A written request for extensions must be submitted to the Assistant Dean for Administration).
6. Adherence to the NASW Code of Ethics and the University Academic Honesty Policies.
7. Closure of all financial obligations to the University and the School of Social Work must be met prior to degree being conferred.

2.3 Residence Requirement

A student is expected to complete a minimum residence requirement of one year in order to meet the requirement of a sustained academic concentration. The residence requirement involves a minimum of one year (consecutive Fall and Spring semesters) registration in nine (9) or more credit hours.

2.4 Foundation Curriculum

The social work professional foundation is the primary objective of the first year curriculum in the Norfolk State University's Ethelyn R. Strong School of Social Work M.S.W. Program. The foundation curriculum presents and integrates the content that constitutes the common base for social work practice. The foundation curriculum contains the common body of knowledge, values, and skills that are transferable among settings, population groups, service areas, and practice concentrations. As in all M.S.W. Programs, the foundation curriculum at The Ethelyn R. Strong School of Social Work places diversity at the center of the curriculum.

The first year of the two-year NSU School of Social Work M.S.W. program provides a foundation in the theoretical perspectives, values, and interactional and analytical skills recognized as both basic and central to practice. Infused throughout the foundation curriculum are: 1) diversity, ecosystems, generalist, and strengths/empowerment perspectives; 2) core social work values and ethics; 3) critical and integrative thinking skills; and 4) research knowledge and skills.

THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK CLINICAL CONCENTRATION

MINIMUM COURSE REQUIREMENTS CLINICAL 2 YEAR PROGRAM

Semester I (FALL)		CREDIT HOURS
SWK 626	Human Behavior and Social Environment	3
SWK 651	Social Welfare Policy & Services	3
SWK 675	Social Work Profession (Corequisite SWK 690A/SWK 693A)	3
SWK 697	Research Methods I	3
SWK 690A	Field Practicum II (Corequisite SWK 675)	3
SWK 693A	Field Practicum Orientation (Corequisite SWK 675)	0
Total		15

Semester II (SPRING)		
SWK 639	Ethnicity	3
SWK 698	Research Methods II (Prerequisite SWK 697)	3
SWK 730	Differential Assessment (Prerequisite SWK 626)	3
SWK 771	Social Work with Individuals (Prerequisite SWK 675) Corequisite SWK 690B/SWK 693B)	3
SWK 690B	Field Practicum II (Corequisite SWK 771)	3
SWK 693B	Field Practicum Orientation (Corequisite SWK 771)	0
Total		15

Semester III (FALL)		
XXX/XXX	Graduate Elective	3
SWK 772	Social Work with Groups (Prerequisite SWK 771)	3
SWK 775	Social Work with Families (Prerequisite SWK 771)	3
SWK 790A	Field Practicum II (Corequisite SWK 772, SWK 775)	6
SWK 793A	Field Practicum Orientation (Corequisite SWK 772, SWK 775)	0
Total		15

Semester IV (SPRING)		
SWK XXX	Social Work Elective	3
SWK XXX	Policy Elective (SWK 753,77, 759, 761, 764)	3
SWK XXX	Practice Elective (SWK 714,715, 773, 783, or 500)	3
SWK 790B	Field Practicum II (Corequisite SWK Practice Elective)	6
SWK 793B	Field Practicum II (Orientation) (Corequisite SWK 790B)	0
Total		15

Total Credit Hours Required 60

**THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK
CLINICAL CONCENTRATION**

**MINIMUM COURSE REQUIREMENTS
CLINICAL 3 YEAR PROGRAM**

Semester I (FALL)		CREDIT HOURS
SWK 626	Human Behavior and Social Environment	3
SWK 651	Social Welfare Policy & Services	3
SWK 697	Research Methods I	3
Semester II (SPRING)		
SWK 639	Ethnicity	3
SWK XXX	Social Work Elective	3
SWK 698	Research Methods II (Prerequisite SWK 697)	3
Semester III (FALL)		
SWK 675	Social Work Profession (Corequisite SWK 690A/SWK 693A)	3
XXX/XXX	Graduate Elective	3
SWK 690A	Field Practicum II (Corequisite SWK 675)	3
SWK 693A	Field Practicum Orientation (Corequisite SWK 675)	0
		Total 15
Semester IV (SPRING)		
SWK 730	Differential Assessment (Prerequisite SWK 626)	3
SWK 771	Social Work with Individuals (Prerequisite SWK 675) Corequisite SWK 690B/SWK 693B)	3
SWK 690B	Field Practicum II (Corequisite SWK 771)	3
SWK 693B	Field Practicum Orientation (Corequisite SWK 771)	0
		Total 15
Semester V (FALL)		
SWK 772	Social Work with Groups (Prerequisite SWK 771)	3
SWK 775	Social Work with Families (Prerequisite SWK 771)	3
SWK 790A	Field Practicum II (Corequisite SWK 772, SWK 775)	6
SWK 793A	Field Practicum Orientation (Corequisite SWK 772, SWK 775)	0
		Total 15
Semester VI (SPRING)		
SWK XXX	Policy Elective (SWK 753, 757, 759, 760, or 764)	3
SWK XXX	Practice Elective (SWK 714, 715, 773, or 500)	3
SWK 790B	Field Practicum II (Corequisite SWK Practice Elective)	6
SWK 793B	Field Practicum II (Orientation) (Corequisite SWK 790B)	0
		Total 15
Total Credit Hours Required		60

MASTER OF SOCIAL WORK CLINICAL CONCENTRATION

MINIMUM COURSE REQUIREMENTS

SCHOOL SOCIAL WORK TRACK

Semester I (FALL)		CREDIT HOURS
SWK 626	Human Behavior and Social Environment	3
SWK 651	Social Welfare Policy & Services	3
SWK 675	Social Work Profession (Corequisite SWK 690A/SWK 693A)	3
SWK 697	Research Methods I	3
SWK 690A	Field Practicum II (Corequisite SWK 675)	3
SWK 693A	Field Practicum Orientation (Corequisite SWK 675)	0
Total		15
Semester II (SPRING)		
SWK 639	Ethnicity	3
SWK 698	Research Methods II (Prerequisite SWK 697)	3
SWK 730	Differential Assessment (Prerequisite SWK 626)	3
SWK 771	Social Work with Individuals (Prerequisite SWK 675) Corequisite SWK 690B/SWK 693B)	3
SWK 690B	Field Practicum II (Corequisite SWK 771)	3
SWK 693B	Field Practicum Orientation (Corequisite SWK 771)	0
Total		15
Semester III (FALL)		
EDU/UEDXXX	Education-related Graduate Elective (Restricted)	3
SWK XXX	Social Work Elective	3
SWK 772	Social Work with Groups (Prerequisite SWK 771)	3
SWK 775	Social Work with Families (Prerequisite SWK 771)	3
SWK 790A	Field Practicum II (Corequisite SWK 772, SWK 775)	6
SWK 793A	Field Practicum Orientation (Corequisite SWK 772, SWK 775)	0
Total		18
Semester IV (SPRING)		
EDU/UEDXXX	Education-related Graduate Elective (Restricted)	3
SWK XXX	Policy Elective	3
SWK XXX	Practice Elective (SWK 71, 715, 773, 783, or 500)	3
SWK 790B	Field Practicum II (Corequisite SWK Practice Elective)	6
SWK 793B	Field Practicum II (Orientation) (Corequisite SWK 790B)	0
Total		15
Total Credit Hours Required		63

**THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK
CLINICAL CONCENTRATION**

MINIMUM COURSE REQUIREMENTS

MSW MILITARY SOCIAL WORK TRACK

Semester I (FALL)		CREDIT HOURS
SWK 626	Human Behavior and Social Environment	3
SWK 651	Social Welfare Policy & Services	3
SWK 675	Social Work Profession (Corequisite SWK 690A/SWK 693A)	3
SWK 697	Research Methods I	3
SWK 690A	Field Practicum II (Corequisite SWK 675)	3
SWK 693A	Field Practicum Orientation (Corequisite SWK 675)	0
		Total 15
Semester II (SPRING)		
SWK 639	Ethnicity	3
SWK 698	Research Methods II (Prerequisite SWK 697)	3
SWK 730	Differential Assessment (Prerequisite SWK 626)	3
SWK 771	Social Work with Individuals (Prerequisite SWK 675) Corequisite SWK 690B/SWK 693B)	3
SWK 690B	Field Practicum II (Corequisite SWK 771)	3
SWK 693B	Field Practicum Orientation (Corequisite SWK 771)	0
		Total 15
Semester III (FALL)		
SWK 529	SW Practice w/Military Fam	3
SWK 772	Social Work with Groups (Prerequisite SWK 771)	3
SWK 775	Social Work with Families (Prerequisite SWK 771)	3
SWK 790A	Field Practicum II (Corequisite SWK 529, 772, 775)	6
SWK 793A	Field Practicum Orientation (Corequisite SWK 772, 775)	0
		Total 15
Semester IV (SPRING)		
SWK 663	Trauma and the Military	3
SWK 761	Military Policy & Services	3
SWK 715	Intervention Strategies/Military Fam & Personnel	3
SWK 790B	Field Practicum II (Corequisite SWK 715)	6
SWK 793B	Field Practicum II (Orientation) (Corequisite SWK 790B)	0
		Total 15
Total Credit Hours Required		60

**THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK
CLINICAL CONCENTRATION**

MINIMUM COURSE REQUIREMENTS

MSW CHILD WELFARE TRACK

Semester I (FALL)		CREDIT HOURS
SWK 626	Foundations of Human Behavior	3
SWK 651	Social Welfare Policy & Services	3
SWK 675	Social Work Profession	3
SWK 697	Research Methods I	3
SWK 690A	Field Practicum II	3
SWK 693A	Field Practicum Orientation	0
Total		15
Semester II (SPRING)		
SWK 639	Ethnicity	3
SWK 698	Research Methods II	3
SWK 730	Differential Assessment in Social Work	3
SWK 771	Social Work with Individuals	3
SWK 690B	Field Practicum II	3
SWK 693B	Field Practicum Orientation	0
Total		15
Semester I (FALL)		
SWK 736	Substance Abuse	3
SWK 772	Social Work with Groups	3
SWK 775	Social Work with Families	3
SWK 790A	Field Practicum II (Child Serving Practice Setting)	6
SWK 793A	Field Practicum Orientation	0
Total		15
Semester III (SPRING)		
SWK 500A	Special Topic: Neuroscience in SW Practice)	3
SWK 760	Child Welfare Policy & Services	3
SWK XXX	Trauma-Informed Clin Practice: Child/Fam	3
SWK 790B	Field Practicum II (Child Serving Practice Setting)	6
SWK 793B	Field Practicum II (Orientation)	0
Total		15
Total Credit Hours Required		60

**THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK
CLINICAL CONCENTRATION**

MINIMUM COURSE REQUIREMENTS

**MSW ADVANCED STANDING CURRICULUM
(SUMMER ENTRANCE)**

Semester I (Summer)		CREDIT HOURS
SWK 639	Ethnicity	3
SWK 730	Differential Assessment in Social Work	3
SWK 771	Social Work with Individuals	3
Total		9
 Semester II (Fall)		
XXX XXX	Graduate Elective	3
SWK 772	Social Work with Groups	3
SWK 775	Social Work with Families	3
SWK 790A	Field Practicum II	6
SWK 793A	Field Practicum Orientation	0
Total		15
 Semester III (Spring)		
SWK XXX	Elective	3
SWK 698	Research Methods II	3
SWK XXX	Practice Elective (Restricted)	3
SWK 790B	Field Practicum II	6
SWK 793B	Field Practicum II (Orientation)	0
Total		15
 Total Credit Hours Required		 39

**THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK
CLINICAL CONCENTRATION**

MINIMUM COURSE REQUIREMENTS

**MSW ADVANCED STANDING CURRICULUM
(SPRING ENTRANCE)**

Semester I (Spring)		CREDIT HOURS
SWK 639	Ethnicity	3
SWK 698	Research Methods II	3
SWK 730	Differential Assessment in Social Work	3
SWK 771	Social Work with Individuals	3
Total		12
 Semester II (Fall)		
XXX XXX	Graduate Elective	3
SWK 772	Social Work with Groups	3
SWK 775	Social Work with Families	3
SWK 790A	Field Practicum II	6
SWK 793A	Field Practicum Orientation	0
Total		15
 Semester III (Spring)		
SWK XXX	Elective	3
SWK XXX	Practice Elective (Restricted)	3
SWK 790B	Field Practicum II	6
SWK 793B	Field Practicum II (Orientation)	0
Total		12
 Total Credit Hours Required		 39

2.5 Clinical Concentration

The purpose of the Clinical Concentration is to prepare students for advanced social work practice in direct services to individuals, families and groups. The clinical concentration curriculum, taken in the advanced year, builds on the knowledge, values, and skills that students have acquired in the foundation courses and field practicum I.

Courses in this concentration are designed to offer students the opportunity to achieve the knowledge and competence needed to engage in clinical and other forms of direct services. Emphasis is on effective intervention with people who need help in coping with challenge in their intra-psychic, interpersonal, and/or environmental situations. There is a special commitment to affirmation of the unique diversity of individuals, families, and groups that are challenged by oppressive conditions.

Clinical concentration field practicum develop students' advanced practice skills and include such settings as mental health, hospital, social services, schools (public and private), courts, corrections, and geriatric.. Field placement settings are often potential employers for M.S.W. graduates.

2.5.1 Objectives of the Clinical Concentration

Knowledge:

1. To integrate knowledge derived from foundation courses.
2. To understand the theoretical base of various models of direct practice.
3. To have an understanding of diverse population and how the impact of oppression influences their clients' functioning.
4. To understand the social and political context of clinical practice and how these contexts influence clinical intervention, skills, and technique.
5. To have an understanding of diverse populations and how the impact of oppression influences their (practitioner and client) functioning and interaction, and how these differences influence assessment and intervention.
6. To know the ways in which social work values and ethics are compatible with the conduct of basic and applied research relative to the multiple effects of research, the rights of human subjects, and professional relationship.
7. Familiarity, knowledge and use of the DSM-V as a manual for clinical populations.

Values:

1. To have an appreciation for the NASW and NABSW Code of Ethics.
2. To develop an appreciation and acceptance of diverse populations.
3. To be sensitive to his/her own culture and its contribution to how one views and interacts with clients.
4. To appreciate skills and techniques that promote the empowerment of clients.
5. To have an appreciation for basic and applied research and its' applicability to diverse populations.

Skills

1. To provide services to clients based on a strengths perspective.
2. To utilize various models of direct practice in their applicability to diverse populations.
3. To become reflective and self evaluative in their work with diverse populations.
4. To utilize practice knowledge from foundation and advanced courses for work with individuals, families, and group.
5. To conduct research that is compatible with social work values and ethics.
6. To apply scientific knowledge in practice.
7. To be conscious of the utilization of the impact of one's social, political, and cultural context in the clinical process.
8. To demonstrate sensitivity in utilization of various modes with diverse populations.
9. To assist clients from an empowerment perspective to initiate change in their intra-psychic, interpersonal, and /or environment situations.
10. To use the DSM-V as a resource manual for understanding populations plagued by mental, social and emotional diseases.

2.5.2 Educational Outcomes of the Clinical Concentration

Knowledge

1. Demonstrate an understanding of individuals, families, and small groups from a competency, strengths perspective as related to multi-systems, multi-cultural assessments.
2. Demonstrate an understanding of the empowerment perspective through discussion.
3. Demonstrate an integration of knowledge derived from the foundation courses as demonstrated in work samples and role-plays.
4. Demonstrate knowledge through differential applications of interventions based on the philosophy of empowerment, strengths, and diversity.

Values

1. Identify significant elements of diversity in ethnicity, gender, race, religion, age, and sexual preferences through case analysis and class discussion.
2. Demonstrate, through case discussion and group presentations, the inherent worth and dignity of all individuals in his/her practice areas.
3. Demonstrate, through oral presentations and written assignments, an understanding of the NASW Code of Ethics.

Skills

1. Demonstrate a sensitivity to diversity as related to role play, case analysis, and classroom discussion.
2. Demonstrate his/her ability to be reflective and self-evaluative through case presentations.
3. Demonstrate his/her ability to identify and utilize models of intervention based on appropriate case selection.
4. Integrate theory with practice as demonstrated through case analysis and discussion of practicum experiences.

2.5.3 Conceptualization and Design of the Clinical Concentration

The curriculum in the Clinical Concentration uses an ecological system framework. The framework presents the opportunity for the assessment of clients from a multi-level perspective. Multi-levels include but are not limited to various size systems (individuals, families, groups), and economic context. The framework includes the concepts of strength, empowerment, and diversity; as well as the traditional ideologies (traditional practice models).

The theoretical underpinnings include, but are not limited to the anatomy of oppression, empowerment theory, behavioral theory, learning theory, role theory, communication theory, cognitive theory and ego psychology. Therefore, clients' systems are viewed on a wellness continuum in the context of their life challenges and their survival strategies.

The clinical concentration builds its advanced curriculum on the first year foundation courses. The clinical concentration is firmly grounded in both the liberal arts and the professional foundation courses.

Curriculum Track: Child Welfare ____
 Military____
 School Social Work____

SECTION 3.0 FIELD EDUCATION CURRICULUM AND OBJECTIVES

3.1 Nature of the Field Education Practicum

Field Education is an integral component of the MSW program. The Field Education practicum contributes to the development of students' social work practice skills through educationally directed supervision in social work settings and supported by integrative seminars conducted by the school's Field Education Field Faculty Liaisons. The MSW Field Education program is designed to reflect the values as set forth in the school's mission and to be consistent with the goals and objectives of the MSW curriculum and program.

The MSW Field Education Practicum provides students the opportunity to operationalize social work knowledge, values and skills in a practice setting. Experienced social work practitioners serve in the role of field instructor for graduate social work students enrolled in the field education practicum.

The field experience is designed to enable a student to synthesize theory and practice while simultaneously evolving into a professionally reflective self evaluating and knowledgeable social work practitioner. MSW field practicum is a concurrent model carried out over four semesters. In semesters one and two students are enrolled in Practicum I and in semesters three and four Practicum II.

Field Education

3.2 Organization of MSW Field Education Practicum

The School of Social Work at Norfolk State University places social work students in public and private agencies and military installation armed forces bases in the Hampton Roads area, as well as other systems (i.e., aging, child welfare, criminal justice, family services, health industry, mental health, planning councils, public welfare, physical rehabilitation, schools, shelters, and substance abuse, etc). The clients of a given field practicum agency may be individuals, families, groups, organizations and/or communities.

MSW Field Education Hours

The field education practicum is a concurrent model that integrates field based and classroom instruction for the purpose of enhancing knowledge between classroom and the field site. Students complete their two years of field practicum in two different settings for a total of 924 hours; 420 hours in Practicum I, 504 hours in Practicum II. Students in field practicum are concurrently enrolled in a minimum of one (1) practice methods course and participate in bi-monthly field seminars during each semester.

The foundation SWK 690A & B – Field Education Practicum requires fourteen (14) hours per week of field practicum in the agency at the same site for two academic semesters, for a total of 420 hours. Students entering the Advanced Year SWK 790A – Fall semester Field Education Practicum, and SWK 790B – Field Practicum II continuing into the Spring semester are required to complete 504 hours for the academic year (18 clock hours per week) in an agency assigned by the School. **Field practicum is fifteen weeks a semester.** Students begin the advanced SWK 790A – Field Practicum II in the Fall and continue with the same field site and schedule for SWK 790B – Field Practicum II in the Spring semester. **Field Practicum I and II must be taken consecutively for the entire academic year in both the Foundation and Advanced practicum experiences.**

Students **may not apply** any hours completed over and above the required semester hours to the following semester. Student **may not use** extra hours accumulated to finish the practicum early in either semester.

Policy for Admission (Students are not permitted to negotiate nor arrange their practicum placements. All placements are arranged by the Field Education Office Staff.)

3.2.1 Foundation Year Field Practicum I Admission (SWK 690)

Incoming full-time students are given a SWK 690A – Field Practicum I application once they have been admitted through the MSW Admissions Office and received their confirmation to attend the MSW Program. Extended students entering the foundation year SWK 690A Field Education Practicum I are given an application packet in the semester prior to their beginning practicum. Extended students must be in good academic standing (B or better in all courses). Students withdrawing from SWK 690A – Practicum I 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. Students who fail or are terminated from SWK 690A – Practicum I and/or SWK 690B – Practicum I must reapply for admission to MSW Field Education.

3.2.2 Advanced Year Field Practicum Application (SWK 790)

Students entering the advanced year SWK 790A – Field Education Practicum II are given the Practicum II application packet in the Spring semester of the foundation year field practicum.

To be admitted to the SWK 790A – Field Practicum II students must have successfully completed SWK 690A & 690B – Practicum I and be in good academic standing (B or better in all courses). In addition, students in the clinical concentration must have completed the practice course, SWK 771 – Social Work with Individuals.

Students matriculating into SWK 790B – Field Practicum II must earn a B or better in the practice courses enrolled during the Fall semester. Students withdrawing from SWK 790A – Field Practicum II cannot matriculate into SWK 790B – Field Practicum II in the consecutive spring semester. Students must successfully repeat the entire semester of SWK 790A – Field Practicum II before matriculation into SWK 790B – Field Practicum II is permitted.

If students are terminated from Field Education due to academic or non-academic reasons, they must reapply for admission to MSW Field Education.

3.3 Field Practicum & Outcomes

3.3.1 MSW Practicum I Curriculum and Outcomes

The field education practicum provides students the opportunity to develop skills through actual agency experiences:

1. To apply the values and ethics of social work in all levels of practice including the ability to recognize and address ethical dilemmas.
2. To integrate foundation and advanced theory and practice skills to develop competency in engaging clients conducting multi-cultural and multi-system assessments, and provide interventions to diverse populations and social systems.
3. To demonstrate an appreciation in practice for the diversity, empowerment, and strengths perspective as it relates to individuals, families, groups, organizations, and communities.
4. To understand the impact of the social, political, economic and cultural context in the development of resources and services to diverse populations.
5. To understand the impact of policy on client systems, and develop the skills to influence social policies that will alleviate poverty, oppression and social and economic injustices.
6. To demonstrate sensitivity and the skills for basic and applied research as it relates to diverse populations.
7. To apply research and evaluation methodologies in the analysis of one's own practice and the delivery of social work services.

8. To develop an appreciation for the continued need for professional growth as social work practitioners.

In MSW Practicum I, students are enrolled for two consecutive semesters. **MSW Practicum I introduces students to the planned change process of generalist social work practice.** The MSW Field Practicum I experience is designed to promote the development of professional social work competencies. It encourages students to develop an awareness of diversity and social justice issues as well as the impact of policies on the development and delivery of social work services. In MSW Practicum I, students strengthen their identification with social work values and ethics and ability to address ethical dilemmas. MSW Practicum I allows students to apply the knowledge, values and skills of the foundation courses on human behavior, policy, social work practice and research and evaluations. The MSW Practicum I learning experiences are grounded in system theory, ecological concepts and strengths perspective. The first year field education experience fosters the development of self-awareness and the use of the professional self.

MSW students should achieve the following learning outcomes at the end of Practicum I and be able to:

1. Demonstrate an understanding of the mission, goals, functions, and formal and informal structure of the agency and the diverse populations and social systems served.
2. Understand agency policy and understand the impact of social policy on service delivery.
3. Demonstrate an ability to advocate and influence social policy to address social and economic injustices for all systems.
4. Engage in value-based practices and adhere to the Code of Ethics in all aspects of practice.
5. Engage in a broad range of generalist social work roles including broker, advocated, educator, mediator, and case manager.
6. Apply diversity, systems theory, ecological concepts and a strengths perspective to understanding humans in their environment.
7. Show awareness and sensitivity to diversity and utilize multicultural perspectives to assess needs and plan interventions for diverse client systems.
8. Develop competency in the generalist skills of engagement, assessment, planning, intervention, termination, evaluation, and follow ups.

9. To use generalist social work to conduct intervention in situations consistent with the foundation curriculum of social work practice.
10. Demonstrate social work practice that is sensitive to the oppression of populations at-risk.
11. Demonstrate the professional use of self and a commitment to continued professional development.
12. Demonstrate competence in written and oral communication.
13. Apply research methodologies to evaluate the efficacy of one's social work practice.
14. To effectively utilize supervision to enhance professional growth, to modify practice in response to evaluative feedback.

Students' learning outcomes for Practicum I are measured by two (2) criteria. The data sources are the evaluation by the agency, and seminar. Criteria evaluates knowledge and skills from each outcome skill set. A likert-type scale is used for rating on the agency evaluation instrument with open ended questions used to elicit qualitative data. **The seminar participation and attendance are assessed using traditional grading methods.**

3.3.2 MSW Practicum II Curriculum and Outcomes

In the advanced year, field education practicum students are enrolled for two consecutive semesters in SWK 790A and B – Practicum II. Students in the advanced year practicum are assigned to Field Practicum II sites in accordance to the selected concentration: clinical concentration, child welfare, military social work, and school social work. Students are expected to demonstrate an increased level of autonomy and self initiative in the advanced year of practicum.

Clinical Concentration Outcomes

MSW students in the advanced year clinical field practicum should achieve the following learning outcomes at the end of practicum II and be able to:

1. Demonstrate the integration of knowledge and skills acquired in foundation year MSW field practicum (i.e. strengths, diversity, ecological, and system perspectives).
2. Engage differently with diverse populations in a variety of practice settings and in practice.

3. Conduct multilevel assessments, which reflect the client in the context of the environment and select appropriate supportive assessment tools including computer generated instruments.
4. Apply appropriate selected strategies of intervention from a variety of practice models in providing clinical services to individuals, groups, families, and communities.
5. Address ethical dilemmas through critical thinking and ethical decision making processes that reflect the NASW Code of Ethics.
6. Apply differential knowledge of a variety of perspectives and or theories of human behavior and practice.
7. Appropriately utilize systems of classification such as DSM-V and P.I.E.
8. Demonstrate an appreciation and acceptance of diverse populations and an understanding of the impact of social and economic injustices on client functioning.
9. Demonstrate the ability to analyze agency and social policy and evaluate the impact of these policies on service delivery to client populations.
10. Apply knowledge derived from research to effectively inform practice decisions.
11. Engage in evaluation of one's own practice as well as the agency effectiveness in service delivery.

SECTION 4.0 FIELD EDUCATION PRACTICUM CRITERIA, POLICIES, PROCEDURES, AND RESPONSIBILITIES

4.1 Process and Criteria for Selection of Field Practicum Agencies and Field Instructors

4.1.1 Identification of Field Practicum Agencies

Field Practicum settings are selected from the Hampton Roads area, as well as other communities within Virginia and North Carolina. Potential sites may be identified through the following processes:

1. The M.S.W. Program Field Education Director, or Field Faculty Liaisons may initiate contact.
2. Agencies may initiate contact directly with the School through the M.S.W. Field Education Director.

3. School of Social Work faculty may recommend potential sites for evaluation, but approval is done by the Field Education Director.

4.1.2 Criteria for Selection of Field Practicum Agencies

Agencies are selected based on their ability to provide learning experiences consistent with the curriculum outcomes of the M.S.W. Program, and staff qualified to provide supervision. An Affiliation Agreement between The School of Social Work at Norfolk State University and selected agencies must be completed (**See Subsection 4.1.6 – Affiliation Agreement**).

The following criteria must be demonstrated and maintained for an agency to qualify and continue as a Field Practicum site:

1. The agency's service philosophy must be compatible with the values and ethics of the social work profession.
2. The agency must demonstrate a clear definition of program operations and methods of practice.
3. The agency must qualify for membership in a local, state, regional, or national standard setting bodies or meets the approved criteria of appropriate governmental systems.
4. The agency has a clearly defined and active role in the community and participates in local and regional planning in its field; as well as participates directly or indirectly in efforts to eradicate social inequality, i.e. poverty, oppression, and discrimination.
5. A qualified field instructor is designated for the student (s) assigned to the agency.
6. The administration and staff demonstrate a conviction for professional social work education and accept the educational focus of the Field Education Practicum with a clear appreciation for human diversity in society.
7. The overall agency programming must be maintained and developed by agency staff independent of Field Education Practicum students.
8. The agency programs structure must be broad enough to support a variety of student learning experiences. Learning experiences may be supplemented elsewhere with flexibility for training opportunities for both foundation and advanced Field Education Practicum students.
9. The agency should attempt to provide an appropriate work area with the

necessary support supplies, and travel reimbursement cost for students.

10. The agency is willing to involve students in appropriate responsibilities for providing social work practices through clearly defined assignments.
11. The agency must provide the student(s) with an orientation that delineates clearly the personnel policies and operating practices of the agency.
12. The agency is willing to support opportunities for students to evaluate their practice and conduct research projects as required by the school.

4.1.3 Identification of Field Instructors

Potential field instructors in approved settings may be identified according to the following:

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

4.1.4 Criteria for Selection of Field Instructors

The M.S.W. 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 instructor must have:

1. A minimum of two years social work experience post-master degree.
2. Appropriate experiences and program familiarity within the agency to permit student opportunity for learning.
3. An interest and demonstrated ability to teach, communicate knowledge, stimulate student self-development, flexibility to allow unique individual development, and the development of learning experiences consistent with educational objectives.
4. An orientation towards learning rather than task performance.

5. Sound knowledge of social work practice.
6. Sound knowledge of community social welfare structures and community resources that influence the delivery of human services to diverse populations.
7. Understanding, acceptance, and willingness to implement the philosophy and objectives of the school, as well as, the assumption of responsibility for contributing ideas and thinking toward strengthening the educational experience in the classroom and the field experiences.
8. 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 evaluations of student performance, and planned conferences with the field faculty liaison.
9. Professional identification through organization affiliation.
10. Sound knowledge of current trends in social work and social welfare.

4.1.5 Agency Task Coordinators

Agency Task Coordinators are utilized when M.S.W. staff are unavailable to supervise students. The agencies must demonstrate service philosophies compatible with the values and ethics of the social work profession, and provide good opportunities for students to learn. Task Coordinators are not considered as Agency Field Instructors.

Field Education Practicum supervision for students assigned to agencies without available M.S.W. staff is provided by assigned faculty who serve as Field Instructor(s) for the agency. Each agency is assigned a Field Liaison (MSW) who conducts supervision with students in relationship to the practice experiences in the agency.

4.1.6 Affiliation Agreement

Agencies accepted for educational affiliation are sent an affiliation agreement for formalizing the relationship with the School. The form is signed by the Agency Executive and returned to the School for the Dean's signature. A copy of the form is filed with the School and copy returned to the agency. The contact is renewable annually pending agreement by the school and agency to continue. The agreement clarifies the responsibilities of each party and protects the educational purpose of the relationship.

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

4.2 Policy on Field Placements at Employment Sites and Paid Placements

4.2.1 Policy of Employment Based Practicum Sites

The employment-based practicum is not a consideration for MSW practicum students. Inherent boundary and ethical issues preclude this arrangement.

4.2.2 Stipend Based Placements

Students may be offered a stipend at some practicum sites. The stipend based Practicum must be structured to insure that the student is not being reimbursed for services as an employee. The payment of a stipend must in no way place employment expectations or requirements on the student. Stipend based practicum experiences must be approved by the **Field Education Director**.

4.2.3 Credit for Life/Work Experience

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

4.3 School of Social Work Responsibilities

The effective Field Education Practicum is a result of collaboration and contributions by the faculty, experienced social workers serving as field instructors in agency settings, and the individual students in the practicum. The responsibilities of each of the three parties are negotiated and renegotiated in each individual student's practicum; such arrangements occur in the context of the expectations contained in the manual. The manual delineates minimum expectations.

The responsibility for ensuring the quality of the field experience is shared by all faculty and administrators of the School of Social Work. In addition to these general responsibilities, the School delegates certain specific assignments to the **Field Education Director**.

4.3.1 School's Responsibilities

1. Assess and screen students with regard to readiness for Field Education.
2. Inform the agency of any major area of concern regarding a student's readiness for Field Education (with the knowledge of student).
3. Provide students with knowledge of their general responsibilities to the agency.

4. Develop objectives for the Field Education Practicum learning experiences.
5. Ensure that the student is properly supervised in the field practicum to meet the learning objectives of the M.S.W. program either through agency Instructor or M.S.W. Field Instructor provided by the School.
6. Provide orientations, workshops and materials to assist field instructor with their role; and to enhance the integration of the field and academic learning experiences.
7. Carry out program activities in accordance with the guidelines for professional conduct articulated in the NASW Code of Ethics, and the standard and guidelines for CSWE.
8. Comply with section 504 of the 1973 Rehabilitation Act Accessibility of Physical Facilities for the Handicapped.

4.3.2 Director of Field Education Responsibilities

1. Develop policies and procedures relevant to Field Education and interpret them to students, agencies, and faculty.
2. Monitor overall operation of Field Education.
3. Apprise Dean, Assistant Dean and faculty of Field Education activities.
4. Recruit, evaluate and select appropriate practicum sites and field instructors.
5. Represent the School of Social Work in discussions and negotiations aimed at matching students with practicum sites.
6. Assign students to practicum in consultation with agency and information provided by students in their application to Field Practicum.
7. Supervise Assistant Director and field faculty liaisons in order to ensure coordinated field instruction, monitoring, and evaluation.
8. Provide consultation when needed and/or requested by field faculty liaison on behalf of student and/or field instructors.
9. Assign field faculty liaison and field seminar responsibilities.
10. Evaluate the outcomes of the Field Practicum components of the curriculum on an ongoing basis, and through formal written evaluations.

11. Assume the field faculty liaison role for selected agencies as part of the University teaching role requirement.
12. Organize orientations and training for preparation of Field Education Practicum students, field instructors, and field faculty liaisons for Field Education.
13. Develop and maintain current information on students, affiliated agencies and field agencies.
14. Maintain statistical records on relevant data for Field Education planning.
15. Participate in teaching, research, and services appropriate to Field Education.

4.3.3 Field Faculty Liaison Responsibilities

1. Maintain regular contact with both students and field instructors.
2. Closely monitor the field experience in order to ensure educational quality and consistency with the stated objectives of the Field Education Practicum curriculum.
3. Provide consultation to students and field instructors regarding the learning plan and integration with the classroom curriculum.
4. Assist students and field instructors with field problems as needed.
5. Conduct field seminars biweekly as scheduled with assigned Field Education Practicum students.
6. Review student's learning contracts, process recording, task records, and mid-term and final evaluation in consultation with field instructor and student.
7. Submit the final course grade for assigned Field Education Practicum students.
8. Consult with the Field Education Director or Assistant Field Education Director when serious problems arise in a Field Education Practicum site.
9. Annually evaluate Field Education Practicum sites and field instructors by providing written feedback to the Field Education Director or Assistant Director of Field Education.
10. Contribute to the development of new knowledge of Field Education.

4.3.4 Assignment of Field Faculty Liaisons to Students

All students in Field Practicum are assigned Field Faculty Liaison coverage by the **Field Education Director or Assistant Director**. This information is provided to all students via rosters posted at the beginning of the Fall semester on the Field Education Bulletin Board in the School of Social Work. Field Faculty Liaisons are appointed according to their special interest area in social work and geographic location of Field Education Practicum sites.

Full-time and adjunct faculty persons are appointed as field faculty liaisons to a number of students that would comprise a class. The school also appoints experienced professional social workers (MSW) as adjunct field faculty liaison to ensure all students are adequately monitored in the field sites.

4.3.5 Planning and Development

1. Orientation of New and Returning Field Instructors

The major orientation for new and returning field instructors are held before Fall semester classes and field education practicum begins. The purpose is to prepare new and returning field instructors to effectively assume the role of field instructor. The session is conducted by the Field Educational Director and the Assistant Director, field faculty liaisons, and with the participation of field instructors. The format is a combination of informational presenters and group discussion on educational requirements and agency educational experiences.

2. Continuing Development for Field Instructors

The School of Social Work is committed to the ongoing development of field instructors. Seminar and conferences are held throughout the University and in School of Social Work on various topics of interest to field instructors. Field instructors are invited to attend these seminars and conferences.

The Field Education Office and the Office of Continuing Education in the School of Social Work provide annual seminars/training for agency field instructors and other personnel within human service setting. The Office of Continuing Education provides CEU credits for participation in designed seminars/training that are offered by the School. Field instructors are afforded the opportunity to enhance and develop their teaching framework and practice knowledge and skills. Conferences specific to Field Education issues are conducted in either the Fall or Spring semester of the academic year.

3. Orientation for Foundation Year and Advanced Year Field Education Practicum Students

Practicum orientation sessions are held prior to the beginning of each

semester for foundation year and advanced year Field Education Practicum students. Students in each field education practicum year receive a minimum 3 hour orientation. The orientations focus on **1)** educational requirements, learning objectives, assignments, and evaluations for Field Education Practicum; **2)** written material on social work practice to enhance success in Field Education Practicum; **3)** review of field education manual; and **4)** policies and procedure for field education. The Field Education Practicum Orientations are conducted by the Field Education Director, Assistant Director, and field faculty liaisons. Students are afforded the opportunity to present questions and review issues on Field Educational Practicum.

4.4 Responsibilities of the Agency

Field Education Practicum agencies will assign a qualified field instructor for the student(s). This involves assigning field instructors who meet the criteria outlined by the School of Social Work, and provide field instructors with sufficient time and resources to carry out the responsibilities of this position.

4.4.1 Field Instructors and Task Coordinators

The **Field Instructor** in the agency is an M.S.W. who meets the criteria outlined by the School of Social Work. The student will be assigned to the individual by the agency and will be independently supervised on social work practices to meet the learning objectives of the M.S.W. Program.

In field practicum sites where a student is assigned by the agency to an experienced and qualified person by the School's standards, but without an M.S.W., the person is called a **Task Coordinator**. The Task Coordinator's **responsibilities** include **1)** providing appropriate assignments for the students; **2)** providing instructions on managing cases and other assignments, and **3)** teaching the student the procedures for functioning within the agency structure. The student's social work practice supervision will be provided by a M.S.W. faculty appointed person assigned by the School to provide weekly supervision.

This appointed M.S.W. faculty person is the student's **Field Instructor** for the agency and will work closely with the Task Coordinator to ensure the student's learning needs are met.

4.4.2 Field Instructor's responsibilities

1. Explain to the student how the agency can facilitate in meeting the educational objectives of the School of Social Work.
2. Assist student in designing, negotiating and implementing a wide range of Field Educational Practicum learning experiences in accordance with:

- A. Expectations of the School of Social Work in accordance with CSWE Standards and Guidelines.
 - B. Student's individual needs and objectives.
 - C. Expectations of the field practicum settings.
3. Help students become familiar with and utilize resources within the agency, as well as, the larger social welfare system.
 4. Meet with student(s) for weekly planned conferences to engage in continuing mutual educational assessment.
 5. Meet with the student to develop written educational goals for student(s) learning (learning contract) to be submitted to the Field Faculty Liaison and Field Education Director.
 6. Submits a formal written evaluation of student's performance to Field Faculty Liaison and Director of Field Education or Assistant Director.
 7. Recommend an appropriate well documented grade to the Field Faculty Liaison prior to the deadline for each semester, and complete and sign all required student evaluations.
 8. Communicate with Field Faculty Liaison regarding student's performance.
 9. Develop a relationship with the student that will provide for a climate of reciprocal learning.
 10. Encourage maximum student activity and creativity within educationally sound limits.
 11. Provide the student ready accessibility to self or support staff.
 12. Acts as primary professional social work practitioner role model for student.

4.5 Student Responsibilities in the Field Education Practicum

1. Follow all pre-placement instruction in a timely manner.
2. Adhere to the policies and procedures of the School and the field practicum setting.
3. Assume responsibility for completing the prescribed hours of the field practicum.

4. Notify the field instructor directly of all absences, and arrange make-up time with the field instructor's approval.
5. Prepare for regular scheduled instructional sessions with the field instructor and be available for the other important agency meetings when possible.
6. Make field instructor and the faculty liaison aware of potential and/or current difficulties. **Parameters of the student role preclude student self termination from the practicum agency.**
7. Advocate for self in pursuit of learning within boundaries of professional ethics and conduct.
8. Respect agency policies and procedures and recognizes student role in the agency.
9. Respect agency confidentiality as executor of client care and protection, including confidentiality and other social work principles.
10. Attend and participate in Field Education Seminars biweekly or as scheduled with Field Faculty Liaison and other practicum students.
11. 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.
12. Observe, test, integrate and apply in social work practice the theoretical and conceptual knowledge presented in social work curriculum.
13. Gain knowledge and understanding of the philosophy and methods of agency practice and operation, and comply with agency work requirements.
14. Actively participate in developing student learning contracts, submitting processing recordings, task record sheets, and mid-term and final evaluations. Sign documents and forward separate copies to the Field Faculty Liaison and Field Education Director.
15. Read and adhere to the "Notice of Risk" statement. Follow the recommendation explicated in this statement. It is recommendation that students inquire about potential dangers with the Field Instructor and/or Task Coordinator at the field practicum. **(See Appendix B.)**

4.6 Code of Ethics

Student conduct in the Field Education Practicum should, at all times model NASW Code of Ethics. Students should therefore acquaint themselves with the provisions of the Professional Code of Ethics. Students should be constantly cognizant of their role as student learners and perform accordingly.

1. Appropriate regard is to be given to established agency protocol regardless of student disagreement with the agency procedures.
2. Agency representatives have a primary responsibility to their Board of Director and clients. Students may be dismissed if they present a source of disruption, turmoil or threat to the agency. Students' status in the social work program will be determined from the facts presented by Field Liaison, Agency Field Supervisor, and Student Advisor.
3. Students are expected to observe client, and agency confidentiality in accordance with NASW Code of Ethics and agency policies. Agencies are made aware that such use is common practice and assumes the disguising of names and other identifying information that might violate clients' right to privacy and confidentiality.

4.7 Confidentiality

4.7.1 Student course Assignments and Agency Records

All process recordings and course assignments are to reflect confidentiality practices as stated in the Code of Ethics. The identity of the client(s) must be protected, at all times; clients' right to privacy must be observed by maintaining strict confidentiality of any and all client records.

4.7.2 Student Audio and/or Video Recording of Client Policy

Recordings of sessions with clients may prove beneficial for student learning when processed with field instructor, a faculty member, and/or students. However, such recordings must be done with special regard for the confidentiality of the client and the clients permission.

Students are advised that audio and/or video recording may not be conducted without the consent of the field instructor, and the informed consent of the client(s). Procedure for ensuring consent may be established by the field agency as a matter of policy and must be undertaken. If the agency has no such procedure, students must obtain the pre-approval of their field faculty liaison in addition to the field instructor.

The creation of tapes which will later be reviewed with other class members requires

completion of a specific procedure for obtaining informed consent for class use. The field faculty liaison should be consulted prior to attempting any such taping.

4.8 Conduct Policy for Field Education Practicum

4.8.1 Field Practicum Hours

All students are required to complete the total number of required practicum hours over the course of each semester for their year of field education practicum (Foundation Year total 420 hours; and, Advanced Year total 504 hours). Students cannot accumulate time as overtime for vacation or to finish the field practicum early in either semester. Field Practicum must occur concurrently with social work practice courses. **Hours accrued for Seminar attendance are not calculated with the clock hour requirement for successful completion of the field practicum experience, in any given semester. Seminar attendance and participation are considered in the calculation of the final grade for the practicum experience.**

4.8.2 Field Practicum Absences Policy

Students are expected to take the legal holidays that the agency observes, only if these holidays occur on the designated Field Education Practicum days. If students are absent from the practicum agency on field days for this reason, and legal holidays occur on practicum days, the student must make-up the time.

Students will also take the legal holidays established by the University. When the University is closed for legal holidays, students are not permitted to report to the practicum agency. Students are expected to make-up the hours lost for those rare occasions, especially if the absence significantly affects their ability to accrue required clock hours. Students are encouraged to plan their practicum hours to minimize the impact of University closure. Students are not expected to be in the field practicum agency if the University is closed due to inclement weather. These hours must be made up also. If the University is closed for an extended period of time alternative arrangements may be considered.

When the practicum agency is closed during the student's regularly scheduled practicum clock hours, for any reason, the student is required to pre-plan to make up such hours; agency closure does not alter the students' responsibility to meet the clock hour requirement for successful completion of the field practicum experience in any given semester.

Request for religious holidays not observed by the agency must be made to the agency field instructor and/or task coordinator and the Field Faculty Liaison, and must be made up. Students are not permitted to be absent from the practicum agency to prepare for examinations

In the case of illness, the student is expected to make up the time lost. In case of any prolonged absence or need for extensive treatment, a conference with the agency field instructor and/or task coordinator and Field Faculty Liaison must be arranged. This conference is necessary to develop an individual plan agreed upon by the agency, the student, and the School in order to meet the emergency and the learning objectives of the M.S.W. Program.

All make-up schedules must be submitted to and approved by the field instructor and/or task coordinator, and Field Faculty Liaison. The schedule must be approved by these officials before the student can proceed to make-up the hours missed. A copy of the student's make-up schedules must be given to the Field Faculty Liaison, who will inform the Field Education Director of the situation.

Students are encouraged to attend conferences or workshops sponsored by or required by the practicum agency as they are scheduled, when these events are held during regularly scheduled practicum clock hours, as indicated on the Learning Contract. These events must be recommended by the practicum agency as required training for the student. These events are logged on the students' time sheet or Task Record as regular practicum clock hours.

Students who wish to request permission to substitute hours accrued by attendance at professional development events ,i.e., workshops or conferences, for practicum hours that are University sponsored or sponsored by some other agency and are not practicum agency requirements, must complete the appropriate form, **Professional Development Request Form, and adhere to the instructions as explicated on that form.**

4.8.3 Personal Vehicle Privileges

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

4.9 Field Education Practicum Procedures for Issue/Problems Resolution

4.9.1 Resolution of Problems in the Field Education

Occasionally problems connected to a student's performance or to the supervisory relationship develop in the field practicum. These problems may relate to the completion of administrative tasks, (e.g. recording/documentation, statistical report, etc.), the development of practice skills, ethical issues, or the supervisor process. Problems may

also arise when personal issues interfere with a student's professional activities.

The field instructor, (and in some cases the task coordinator), and the student are responsible for alerting the field faculty liaison to such concerns but are expected to initially address them in supervision. Problems are usually resolved in this matter.

If no satisfactory resolution is reached or the problem persists, the field instructor and/or task coordinator and student are responsible for contacting the field faculty liaison immediately in order to arrange a conference call or meeting and seek resolution with the assistance of the field faculty liaison.

It is important to address problematic issues in the field practicum as soon as possible. In the event the problem(s) are severe or irreconcilable and threaten the continuation of the practicum, the field faculty liaison will notify and consult with the Field Education Director or Assistant Director of the School. If a change of practicum is considered, it will be arranged by the Director of Field Education or Assistant Director.

4.9.2 Field Education Practicum Site Change

Every effort is made to maintain students at the initially assigned practicum sites. However, when professionally and educationally necessary field education practicum sites are changed; a change of field education practicum site is not an arbitrary decision. It is a decision based on the professional assessment of the Field Faculty Liaison and Field Education Director or Assistant Director. Field Education Practicum sites may be changed for the following reasons **1)** the agency can no longer continue as a Field Education Practicum site due to no fault of the student, **2)** the school determines during the semester that the agency is not meeting the learning objectives for the M.S.W. Field Education curriculum, and **3)** field instructor or task coordinator and student consult with the field faculty liaison regarding terminating practicum arrangement due to reasons that are not a result of the student's academic performance or conduct in the agency.

4.9.3 Termination of Student from Field Education Practicum

A. Dismissed from field Education for Academic Reasons

When a student's performance in practice methods course work and field education is below the required standard (minimum B average), the student is formally notified, in conference and in writing, by the Academic Advisor and the Director of the MSW Program, and Director of Field Education, of the decision to terminate him/her from further matriculation in the Field Education Practicum. After a one (1) year period, a student who was dismissed for academic reasons may complete the reapplication processes to the Field Education Practicum, referencing the practicum level (Foundation or Advanced Year) he/she has not successfully completed.

B. Dismissed from Field Education for Non-Academic Reasons

Students enrolled in Field Education at Norfolk State University's, Ethelyn R. Strong School of Social Work, are dismissed from Field Education for Non-Academic Reasons when the following policies are not upheld by the student:

1. Field Education Practicum students are expected to assume full responsibility for, and are liable for, individual actions undertaken in Field Education Practicum.
2. Field Education Practicum students conduct themselves in Field Education Practicum in accordance with **The National Association of Social Work (NASW)** Code of Ethics, as adopted by the Delegate Assembly, August 1996. The NASW Code of Ethics shall apply as a reference for determining acceptable and unacceptable non-academic behaviors for Field Education students. The Code articulates standards used to assess the conduct of social work and is relevant to social work students in Field Education Practicum. Students in Field Education Practicum should follow the National Association of Social Work Code of Ethics to guide their conduct as Field Education Practicum students. The Code offers a set of values, principles, and standards to guide decision making and conduct, in conjunction with one's field instructors, when ethics issues arise.

When a student is to be dismissed from Field Education Practicum because of non-academic violations, the student is formally notified, in a conference and in writing, by the Academic Advisor, Director of Field Education, Field Faculty Liaison, and the Director of the MSW Program.

4.9.4 Grievance Procedures

If a field problem is not resolved after extensive consultation with the field instructor and/or task coordinator, field faculty liaison, and student, and replacement is not an option, the student **must** place his/her concern(s) in writing to the Field Education Director. Should the student continue to have concerns, he/she may first meet with the Assistant Dean, then the Dean of the School of Social Work and next the Vice President for Academic Affairs. The grievance procedure is explicated in the *Field Manual*, *Student Handbook*, and *Graduate Catalogue*.

Students are expected to exercise professional conduct and to demonstrate advocacy and negotiation skills at all times.

4.9.5 Sexual Harassment Policy

The Ethelyn R. Strong School of Social Work adheres to the Sexual Harassment Policy of Norfolk State University. The Norfolk State University Sexual Harassment Policy applies to students participating in Field Education Practicum site. Sexual harassment in any form, is an unacceptable behavior and will not be condoned by Norfolk

State University or educational affiliates. (See **Appendix B - Norfolk State University Sexual Harassment Policy**) In addition, Field Education Practicum students are required to follow the sexual harassment policy in the Field Education Practicum site.

Students should report any incidents of sexual harassment to their faculty liaisons. The field faculty liaison is responsible for assisting the student with the matter. Students should inform their field instructor or task coordinator, when the incident does not directly involve the field instructor or task coordinator.

4.10 Health Screening Requirements for Field Education Practicum Students

Students entering Field Education Practicum may be required to submit to the practicum site medical documents on their health status or complete a physical examination provided by the practicum site. Students wishing to enter a practicum site that request medical documentation must comply with this request in order to be placed in the agency. Students have the right to deny a practicum site's medical documentation request or to complete a physical examination. However, a student can not 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's Ethelyn R. Strong School of Social Work can not 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.

4.11 Criminal Background Checks for Field Education Practicum Site

Students beginning the field practicum experience may be required to submit to a criminal background check. Students wishing to enter a practicum site that requires a criminal background check must comply with the request in order to be placed in the agency. Students have the right to deny submission to a criminal background check. However, a student can not be placed in an agency that requires a criminal background check, if the student chooses not to comply with the request.

SECTION 5.0 FIELD EDUCATION PRACTICUM LIABILITY POLICIES AND PROCEDURES

5.1 Liability Insurance

Norfolk State University provides Liability Insurance to M.S.W. students participating in the foundation year and advanced year field practicum. Norfolk State University is insured by the Commonwealth of Virginia authorized in the Risk Management Plan of the Commonwealth of Virginia and the Code of Virginia, **Section 2.1-526 - 2.1 - 526.11; 8.01 - 195.1 to 8.01 - 195.9; 8.01 -581.1 to 8.01 - 581.20**. If needed, the University will provide Field Education Practicum agencies who have

accepted students, documents of liability coverage once the student(s) have started the field practicum experience. In addition, students are encouraged to consider personal malpractice insurance. The Field Office can provide information on low cost policies.

5.2 Norfolk State University School of Social Work M.S.W. Program Field Education Notice of Risk to Students Participants

Students matriculating in the foundation year and advanced year Field Education Practicum are provided with a Notice of Risk to Student Participants statement that provides information on how to best minimize their exposure to any risk(s), while participating in Field Education. Students are asked to sign two (2) 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 (1) 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's policies to handle situations that present or have the potential of placing students at-risks. (See Appendix A - Notice of Risk to Student Participants Statement).

SECTION 6.0 FIELD EDUCATION PRACTICUM LEARNING CONTRACTS, PROCESS RECORDINGS, TASK RECORD, SUPERVISION, STUDENT EVALUATIONS, AND GRADING CRITERIA

6.1 Field Education Learning Contracts

Students are required to develop a new written Field Education Learning Contract for each semester enrolled in Field Education Practicum. The learning contract is developed collaboratively between the student and field instructor, and task coordinator if applicable.

The learning contract is a written document that delineates the learning objectives and strategies the student will attempt to accomplish during the semester. The learning contract clearly states the student's responsibilities in the learning process and teaching activities the field instructor, and task coordinator if applicable, will undertake to assist the student in achieving the stated learning objectives.

At minimum, the learning contract should include the following characteristic:

1. Demographic information (i.e. student's name; agency; field instructor, and task coordinator if applicable; agency phone number, field faculty liaison; student's level of placement; semester; and year).
2. Students' Field Education Practicum schedule clearly stated in accordance to **Section 3.2 - Subsections 3.2.1 & 3.2.2 in this manual.**

3. Student's supervision conference schedule with field instructor, and task coordinator if applicable.
4. Make-up schedule requirements for unexcused absences.
5. Learning goals and objectives.
6. Specific learning strategies.
7. Evaluation criteria for learning goals and objectives.
8. Effective dates and signatures of student and field instructor, and task coordinator if applicable.

Individual copies of learning contracts with the required signatures and dates are to be separately submitted to the student's field faculty liaison and Field Education Office. The Field Education Office must receive the **original** document. Students are to adhere to the submission deadline for learning contracts indicated on the fall and spring Field Education Calendars, distributed at the students' orientation sessions. Students are to address all questions and concerns regarding learning contracts to their field instructor and field faculty liaison.

The learning contract format for The Ethelyn R. Strong School of Social Work and additional information regarding developing a learning contract is located in Appendix B of this manual.

6.2 Field Education Practicum Process Recordings

Process Recording is a learning tool for students in social work education. It affords the students the opportunity to demonstrate a specialized and extremely detailed form of recording every event that occurs in an interview. It differs from summary recordings and assessment that only provides pertinent information necessary to develop intervention plans and strategies.

Foundation Year Field Practicum I students are required to complete and submit to their field instructor and field faculty liaison two (2) process recordings per month. Advanced Year Field Practicum II students are required to complete and submit to their field instructor and field faculty liaison one (1) process recording per month. Students should discuss with their field instructor and field faculty 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 field faculty liaison.**

STUDENTS ARE NOT TO FAX PROCESS RECORDINGS TO THE SCHOOL.

The process recordings format for the Ethelyn R. Strong School of Social Work and additional information regarding process recording is located in Appendix B of this manual.

6.3 Field Education Practicum Tasks Records

The M.S.W. Field Practicum Student Task Record documents the learning tasks students undertake at their Field Education Practicum site. The student task record provides the student and field instructor with an accountability measure for student performance in the practicum.

Students are to submit the Field Practicum Student Task Record to the **field instructor, and task coordinator for their review and signature**. The task record can be used by student to develop agendas for their supervision conferences with their field instructor, **at the Field Seminars, unless otherwise stated by the field faculty liaison**. Non-submission of the student task records to field faculty liaison will adversely affect the student's grade. **Signed Task Records must be submitted to field faculty liaisons during each scheduled practicum seminar.**

The Ethelyn R. Strong School of Social Work's task record form is located in **Appendix B** of this manual.

6.4 Field Education Practicum Supervision and Task Coordination

Students enrolled in foundation year Field Practicum I and advanced year Field Practicum II are to meet for a **minimum of one and one half hours per week** with their designated M.S.W. field instructor for supervision, as stated in **Section 4.1.4 & 4.4.2**. Students in agencies without an available M.S.W. to serve in the role as field instructor will be provided weekly supervision by an M.S.W. assigned by the School.

Students in agencies without an M.S.W. will receive task assignments and task instruction from an individual designated as the student's task coordinator, as stated in **Section 4.0 - Subsection 4.1.5 & 4.4.1**. The M.S.W. assigned by the School and task coordinator will work closely to ensure students meet the requirements for the M.S.W. Program. Supervision conferences with M.S.W. field instructor and meeting times with task coordinator must be documented in student Learning Contracts.

6.5 Field Education Practicum Agency Documentation

Students are required to follow the format for documentation used in the agencies. Students are to integrate the knowledge and skills learned in social work practice methods courses at their practicum sites. Supervisory conferences should be used to help students bridge the classroom knowledge regarding documentation skills and practicum experiences to appropriately assess and document the situations pertaining to the diverse population served in agencies.

6.6 University and School of Social Work Grading Policy

Norfolk State University's Ethelyn R. Strong School of Social Work uses the following University grading criteria for the M.S.W. Degree Program. A grade point average of B (3.00) from semester to semester, is required to **1)** maintain good academic standing as a graduate student and **2)** meet requirements for a degree.

Any student who fails to maintain the 3.00 GPA will be automatically placed on probationary status and must (within two succeeding semester) elevate his/her GPA to 3.00 in order to remain in the graduate program. Grades in all courses and the **Field Education Practicum** taken while in graduate student status are used in determining whether a student has met a (B) average requirement to remain in good standing.

<u>GRADE</u>	<u>GRADE POINTS</u>
A = Excellent	4.00
A-	3.70
B+	3.30
B = Average	3.00
B-	2.70

The B- or lower grades are not acceptable as course grade in the M.S.W. foundation year Field Practicum I, advanced year Field Practicum II and/or social work courses as passing grades. Students earning a B- in M.S.W. foundation year Field Practicum I, or advanced year Field Practicum II or social work practice methods course will not be able to matriculate to the next semester of field or be considered as successfully completing (passing) the semester in which the grade B- was earned.

6.7 Foundation Year Field Education Practicum I Student Evaluations and Grading Criteria

The foundation year Field Education Practicum I Student Evaluation measures the student's performance based on the foundation curriculum of the M.S.W. Program. Students are evaluated at the time period established by the University for mid-term examinations. M.S.W. students do not receive a formal letter grade at mid-term. However, in assessing the performance at mid-term of the foundation year Field Practicum I students, the field instructors and students collaboratively complete the official evaluation form as instructed and submit a grade code. The evaluation form represents a rating system and narrative sections pertaining to student's performance in the Field Practicum I.

The foundation year Field Practicum I Student Final Evaluation is the same instrument used for the mid-term. The rating format allows students to see their progress in the field practicum from mid-term to the final evaluation. A formal letter grade is recommended on the final evaluation by the field instructor. The field instructor and student, as with the mid-term evaluation, collaboratively complete the final evaluation.

The field faculty liaisons review the mid-term and final evaluations of each student assigned to them. At mid-term field faculty liaisons use the evaluations to assess areas for further strengthening by students during the semester or to deal with issues of concern regarding student performance. If a problem has surfaced at mid-term the field liaison will meet with the field instructor, or task coordinator if applicable, and student to develop a plan to address the problem(s).

Field faculty liaisons are responsible for submitting the final grade, which may differ from the recommended grade on the evaluation, based on agency visit(s), task records, student performance in the field seminar, process recording, learning contracts and information presented in the mid-term and final evaluation.

Students are to submit an individual copy of their mid-term and final evaluations to their field faculty liaison, separate from the copies submitted to the Field Education Office. The Field Education Office must receive the **original** document. Students are to adhere to the deadline for submission of evaluations as stated on the Field Education Calendars. Concerns or problems regarding mid-term and final evaluations should be directed to the student's field faculty liaison as soon as possible. Late submission of the final evaluation to field faculty liaison will result in student's grade for Field Education Practicum I not being recorded by the University's Registrar's Office.

STUDENTS ARE NOT TO FAX EVALUATION FORMS TO THE SCHOOL.

The grading criteria used for the mid-term and final evaluation for spring semester is indicated in the foundation year Field Practicum I Student Evaluation Form. (See **Appendix C for the Spring Foundation Year Field Practicum I Student Evaluation Forms**).

6.8 Advanced Year Field Education Practicum II Student Evaluations and Grading Criteria

The advanced year Field Education Practicum II Student Evaluations measures the students performance based on the M.S.W. Program's **1)** advance course concentration curriculum and **2)** builds on the foundation curriculum.

6.8.1 Clinical Concentration Student Field Education Practicum Evaluations and Grading

Clinical Concentration and Community Development Concentration students are evaluated at the time period designed for mid-term examinations by the University. M.S.W. Field Practicum II students do not receive a formal letter grade at mid-term. However, in assessing the performance at mid-term of the advanced year Field Practicum II students, the field instructors and students collaboratively complete the official mid-term evaluation students. The mid-term evaluation form is used for both Clinical Concentration and Community Development Concentration students. The mid-term evaluation form represents four (4) narrative questions addressing the student performance. From the documentation provided at mid-term, the field faculty liaison assess the student's performance in conjunction with agency visit(s), process recordings, learning contracts, task records, and performance in field seminars. This assessment process enables the field faculty liaison to determine students' area(s) for further strengthening or problems that may have surfaced by mid-term. If problems are presented at mid-term, the field faculty liaison will meet with field instructor, or task coordinator if applicable, and student to development a plan to address the problem(s).

The advanced year Field Practicum II Student Final Evaluation is a separate instrument from the mid-term. The Field Education Practicum II Student Final Evaluation Form uses a rating format with a narrative section. The advanced year student final evaluation for Clinical Concentration students and Community Development Concentration student focuses independently on the curriculum of the concentration. Both final evaluations use the same format - rating and narrative sections. A formal letter grade is recommended on the final evaluation by the agency field instructor. The field instructor and student, as with the mid-term evaluation, collaboratively complete the final evaluation.

Field faculty liaisons are responsible for submitting the final grade, which may differ from the recommended grade on the evaluation. The grade submitted by the field faculty liaison is based on student performance in the field seminar, practicum agency, and seminar attendance.

Students are to submit an individual copy of their mid-term and final evaluations to their field faculty liaison, separate from the **original** submitted to the Field Education Office. Students are to adhere to the deadline for submission of evaluations as stated on the fall and spring Field Education Calendars. Concerns or problems regarding mid-term and final evaluations should be directed to the student's field faculty liaison as soon as possible. Late submission of the final evaluation to field faculty liaison will result in student's grade for the Field Education Practicum II not being recording by the University's Registrar's Office.

STUDENT ARE NOT TO FAX EVALUATION FORMS TO THE SCHOOL. EVALUATIONS FAXED TO THE SCHOOL WILL BE DISCARDED.

Students are provided with advanced year Field Practicum II Student Evaluations forms for the fall and spring semester. The same evaluation forms are used for each Field Education Practicum II semester.

The grading criteria used for the final evaluations for Clinical Concentration students and Community Development Concentration students for each semester is indicated in the advanced year Field Practicum II Student Final Evaluation Forms. (See **Appendix D for the Fall and Spring Advanced Year Field Practicum II Student Evaluation Forms**)

SECTION 7.0 FIELD EDUCATION PRATICUM SITES EVALUATION MECHANISMS

7.1 Mechanism for Evaluating Field Education Practicum Sites

The policies for Field Education Practicum are established by The Ethelyn R. Strong School of Social Work at Norfolk State University and administered by the Field Education Office. The Field Education Practicum is a dynamic and constantly evolving aspect of the M.S.W. curriculum. Like all components of the curriculum, Field Education is subject to formal self-study and evaluation on a regular basis. Assessment of the effectiveness of the field experience includes the input of students, faculty, and instructors. In addition to formal evaluation mechanisms, all parties are encouraged to raise issues as they occur and seek resolution through the established policies and procedures.

Ongoing monitoring of the aggregate M.S.W Field Education experiences of the School of Social Work student is achieved through field faculty liaison meetings, and

meetings with field instructors. The meetings are devoted to discussing and seeking resolution through the established policies and procedures.

7.1.1 Field Faculty Liaisons and Field Education Director Evaluations of Field Education Practicum Sites

As a component of the Field Education placement process, field faculty liaisons evaluate their assigned practicum sites and provide written feedback to the Field Education Director. Based on the evaluations received from the field faculty liaisons, the Field Education Director or Assistant Director will meet with the field faculty liaison and agency representative(s) to negotiate changes in areas of the agency practicum experience, i.e. supervision, learning task, etc., that require strengthening. From this meeting and the field faculty liaison's evaluation, the Field Education Director determines whether the agency and/or field instructor, task coordinator if applicable, continue as a practicum site for the next academic year. (See **Appendix E - Field Faculty Liaison Practicum Agency Evaluation Form**)

7.1.2 Students Evaluation of Field Education Practicum Sites

Also, as a component of the Field Education placement process, Field Education Practicum students complete an evaluation of the agency at the end of the field practicum. Student practicum agency evaluations are reviewed by the Field Education Director. Feedback from student practicum agency evaluations is presented to field faculty liaisons.

Feedback from student practicum agency evaluations are used to assist field faculty liaisons in working to strengthen agency learning opportunity areas presented by the students(s), when it is the School's plan to continue utilizing the agency as a practicum site. (See **Appendix H - Student Practicum Agency Evaluation Form**)

7.2 Curriculum Committee

The Curriculum Committee of the School of Social Work is responsible for reviewing and making recommendations on the entire curriculum, including the relationship between field education and other educational components. The Curriculum Committee meets regularly to review and implement any needed enhancements in the curriculum.

APPENDIX A

MSW FIELD PRACTICUM II APPLICATION

NOTICE OF RISK TO STUDENT PARTICIPANTS

NSU SEXUAL HARASSMENT POLICY

**NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
700 PARK AVENUE
NORFOLK, VIRGINIA 23504**

**MSW FIELD PRACTICUM II
STUDENT APPLICATION FORM**

Name _____

Address _____

City/State/Zip _____

Phone: _____(Home) _____(Work)

Email _____(Cell phone) _____

Sex _____ (Male) _____(Female) **Date of Birth** _____

Social Security Number _____ - _____ - _____

Service Area of Interest

Practice Concentration: **Clinical** _____

Curriculum Track: Child Welfare _____

 Military _____

 School Social Work _____

Select three service areas of interest to you. Please rank your choices 1, 2, and 3.

____Adult/Juvenile Justices Services

____Mental Retardation Services

____Child Welfare

____Physical Rehabilitation Services

____Family Services

____School Social Work

____Medical Social Work

____Substance Abuse Services

____Mental Health Services

____Women's Services

REHABILITATION ACTION (Completion of the following section is optional)

To comply with section 504 of the 1973 Rehabilitation Act. If you **choose** to complete this section, please indicate below whether you have a disability or challenge, which requires special consideration and specify the consideration you are requesting.

Disability or Challenge _____

Special Consideration Request _____

OFFICE OF CIVIL RIGHTS (OCR) RACE ETHNIC IDENTIFICATION

Native American or Alaska Native _____ Asian Pacific Islander _____

African or African American _____ White _____

Hispanic _____

HEALTH (RATE YOUR GENERAL HEALTH)

Excellent _____ Good _____ Fair _____ Poor _____

****A health screening may be required by some Field Practicum Agencies. Students are required to comply with this request, if they wish to be placed at the agency.**

DISCIPLINARY ACTIONS

Have you ever been subject to disciplinary action(s) by a university or employer?

Yes _____ No _____ (If yes, please provide a statement describing the circumstances below)

BACKGROUND CHECKS

A background check and drug screening may be required by some field practicum agencies. Students are required to comply with this requirement; a fee for background checks may be required.

CONVICTION(S)

Have you ever been convicted of a crime other than a minor traffic violation(s)?

Misdemeanor _____ Yes _____ No _____

(If yes, please attach a statement describing the circumstances.)

TRANSPORTATION

1. Do you have a valid driver's license? _____ Yes _____ No
 2. Do you have a car available for use in practicum? _____ Yes _____ No
 3. Do you presently have any points on your driving record? _____ Yes _____ No
- * A DMV check is required by some agencies.

FIRST YEAR FIELD PRACTICUM EXPERIENCE PERSONAL STATEMENT

Directions: Prepare a personal statement reflecting on your First Year Field Practicum Experience. Utilize the outline below and thoroughly discuss your personal and professional growth as well as your practicum experience. Your narrative statement must be typewritten and is not to exceed four pages.

PERSONAL AND PROFESSIONAL GROWTH

1. Describe your interaction with your field instructor during supervisory conferences.
2. Describe your interaction with other staff at your field practicum.
3. Discuss the areas in which you have seen growth both personally and professionally.

PRACTICE EXPERIENCE

1. Give an overview of the main learning objectives that you worked on.
2. Describe the types of cases /community projects that you worked with to date.
3. State the various theoretical perspectives you have applied in your field practice.
4. Describe the type of intervention methods you have used.
5. Discuss your strengths and weaknesses in interviewing individuals.
6. State your strengths and weaknesses in documentation and record keeping.
7. Indicate computer programming used within your field agency, and list all computer skills you possess.
8. Describe your experience in interacting with other agencies in the community.

RESUME

Submit three (3) copies of your current resume with this application form. Your current resume should include your graduate First Year Field Practicum. Please attach two copies of the personal statement to your application.

PLEASE NOTE:

Field Practicum Placements are not to be negotiated by students. All students will be placed through the Field Education Office.

ACKNOWLEDGEMENTS/SIGNATURE

The Field Practicum II Application Form and supporting documents will become the property of the University and are not returnable. The Field Practicum II application form is considered confidential and may only be disclosed to appropriate Norfolk State University School of Social Work Faculty on a need to know basis. Only your First Year Field Practicum Experience Personal Statement and Resume will be forwarded to affiliated agencies selected by the Field Education Office. Affiliated agencies will conduct an interview to assess the compatibility of field practicum placement. Your First Year Field Practicum Personal Statement and Resume will be returned to the School of Social Work Field Education Office by the affiliated agencies if you are not placed at the agency.

Failure to provide accurate information may result in your dismissal from field practicum.

I have reviewed the Field Practicum II Application Form for omissions and error, to the best of my knowledge the information is complete and accurate.

Student's Signature

Date

EMPLOYMENT DISCLOSURE

_____ I will be employed full-time (**35-hours or more per week**) while in field practicum.

_____ I will be employed part-time while in field practicum
_____ **10-20 hours** _____ **20-30 hours**

_____ I will not be employed while in field practicum.

Please indicate hours available for Field Practicum II.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

EMPLOYMENT INFORMATION

Name of Employer _____

Address of Employer _____

City/State/Zip _____

Work # _____ Current Position _____

Supervisor _____

Applicant 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.

A C K N O W L E D G E M E N T

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 SEXUAL HARASSMENT POLICY

POLICY STATEMENT

Norfolk State University is committed to maintaining a learning and work environment free from sexual harassment. The University prohibits the practice of sexual harassment and requires that its employees and students refrain from conduct which gives rise to allegations of sexual harassment. The use of a position to intimidate an employee or student is considered sexual harassment and will not be tolerated. Sexual harassment in any form, is unacceptable behavior and will not be condoned at Norfolk State University.

Violations of the policy prohibiting sexual harassment may lead to disciplinary actions, including reprimands, suspension, or termination of employment or academic status.

Definition of Sexual Harassment

Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favor, any type of sexual discrimination, verbal, nonverbal or physical conduct of a sexual nature when:

- Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment or substantially interferes with students academic performance, their emotional well being and the attainment of career goals; or
- Such conduct interferes with employee's work performance, causing the employee distress and the inability to function effectively in the performance of his/her academic or job requirement; or
- Such conduct is used as the basis for decisions about academic evaluation, employment, promotion, transfer, selection for training or performance evaluation.

COMPLAINT PROCEDURES

Employees and students who believe they may have been sexually harassed, but are uncertain as to whether a complaint is justified or whether they wish to initiate a formal complaint, may find it helpful to discuss their concerns confidentially and informally with the Director of Personnel or Affirmative Action. Students may also consult a staff member of the Office of Counseling, Student Development, or the Office of the Dean of Students.

If an individual has a complaint of sexual harassment, it is recommended that the offended individual first inform the alleged offender about the unwelcome behavior. If the alleged offender does not change the unwelcome behavior after being informed, or if the individual is uncomfortable about approaching the alleged offender, the procedure specified in the policy for filing a complaint should be followed.

Personnel with supervisory responsibility are required to take immediate and appropriate action when incidents of sexual harassment or possible sexual harassment are brought to their attention.

Use of the grievance procedure is not a prerequisite to filing a complaint with an agency outside the University. However, if there is an investigation by an external source, the University may choose to terminate its internal investigation. In addition, individuals may elect to use the University's Discrimination Complaint Procedures for issues of sexual harassment that constitute discrimination.

Because of the sensitive nature of situations involving sexual harassment, and in order to assure efficient and confidential resolution of these while preserving the rights of all affected persons, the University has established the following procedure to address sexual harassment complaints against the University:

A. **Informal Procedure**

1. Employees and students who feel they have been victims of sexual harassment are urged to contact the Office of Human Resources, located in Harrison B. Wilson Hall. The telephone number is (757) 823 – 9159.
2. The Office of Human Resources will schedule an interview at the earliest convenience of the alleged victim, but ordinarily no later than 10 work days after the alleged victim has contacted the office.
3. The Director will listen to the complaint and assist the complainant in clarifying his/her experiences. If appropriate, the Director will advise the complainant of his/her options, including options outside the University's internal complaint procedures:

B.

- a. A student or employee may initiate the University's internal complaint in writing with the Human Resources. A complaint should be filed as soon as possible after the event or action giving rise to the complaint.
- b. A student may file a formal complaint with the U.S. Department of Education, Office for Civil Rights. Such a complaint must be filed within 180 days from the date of the occurrence of the alleged sexual harassment, unless the time for filing is extended for good cause. If the University's internal complaint procedure is used, the complaint must file with the Office for Civil Rights within 60 days of the University's internal

complaint procedure.

- c. An employee may file a formal complaint with the U.S. Equal Employment Opportunity Commission or the Commonwealth's Office of Equal Employment Services. Such a complaint must be filed within 180 days of the occurrence of the alleged sexual harassment.
 - d. A classified employee may file a complaint of sexual harassment through the State Employee's Grievance Procedure. Such a complaint must be filed within 30 days of the occurrence of the alleged sexual harassment.
2. The alleged offender will normally be informed of the allegations. The appropriate vice president may be included in a meeting with the Director of Human Resources and victim. Under no circumstances will the complainant be required to meet with the alleged offender.
 3. Efforts will be made to resolve complaints informally whenever informal resolution appears possible. If the University determines that an informal resolution is not possible, or if attempts to achieve such informal resolution do not succeed, the alleged offender will be informed of the formal procedure.
 4. If the complaint is satisfied with the outcome, then no further action is required.

C. **Formal Procedure**

1. Where informal resolution is not achieved or attempted, the complaint will be dealt with as a formal accusation and heard by an administrative committee. Within 10 work days of the decision to deal with the complaint as a formal accusation, the Director of Human Resources will organize a committee to hear the complaint.
2. The administrative committee will consist of three members from the University committee: (faculty complaint) Director of Human Resources, Vice President for the appropriate area, and Faculty Senate President; (staff complaint) Director of Human Resources, Vice President for the appropriate area, and the President will appoint the third administrative committee member; and (student complaint) Director of Human Resources, Vice President for the appropriate area, and the Dean of Student Affairs.
3. The administrative committee will normally hold the hearing within 15 work days after all its members have been selected and will normally render its decision within 10 work days of the conclusion of the hearing. Standard written instructions will guide the conduct of the committee

hearing.

4. Both parties and appropriate witnesses may present evidence to the committee. Based on the evidence presented, the committee will decide by majority vote whether sexual harassment has occurred and report its decision in writing to the President with a notice to the Director of Human Resources who will ensure that the complainant and the accused are informed in writing of the committee's decision. If there is a finding of discrimination, the Vice President will take appropriate actions which may include imposing sanctions or recommending sanctions to the appropriate supervisor or the President, depending on the seriousness of the offense and whether the accused is a classified staff or faculty member.
5. The complainant or accused may appeal the results of the formal procedure in writing to the President. The President may refer the appeal decision to another individual or group when appropriate. The appeal must be made within three working days of notification of the results of the formal procedure. A decision regarding the appeal will be made as soon as possible, but normally no later than 10 work days after the written appeal is received.
6. If the committee, or the President on a subsequent appeal, finds there is no validity to the complaint, all members of the University community who have been involved in the investigation will be informed in writing by the Director of Human Resources.

Retaliation Prohibited

This policy seeks to encourage students and agency representatives to express freely, responsibly, and in an orderly way any problem or complaint of sexual harassment. Any act of reprisal, interference, restraint, or penalty - overt or covert against a student who has filed a complaint or participated in the complaint process is prohibited. Such acts in themselves constitute a violation of the sexual harassment policy and will be dealt with under the provisions of this policy.

Frivolous or False Charges

This policy will not be used to bring frivolous or malicious charges. Disciplinary action under the appropriate personnel or provisions of the Student Conduct Code concerning misconduct shall be taken against any person bringing a known false charge of sexual harassment.

Confidentiality

Strict confidentiality by all parties involved is a requirement of this policy. The Human Resources Office and the committee will release information concerning the complaint and the parties involved only on a need-to-know basis.

Records Maintenance

The Director of Human Resources will be responsible for contacting in writing all supervisory personnel involved in investigations to request that all records of complaints and investigations (including photocopies) be sent to the Human Resources Office for maintenance and that all relevant computer files be purged. All records are confidential and will be kept on file for three years, in compliance with state and federal requirements.

Responsibilities

It is the responsibility of each member of the University family to conduct himself or herself in such a manner as to maintain a working and educational environment at Norfolk State University which is free of sexual harassment. It is also the responsibility of University administrators and supervisors to ensure that effective measures are taken to immediately resolve problems of sexual harassment in accordance with the procedures described within this policy.

The Director of Human Resources has the responsibility for implementation and administration of this policy.

In cases where the person having responsibility under this policy is the alleged offender, the President will designate an individual to exercise the person's authority. The responsibility for a comprehensive training program will be coordinated by the Human Resources Office. Student programs will be coordinated through the office of the Vice President for Student Affairs.

Consensual Relationships

Consensual amorous relationships between faculty/staff, supervisors and students are problematic in both legal and ethical domains. While there appears to be a constitutional right to form adult consensual relationships, the asymmetry or power (unequal power) between faculty/staff and students does not permit the defense of consent in the relationship when one partner has significant power over the other. The power differential between supervisor and employee is analogous to the faculty/staff student power asymmetry.

The University discourages all amorous relationships between faculty/staff and students and supervisors and employees in situations where the student or employee may be penalized, rewarded, or exploited. Faculty/staff-student amorous relationships are potentially subject to abuse within the instructional context in courses, in advising, giving

recommendations, fostering mentorship, and related academic processes. Supervisor-employee abuse may arise in many social-sexual situations such as unwanted sexual advances, quid pro quo (one thing in return for another) sexual harassment, and unprofessional ambiances in the work environment.

The intent of this policy is to aid in the creation of an academic community that is free from unethical conduct.

APPENDIX B

SWK 690 SYLLABUS

SWK 790 SYLLABUS

LEARNING CONTRACT FORM

PROCESS RECORDING FORM

TASKS RECORD FORM

NORFOLK STATE UNIVERSITY

THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

Course Title: MSW Field Practicum I

Course Number: SWK 690A/SWK 690B

COURSE DESCRIPTION:

The MSW Field Practicum I educational experience provides students with the learning opportunity to engage in supervised social work practice in human services settings. Students learn to apply the foundation knowledge and skills obtained in the classroom to actual practice situations that involve individuals, families, groups, communities, and organizations. Upon successful completion of the MSW Field Practicum I experience, the student will be able to conduct competent assessments that recognize issues of diversity and strengths, develop intervention techniques and evaluate practice outcomes from a generalist and ecosystems perspective.

CO-REQUISITE:

Enrollment in a social work practice methods course.

COURSE RATIONALE:

These Foundation Year courses, SWK 690A/SWK 690B are designed to be taught as two concurrent components. The practice component is executed in the human services agency setting, under the supervision of the task coordinator or field instructor, while the seminar component is facilitated in the classroom setting. During the agency experience, students engage in meaningful client contact while focusing on the application of practice models, skills of intervention, and the development of the professional self. Students intervene with clients to:

- Alleviate stress in clients and client systems.
- Improve communications and understanding between clients and social systems.
- Improve and enhance client's ability to make productive contributions to their own rehabilitation efforts.
- Link them to appropriate community services and corresponding resources.
- Assist them with the implementation of the problem solving process.

The Foundation Year field practicum seminar offers First Year MSW practicum students an intellectually stimulating, supportive milieu in which they are challenged to integrate generalist practice concepts with MSW program curriculum competencies and outcomes.

It also provides a nurturing setting that facilitates close monitoring of students' practicum experiences by the assigned Field Faculty Liaison. During seminar sessions, under the direct supervision of the Field Faculty Liaison, the student will present and discuss any practicum based issues of concern, explore and assess client situations, and complete course assignments. General discussion of agency based training should focus on pertinent practice issues, the continued development of the professional self, values clarification and the continued development of social work knowledge, skills and abilities.

COURSE OBJECTIVES

The Foundation Year Practicum is designed to offer students supportive instruction and practice opportunities where they will be able to:

1. Develop and enhance the ability to integrate foundation curriculum based theory and practice through discussion of case situations.
critical practicum placement issues of concern and explore alternative options and solutions.
3. Explore specific, case based, ethical issues and dilemmas in the application of the NASW CODE OF ETHICS.
4. Discuss the application of research and evaluation methodologies in their practice situations with assigned cases.
5. Discuss the general application of core social work values in their practice situations.
6. Explore the professional use of salient formats for competent documentation in various practice settings through the completion of various agency based writing assignments.
7. Learn to develop and use the Process Recording as a self assessment and teaching tool in the development of the professional self as a social work practitioner.
8. Experience a mutual aid setting that will assist them with adjustment to the demands of the practicum case load responsibility and social/professional integration into the practicum agency.
9. Discuss the application of social work practice skills as explicated in various practice models with diverse cultures, and diverse systems in practice with various client populations as assigned by the community agency Task Coordinator or Field Instructor.
10. Explore the impact of social policy on service delivery as well as its impact on the social, political, economic situations of clients as they attempt to address

problematic situations that predispose them to at risk situations of poverty, social injustice and oppression.

11. Develop an appreciation for the delivery, empowerment and strengths perspective as they relate to social work practice with individuals, groups, families, communities and organizations, through case presentation and case analysis.
12. Explore the appropriate use of various social work practitioner roles in intervention with diverse client populations.
13. Develop skills in the use of practice settings specific social work jargon by exploring its integration in documentation and oral discussion of case situations.

REQUIRED TEXTBOOK:

Danowski, William A. (2005). IN THE FIELD: A Real-Life Survival Guide for the Social Work Internship. Boston, Mass.: Pearson, Allyn, and Bacon Press.

Norfolk State University, Ethelyn R. Strong School of Social Work MSW Field Education Manual (2005-2006).

FOUNDATION CURRICULUM CONTENT:

The Foundation Year Field Practicum meets the following curriculum content requirements as established by the Educational Policies and Accreditation Standard of the Council on Social Work Education (CSWE).

Values and Ethics: The core values of the Social Work Profession as presented in the NASW Code of Ethics and analysis of ethical dilemmas and ways in which these affect practice, service and clients.

Diversity: Emphasis is placed on integration of content that promotes understanding, affirmation, and respect for people from diverse backgrounds, and education of students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research.

Populations-at-Risk and Economic Justice: This program educates students to identify how group membership influences access to resources, and provides content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Students are prepared to advocate for nondiscriminatory social and economic systems.

Human Behavior and the Social Environment: This program provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focusing on the interactions between and among individuals, groups, societies and economic systems.

Social Welfare Policy and Services: Program content is focused on providing students with knowledge and skills that will enable them to understand major policies that form the foundation of social welfare, to analyze organizational, local, state, national and international issues in social welfare policy and social service delivery. This program aims to equip students to be prepared to analyze and apply the results of policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values and identify financial, organizational, administrative and planning processes required to deliver social services.

Research: Students are taught to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Students are expected to use research knowledge to provide high quality services, to initiate change, to improve practice policy and social service delivery and to evaluate their own practice.

Field Education: Field fosters the integration of empirical and practice-based knowledge and promotes the development of professional competence.

Advanced Curriculum Content: The master's curriculum prepares students for advanced social work practice in an area of concentration. This graduate program builds an advanced curriculum from the foundation content. Foundation content areas are augmented and addressed in greater depth, breath, and specifically in the advanced curriculum.

COURSE OUTLINE:

Suggested Seminar Schedule/Topics and Activities (SWK-690A-First Semester). **Suggested Seminar Schedule for SWK 690B to be determined by the Faculty.**

Session I	Introductions. Discussion of class syllabus. Exploration of problematic situations, concerns and application of resolutions. Discussion of Expectations/Requirements for Field Education.
Session II	Exploration of problematic situations, concerns/issues and applications resolutions. Discussion of selected topics from <u>IN THE FIELD</u> .
Session III	Exploration of problematic situations, concerns issues with focus on resolution. Introduction of Core Social Work Values-integration of value #1 with practicum experiences. Discussion of Assignment #1 Expectations for Field Education. Introduction of Assignment #2 Process Recordings.
Session IV	Exploration of problematic situations, concerns/issues with focus on resolution. Integration of Core Social Work Value #2 with practicum experiences. Critical analysis of process recordings. Introduction of Assignment #3 Agency Analysis.
Session V	Exploration of problematic situations, concerns/issues with focus on resolutions. Discussion of Agency Analysis.

Session VI	Special presentations by students:
	* Treatment modalities
	* Case Presentation
	* Social Policy Issue
	* Ethic Dilemma
	* Topic of Interest

COURSE REQUIREMENTS AND EXPECTATIONS:

- Students are expected to demonstrate the professional use of self by respecting diversity of thought, diverse world views, values and belief systems. All students are expected to respect themselves, their fellow classmates, and their instructor.
- All students are expected to complete the LEARNING CONTRACT with the agency task coordinator or field instructor in a timely manner and submit copies to the Field Faculty Liaison on or prior to the assigned due date.
- During the seminar session, cellular phones should be on non-ring mode.
- All students are expected to complete all required assignments and comply with all designated due dates and assignments formats.
- Other expectations and requirements will be explicated by the individual Field Faculty Liaison/seminar instructor, and practicum agency task coordinators and field instructors.

EVALUATION METHODS/GRADING CRITERIA:

The Foundation Year Field Education Practicum Student Evaluation instrument measures the student's performance based on the MSW Foundation Year Field Practicum outcome expectations. Students are evaluated collaboratively with their task coordinators or field instructors at the time period established by the University for mid-term and final examinations. The evaluation form represents a rating system and narrative sections pertaining to students' performance in SWK 690A and SWK 690B. Grading may include, but is not exclusive to the following:

1. Attendance at seminar sessions.
2. Class participation.
3. Completion of all written and oral assignments.
4. Attendance at the assigned practicum agency/site.
5. Completion of required clock hours for the semester.
6. Use of the professional self during seminar and hours at the assigned practicum agency.

- The mid-term evaluation instrument will be completed by the practicum agency task coordinator or field instructor with the student. This evaluation is an advisory recommendation. MSW students do not receive a formal letter grade at mid-term; assessment of performance is reported using a grade code.
- The final evaluation instrument will be completed by the practicum agency task coordinator or field instructor with the student. The task coordinator or field instructor will recommend a letter grade.
- The final letter grade for the semester will be determined by the Field Faculty Liaison who will submit it to the Field Education Office. This grade reflects both practicum and seminar participation.

GRADING SCALE:

Grading Scale: _					
100-94.0 = A	93- 90.0 = A-	89 - 87.0 = B+	86 - 84.0 = B	83- 80.0 = B-	79 - 77.0= C+
76 -74.0= C	73-70.0 = C-	69-67.0= D+	66 -64.0= D	63 -60.0= D-	Below 60.0 = F

Passing grades include those that are in the range of “B” or above. Any grade below “B” will be considered in the failing range. The incomplete grade, “I”, is not used. All requirements must be completed within the designated dates for any given semester.

METHODS OF INSTRUCTION:

In the practice agency instruction and supervision is provided by the agency task coordinator (non-MSW professional) or the field instructor (MSW professional). The assigned Faculty Liaison will be the instructor for the seminar sessions. He/she will be the facilitator who will stimulate student participation, encourage class discussions, and use critical thinking modalities to actively engage students in the learning process. The Field Faculty Liaison will monitor student learning in the classroom and in the practicum agency, make appropriate assignments and evaluate student progress. He/she will use handouts, multimedia resources, assigned textbooks, lectures, guest speakers, role-play, case analysis and collaborative learning group exercises to present course content.

Americans with Disabilities Act (ADA) Statement

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact the Office of Accessibility Services/International Student Services (O.A.S.I.S.) for information regarding programs, adjustments, and services to enhance student success upon registration at Norfolk State University

Location: O.A.S.I.S., Student Services Center, Suite 110

Contact Person: Beverly B. Harris, Director

Contact Number: 757.823.8325/2014

TECHNOLOGY SKILLS:

It is expected that all assignments are type written. Formats for submission of assignments will be determined by the seminar instructor/field faculty liaison, task coordinator or field instructor.

ACADEMIC INTEGRITY STANDARDS:

A core value of the social work professional is integrity. Students are expected to demonstrate respect for the principles of integrity and responsibility. Two ethical standards under the NASW Code of Ethics particularly address professional responsibilities related to social work students:

Standard 4.04 Social Workers should not participate in, condone, or be associated with dishonesty, fraud or deception.

Standard 4.08(b) Social Workers should honestly acknowledge the work and contributions made by others.

Students enrolled in this course are advised that **academic dishonesty** is defined as any conduct, which is intended by the student to obtain for self or for others an unfair or false evaluation in connection with any examination or other work for academic credit. Therefore, all students, in these courses should not engage in the following behaviors.

1. **Plagiarism-** copied writing, either verbatim or paraphrase without acknowledgement of the actual authorship.
2. **Collusion-** working with another person on a report or assignment without the approval of the instructor.
3. **Cheating-** giving or receiving examination/questions/answers prior to, during or after an examination.
4. **Impersonation-** another person takes on the identity of another student.
5. **Fabrication-** intentional invention and/or alteration of quotations, data, or any other sources of information for which the student claims authorship in an assignment which is submitted with the expectation of receiving academic credit.

University Assessment Statement

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from the University assessment activities will not be computed in student grades.

Norfolk State University

THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

Course Title: MSW Field Practicum II

Course Number: SWK 790A / SWK 790B
CLINICAL CONCENTRATION

COURSE DESCRIPTION:

The MSW Field Practicum II educational experience provides students with the learning opportunity to engage in supervised Clinical Practice upon successful completion of MSW Field Practicum I. This experience builds upon the knowledge and skills obtained in the foundation courses and MSW Field Practicum I, and gives students the opportunity to develop advanced practice skills in clinical social work practice. MSW Field Practicum II for the clinical concentration affords students the learning opportunity to engage in advanced direct practice techniques for working with diverse individuals, families, and groups. In addition, MSW Field Practicum II provides students clinical practice and in-depth practical experiences for utilizing a variety of theories of social work to guide and evaluate practice.

PREREQUISITES:

Students are required to successfully complete the Foundation Year Practicum courses SWK 690A and SWK 690B prior to enrolling in the Advanced Year Practicum (790A). Students must be in good academic standing (B or better in all courses). Students selecting the Clinical Concentration for the Advanced Year of study complete SWK 771-Social Work with Individuals during the Foundation Year. Students matriculating to SWK 790B for the Spring Semester must earn a grade of B or better in the practice methods course taken during the Fall Semester with SWK 790A.

CO-REQUISITES:

Enrollment in a social work practice methods course.

COURSE RATIONALE:

The purpose of the Clinical Concentration is to prepare students for advanced social work practice in direct services with individuals, families and groups. The Clinical

Concentration curriculum taken in the Advanced Year builds on the knowledge, values and skills that students have acquired in the foundation courses and the Foundation Year Field Practicum. Clinical concentration field practicum affiliated agencies are used to promote the development of students' advanced practices skills and include such settings as mental health agencies, hospitals, departments of social services/human services, schools (public and private), courts, corrections, and geriatric centers.

The Advanced Year courses, SWK 790A/SWK 790B are designed to be taught as two concurrent components. The practice component is executed in the human services agency setting, under the supervision of the task coordinator or field instructor, while the seminar component is facilitated in the classroom setting under the direct supervision of the Field Faculty Liaison.

In the Advanced Year Field Practicum Seminars, students will be challenged to critically integrated theory and practice. They will also be challenged to learn to use clinical skills and formats for case documentation, analysis of ethical dilemmas in case presentations and critical case analysis.

COURSE OBJECTIVES:

The purpose of the Clinical Concentration is to prepare students for advanced social work practice in direct services to individuals, families and groups. This concentration builds on the knowledge, values and skills that students have acquired in the foundation courses and Foundation Year Practicum. Students completing this concentration are expected to be able to:

Knowledge

1. Integrate knowledge derived from foundation courses.
2. Understand the theoretical foundation for various models of direct practice.
3. Have an understanding of diverse populations and how the impact of oppression affects their clients' level of functioning.
4. Understand the social and political contexts of clinical practice and how these contexts influence the use of clinical intervention, skills and techniques.
5. Have an understanding of diverse populations and how the impact of oppression influences their (practitioner and client) functioning and interaction and how these differences influence assessment and intervention.
6. Know the ways in which social work values and ethics are compatible with the conduct of basic and applied research relative to the multiple effects of research, the rights of human subjects and professional relationships.
7. Have knowledge of the DSM-V-TR as a tool for clinical assessment.

Values

1. Have an appreciation for the NASW and NABSW Code of Ethics.
2. Develop an appreciation and acceptance of diverse populations.
3. Be sensitive to his/her own culture and its contribution to how one views and interacts with clients.
4. Appreciate skills and techniques which promote the empowerment of all clients.
5. Have an appreciation for basic and applied research and its applicability to diverse populations.

Skills

1. Provide services to clients based on a strengths perspective.
2. Utilize various models of direct practice in their applicability to diverse populations.
3. Become reflective and self evaluative in their work with diverse populations.
4. Utilize practice knowledge from foundation and advanced courses for work with individuals, groups and families.
5. Conduct research that is compatible with social work values and ethics.
6. Apply scientific knowledge in practice.
7. Be conscious of the utilization of the impact of one's social, political and cultural context in the clinical process.
8. Demonstrate sensitivity in utilization of various modes with diverse populations.
9. Assist clients from an empowerment perspective to initiate change in their intra-psychic, interpersonal and/or environmental situations.
10. Use the DSM-V-TR as a resource/assessment manual for understanding populations plagued by mental, social and emotional disease.

REQUIRED TEXTBOOKS:

Danowski, William A. (2005). IN THE FIELD: A Real-Life Survival Guide for the Social Work Internship. Boston, Mass.: Pearson, Allyn, and Bacon Press.

Norfolk State University, Ethelyn R. Strong School of Social Work MSW Field Education Manual (2005-2006).

ADVANCED CURRICULUM CONTENT:

The Advanced Year Curriculum in the Clinical Concentration prepares the graduate student for advanced social work practice in an area in a variety of agency settings. The advanced curriculum is developed using a conceptual framework to identify advanced knowledge and skills. The foundation curriculum content areas are addressed in greater depth, breadth and specificity in the advanced curriculum, thereby supporting the program's conception of advanced practice.

The curriculum in the Clinical Concentration uses an ecological systems framework. This framework presents the opportunity for the assessment of clients from a multi-level perspective. These include, but are not limited to various size systems (individuals, families, groups), and the impact of ethnicity, gender and culture upon the clients' functioning in their social, political and economics context. The framework includes the concepts of strength, empowerment, and diversity, as well as, the traditional ideologies (practices models).

The theoretical underpinnings include, but are not limited to the anatomy of oppression, Empowerment Theory, Behavior Theory, Learning Theory, Role Theory, Communication Theory, Cognitive Theory and Ego Psychology. Therefore, clients' systems are viewed on a wellness continuum in the context of their life challenges and their survival strategies.

COURSE OUTLINE:

Suggested Seminar Schedule/Topics and Activities (SWK-790A-First Semester). **Suggested Seminar Schedule for SWK 790B to be arranged by the Faculty Liaison.**

Session I	Introductions. Discussion of course syllabus. Exploration of problematic situations, concerns and application of resolutions. Reading assignment from <u>IN THE FIELD</u> .
Session II	Exploration of problematic situations, concerns/issues and application of resolutions. Discussion of Expectations/Requirements For Field Education. Discussion-selected topics from <u>IN THE FIELD</u> .
Session III	Exploration of problematic situations, concerns/issues with focus on resolution. Introduction discussion of Ethical Dilemmas. Assignment: Process Recording.

Session IV	<p>Exploration of problematic situations, concerns/issues with focus on resolution.</p> <p>Continue discussion of Ethical Dilemmas.</p> <p>Critical analysis of Process Recordings.</p> <p>Introduction/explanation of format for Bio-Psychosocial Assessment with Multi-Axis Diagnosis.</p>
Session V	<p>Exploration of problematic situations, concerns/issues with focus on resolution.</p> <p>Case presentations/case critical analysis using format for Bio-Psychosocial Assessment with Multi-Axis Diagnosis.</p>
Session VI	<p>Special presentations by students which may include:</p> <ul style="list-style-type: none"> *Treatment modalities *Case Presentation *Social Policy Issue *Ethnic Dilemma *Topic of Interest

COURSE REQUIREMENTS AND EXPECTATIONS:

- Students are expected to demonstrate the professional use of self by respecting diversity of thought, diverse world views, values and belief systems. All students are expected to respect themselves, their fellow classmates, and their instructor.
- All students are expected to complete the LEARNING CONTRACT with the agency task coordinator or field instructor in a timely manner and submit copies to the Field Faculty Liaison on or prior to the assigned due date.
- During the seminar session, cellular phones should be on non-ring mode.
- All students are expected to attend seminar sessions as scheduled.
- All students are expected to complete all required assignments and comply with all designated due dates and assignment formats.
- Other expectations and requirements will be explicated by the individual Field Faculty Liaison/seminar instructor, and practicum agency task coordinators and field instructors.

EVALUATION METHODS/GRADING CRITERIA:

The Advanced Year Field Education Practicum Student Evaluation instrument measures the student's performance based on outcome expectations for the Advanced Year Practicum experience. Students are evaluated collaboratively with their task coordinators or field instructors at the time period established by the University for mid-term and final examinations. The evaluation form represents a rating system and narrative sections pertaining to students' performance in SWK 790A and SWK 790B. Grading may include, but is not exclusive to the following:

1. Attendance at seminar sessions.
 2. Class participation.
 3. Completion of all written and oral assignments.
 4. Attendance at the assigned practicum agency/site.
 5. Completion of required clock hours for the semester.
 6. Use of the professional self during seminar and hours at the assigned practicum agency.
- The mid-term evaluation instrument will be completed by the practicum agency task coordinator or field instructor with the student. The midterm evaluation is advisory in nature and is intended to provide students with feedback on skill development and integration of theory.
 - The final evaluation instrument will be completed by the practicum agency task coordinator or field instructor will recommend a letter grade.
 - The final letter grade for the semester will be determined by the Field Faculty Liaison who will submit it to the Field Education Office. This grade reflects both practicum and seminar participation.

GRADING SCALE:

Grading Scale: _					
100-94.0 = A	93- 90.0 = A-	89 - 87.0 = B+	86 - 84.0 = B	83- 80.0 = B-	79 - 77.0= C+
76 -74.0= C	73-70.0 = C-	69-67.0= D+	66 -64.0= D	63 -60.0= D-	Below 60.0 = F

Passing grades include those that are in the range of "B" or above. Any grade below "B" will be considered in the failing range. The incomplete grade, "I", is not used. All requirements must be completed within the designated dates for any given semester.

METHODS OF INSTRUCTION:

In the practice agency instruction and supervision is provided by the agency task coordinator (non-MSW professional) or the field instructor (MSW professional). The assigned Faculty Liaison will be the instructor for the seminar sessions. He/she will be the facilitator who will stimulate student participation, encourage class discussions, and use critical thinking modalities to actively engage students in the learning process.

Field Faculty Liaison will monitor student learning in the classroom and in the practicum agency, make appropriate assignments and evaluate student progress.

He/she will use handouts, multimedia resources, assigned textbooks, lectures, guest speakers, role-play, case analysis and collaborative learning group exercises to present course content.

Americans with Disabilities Act (ADA) Statement

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact the Office of Accessibility Services/International Student Services (O.A.S.I.S.) for information regarding programs, adjustments, and services to enhance student success upon registration at Norfolk State University

Location: O.A.S.I.S., Student Services Center, Suite 110

Contact Person: Beverly B. Harris, Director

Contact Number: 757.823.8325/2014

University Assessment Statement

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from the University assessment activities will not be computed in student grades.

TECHNOLOGY SKILLS:

It is expected that all assignments are type written. Formats for submission of assignments will be determined by the seminar instructor/field faculty liaison, task coordinator or field instructor.

ACADEMIC INTEGRITY STANDARDS:

A core value of the social work professional is integrity. Students are expected to demonstrate respect for the principles of integrity and responsibility. Two ethical standards under the NASW Code of Ethics particularly address professional responsibilities related to social work students:

Standard 4.04 Social Workers should not participate in, condone, or be associated with dishonesty, fraud or deception.

Standard 4.08(b) Social Workers should honestly acknowledge the work and contributions made by others.

Students enrolled in this course are advised that **academic dishonesty** is defined as any conduct, which is intended by the student to obtain for self or for others an unfair or false evaluation in connection with any examination or other work for academic credit. Therefore, all students, in these courses should not engage in the following behaviors.

1. **Plagiarism-** copied writing, either verbatim or paraphrase without acknowledgement of the actual authorship.
2. **Collusion-** working with another person on a report or assignment without the approval of the instructor.

3. **Cheating-** giving or receiving examination/questions/answers prior to, during or after an examination.
4. **Impersonation-** another person takes on the identify of another student.
5. **Fabrication-** intentional invention and/or alteration of quotations, data, or any other sources of information for which the student claims authorship in an assignment which is submitted with the expectation of receiving academic credit.

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

FIELD EDUCATION LEARNING AGREEMENT

Name of Student: _____

Agency Name: _____

Agency Address: _____

Phone Number (s): _____

Field Instructor (MSW): _____

Task Coordinator (Non-MSW): _____
(If Applicable)

Faculty Liaison: _____

Student Status : _____First Year _____Second Year

Semester: _____Fall _____Spring

LEARNING AGREEMENT - PART I: POLICIES AND PROCEDURES

- I. **Student/Field Instructor Conference:** The student and field instructor will meet for a minimum of 1 hour each week, on(day) from_____to_____for student supervision. The purpose of this conference includes discussion of student's performance, clients, 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 _____, 200 .

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 in field work 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.
- IV. **Transportation Reimbursement:** The agency will pay or reimbursement the student for agency related travel.

LEARNING AGREEMENT - PART II : EDUCATIONAL CONTRACT

LEARNING OBJECTIVES	LEARNING STRATEGIES AND/OR RESOURCES	EVIDENCE OF ACCOMPLISH- MENT OF OBJECTIVES	PROJECTED DATE OF COMPLE- TION
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STUDENT _____

FIELD INSTRUCTOR AND AGENCY _____

DATE _____

DATE _____

RECOMMENDED CONTRACT PROVISIONS

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

PROCESS RECORDING

A TOOL FOR STUDENT EDUCATION

Process Recording is a specialized, highly detailed form of recording everything that takes place in an interview, as opposed to summary recording where only highlights are noted. Process recording is used almost exclusively as a teaching/learning tool in field instruction.

Some purposes and uses of process recording:

1. Allows the field instructor to get an idea of how the student is functioning and to identify where effective techniques are being used and where guidance may be needed;
2. Helps the student conceptualize his/her approach to professional practice;
3. Increases the student's self-awareness and helps him/her differentiate between factual data and his/her own gut-level reactions and judgments as to what is occurring in relation to the client;
4. Provides students with an opportunity to develop an objective analysis of what took place during an interaction with a client;
5. Assists students in concentrating on what clients say and how they behave throughout the interview;
6. Helps develop student's assessment skills and conscious use of self;
7. Helps alleviate some student anxiety about having responsibility for a client by keeping the field instructor informed of work with clients;
8. Permits the field instructor to be aware of key dynamics that may affect the entire case situation if the beginning student is required to record every transaction that he/she considers to be unimportant;
9. Permits the field instructor to intervene in situations that a beginning student may be unable to handle;
10. Allows student, field instructor, and faculty liaison to observe and evaluate the student's progress over time.

GUIDELINES FOR PROCESS RECORDING

1. **Identifying Information**
 - A. Student's name
 - B. Client's name and ID number, if any
 - C. Date of interview
 - D. Number of interview with this client, if pertinent
2. Presenting Problem, if new client
3. Purpose of the interview
4. Record observation and general impressions of the physical and emotional climate at the onset of the interview and more specifically its impact on the student and possibly on the client.
5. A word-for-word description of what was said and what happened during the interview. (According to the field instructor's discretion, a detailed summary may be used with selected portions of actual dialogue.)
6. Description of any verbal or nonverbal activity that occurred both on the part of the client and the student.
7. The student's own gut-level feelings, reactions, and unspoken thoughts that occurred while the interview was going on.
8. The student's analytical thoughts and observations about what was occurring during the interview.
9. Assessment or a summary of student's impressions of the client's situation and what went on during the interview.
10. Intervention plan.
 - A. Include plan for next interview with client.
 - B. What part did client play in the planning.
11. Student's role (s) during the interview.
 - A. Techniques used
 - B. Theories applied
12. Question for tutorial conference

SUGGESTED FORMAT FOR RECORDING #S 5, 6, 7, & 8 ABOVE

Column 1
Field
Instructor's
Comments

Column 2
Content/Dialogue

Column 3
Gut-Level
Feelings

Column 4
Analytical Thoughts
and Observations

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

Student name: _____

Agency: _____

Field Instructor/Liaison: _____

Date	Time in	Time out	Total Time	Tasks	Task Coordinator Signature

Total Hours for this week _____

Total Hours for this semester _____

Student Signature _____ Date _____

APPENDIX C

ADVANCED YEAR FIELD EDUCATION PRACTICUM II STUDENT EVALUATION AND GRADING CRITERIA

3. Briefly describe the progress that the student has made in the implementation of his/her learning contract.

4. Other comments regarding student's field practicum performance.

Write a brief statement on the following. Attach additional sheets if necessary.

1. Student's adaptation to agency setting.
2. Student's participation in the teaching-learning process.
3. Your evaluation of the student's overall performance at this point in the learning process.
4. Major areas, which have been identified in the learning contract, to be worked on for the rest of the semester.

GRADING CODE CRITERIA MID-TERM EVALUATION

S = Student's performance is **satisfactory** at this time.

CS = Student's performance demonstrates a need for **continued strengthening** is a number of areas.

US = Student's performance is **unsatisfactory** at this time.

GRADING CODE _____

FIELD INSTRUCTOR'S SIGNATURE (MSW OR LCSW)

DATE

TASK COORDINATOR'S SIGNATURE

DATE

STUDENT'S SIGNATURE

DATE

MSW FIELD FACULTY LIAISON'S SIGNATURE

DATE

STUDENT COMMENTS: (OPTIONAL, ADDITIONAL SHEETS CAN BE ATTACHED).

SECOND YEAR GRADUATE CLINICAL STUDENT FINAL FIELD PRACTICUM EVALUATION

The field instructor and student should review together at the beginning of the field practicum, and at regular intervals during the semester the learning objectives and other performance criteria stated in this evaluation. The review process enables the student's progress to be evaluated throughout the semester.

Fall or Spring

Address of Agency

A. As briefly as possible, describe the type of agency, clientele served, nature of the community, and types of service (s) rendered.

- B. State the types of conferences attended by the student (e.g. case conference, psychiatric consultation, inter-agency conferences, staffing meetings, etc.
- C. Approximate the percentage of time you spent in the following practice methods:
1. Clinical work (casework and one-to-one), including joint interviews and family counseling. _____
 2. Group work (participating and/or conducting sessions with more than two members). _____
 3. Collaborative work with other disciplines and other agencies. _____
 4. Community work (community organizing, developing and locating community resources; social action projects. _____
 5. Other _____
- Total (100%) _____
-

At the beginning of the second field placement, the student is expected to be ready to take greater responsibility for his/her own part in learning and the depth of that learning. The student should recognize his/her own strengths and weakness easily. Further, the student should demonstrate ability at assessment and intervention of client systems. The student should also demonstrate ability to articulate and discuss areas of concern with appropriate persons. By the end of the second year field placement, the student should:

1. Show ability to demonstrate in depth assessment of problems situations.
2. Reflect an ability to set goals within the mission of the agency. The means by which goals may be met should reflect either the strategies or clinical method in which the student is specializing.
3. Develop an ability to work constructively within the limits of agency and community settings, have greater awareness of agency roles and increased ability to evaluate agencies critically.
4. Show initiative, imagination, and adequate timing in looking for and utilizing community resources, and participating in cooperative relations in specific situations.

5. Demonstrate an active and conscious role in handling relationships with client and organizational systems.
 6. Demonstrate awareness and control of one's own feelings and biases (values).
 7. Reflect ability to work with members of other professions, and demonstrate self-confidence and security with the social work role.
 8. Demonstrate ability to make appropriate use of supervision and consultation.
 9. Show capacity to evaluate outcomes of intervention.
 10. Demonstrate commitments to the profession and identifies with social work ethics and values.
-

To be completed by the Field Instructor and/or Task Coordinator with the student.

The following explanation may be helpful to you as you rate the student:

- NA - If any of the following statements do not apply to your setting, please indicate that by NA (Not Applicable) opposite the appropriate statements.
1. The student has not yet demonstrated this knowledge/skill/behavior, despite opportunities to do so.
 2. The student grasps the idea, and is beginning to recognize, in hindsight, how the knowledge/skill/behavior might have been applied in a given practice situation.
 3. Performance is uneven, but there is evidence of valid efforts being made to improve.
 4. The student applies the knowledge/skill/behavior fairly consistently, but there are gaps, e.g., interventions not used with some clients, though use would be appropriate, or, not following the dictates of the assessments, etc.
 5. The student uses this knowledge/skill/behavior consistently. When not used, the student is thoroughly aware of its non-use and can validate a rationale for his/her choice.

LEARNING OBJECTIVES

A. Observational learning - develops primarily with the student(s) sensitivity to clients through observation in face-to-face contacts. Please evaluate the extent to which the student:

- | | | |
|-------------|----|---|
| 0 1 2 3 4 5 | 1. | Perceives and defines physical appearances and general intellectual capacity of clients. |
| 0 1 2 3 4 5 | 2. | Perceives and defines client's mood, affect and changes. |
| 0 1 2 3 4 5 | 3. | Perceives client responses to the interview and to the interview situations. |
| 0 1 2 3 4 5 | 4. | Observes and describes client's physical and social environment and client's response to these. |

B. Experimental learning refers to student's experiencing own emotionality as well as client's emotionally while developing tolerance, empathy, and self-discipline. Please evaluate the extent to which the student:

- | | | |
|-------------|----|---|
| 0 1 2 3 4 5 | 5. | Demonstrates self-awareness, i.e., personal behaviors, affects, values and biases. |
| 0 1 2 3 4 5 | 6 | Demonstrate ability and control over own behaviors, affects, values and biases.. |
| 0 1 2 3 4 5 | 7. | Establishes helping relationships which reflect student's ongoing awareness and use of self. |
| 0 1 2 3 4 5 | 8. | Understands the helping process of the beginning, middle and ending and recognizes own feelings about it. |

C. Cognitive learning - refers to learning which is primarily of an intellectual nature; i.e., conceptualizing, analyzing, theorizing, and organizing data. Please evaluate the extent to which the student.

- | | | |
|-------------|-----|---|
| 0 1 2 3 4 5 | 9. | Show understanding and skills in formulating a psychosocial assessment and intervention and plan. |
| 0 1 2 3 4 5 | 10. | Demonstrates ability to organize information about the client's situation. |
| 0 1 2 3 4 5 | 11. | Demonstrates ability to assess contributing factors to client's situation. |
| 0 1 2 3 4 5 | 12. | Understands client's social environment and client's reaction to it.. |

- | | | |
|-------------|-----|---|
| 0 1 2 3 4 5 | 13. | Understands physical and mental factors affecting client functioning. |
| 0 1 2 3 4 5 | 14. | Demonstrates ability to evaluate data. |
| 0 1 2 3 4 5 | 15. | Demonstrates ability to evaluate outcomes of practice and agency programs.. |
| 0 1 2 3 4 5 | 16. | Uses the interview to help clients articulate problems, examine issues, and participate in problem solving. |
| 0 1 2 3 4 5 | 17. | Demonstrates ability to develop contracts, i.e., learning, client, and agency contracts. |
| 0 1 2 3 4 5 | 18. | Utilizes alternative social work approaches and techniques. |
| 0 1 2 3 4 5 | 19. | Makes appropriate use of community resources. |

E. Professional learning – concerned with professional responsibilities, ethics, and functioning within the agency, as well as attitudes, beliefs and values of and commitment to the profession as a whole. Please evaluate the extent to which student: .

- | | | |
|-------------|-----|---|
| 0 1 2 3 4 5 | 20. | Understands and applies agency policy responsibly. |
| 0 1 2 3 4 5 | 21. | Works collaboratively with agency personnel and other interested professionals and nonprofessionals |
| 0 1 2 3 4 5 | 22. | Exhibits knowledge of other significant agencies in the community and agency's role in relation to them. |
| 0 1 2 3 4 5 | 23. | Understands use of supervision and takes responsibility for participation in the supervisory process. |
| 0 1 2 3 4 5 | 24. | Communicates, both orally and in writing, in a professional manner. |
| 0 1 2 3 4 5 | 25. | Demonstrates attitudes appropriate to the social work role with clients, socio-economic or ethnic groupings, work associates, agency and society. |
| 0 1 2 3 4 5 | 26. | Identifies with social work and the ethics of the profession. |

- 0 1 2 3 4 5 27. Integrates the various aspects of his or her educational experience into a professional self, as shown in management of self in the student and social work role.

CONCLUDING STATEMENT

On a separate sheet, please provide a brief typed summary statement that discusses: 1) the unique qualities of the student, 2) significant aspects of his/her functioning, and 3) recommendations or suggestions for the student's professional development in the field of social work. **Please indicate the student's name at the top of the summary and attach it to the evaluation form.**

RECOMMENDED FINAL GRADE:

- A = Skill level is **outstanding** for second-year graduate work in all areas.
- A- = Skill level is **very good** for second-year graduate work in all areas.
- B+ = Skill level is **good** for second-year graduate work in all areas.
- B = Skill level is **adequate** for second-year graduate work in all areas.
- B- = Skill level is **not satisfactory** for second-year graduate level work.
Student should repeat.

RECOMMENDATION FINAL GRADE _____

FIELD INSTRUCTOR'S SIGNATURE (MSW OR LCSW)

DATE

TASK COORDINATOR'S SIGNATURE

DATE

STUDENT'S SIGNATURE

DATE

MSW FIELD FACULTY LIAISON'S SIGNATURE

DATE

STUDENT COMMENTS: (OPTIONAL, ADDITIONAL SHEETS CAN BE ATTACHED)

APPENDIX D

GRADE CALCULATION EXPLANATION

APPENDIX E

FIELD FACULTY LIAISON PRACTICUM AGENCY EVALUATION FORM

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

OFFICE OF FIELD EDUCATION

FIELD FACULTY LIAISON PRACTICUM AGENCY EVALUATION

Directions: Please complete an individual evaluation for each M.S.W. Field Instructor or Task Coordinator assign to you in an agency.

Date

Field Faculty Liaison

Foundation Year – Field Practicum I

Advanced Year – Field Practicum II: Clinical

Clinical

Please complete the following Demographic Information:

Agency:

Assigned Agency Service:

M.S.W. Field Instructor:

Task Coordinator, if applicable:

SECTION ONE – M.S.W. FIELD INSTRUCTOR

Please circle your rating on the liker scales for each of the questions in this section.

1. Demonstrates good knowledge base and skills of social work practice to provide student(s) a solid learning experience in accordance to their field practicum level.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

2. Is knowledgeable of agency mission, goals and functions for the purpose of educating the student(s).

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

3. Is able to stimulate student(s) to self-develop in areas of social work practice through the integration of classroom knowledge and field practicum experiences.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

4. Allows student(s) to grow and develop using the practicum experiences in his/her own unique way.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

5. Is accessible to student(s) when necessary.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

6. Has regular supervision conferences with student(s).

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

7. Provides student(s) with feedback on a regular basis regarding their progress.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

8. Reviews student's process recording and case documentation on a regular basis.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

9. Provides student(s) with field practicum assignment both internal and external to the agency to meet learning objectives of the student's learning contract.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

10. Reviews student's learning contract, and mid-term and final evaluations with student(s) and allows student input.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

11. Demonstrates through practice and knowledge to the student(s) an appreciation for human diversity.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

12. Demonstrates to the student(s) through social work practice and knowledge the influences that the social, political, economic, and religious institutions in society have on diverse individuals, families, groups, communities, and organizations.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

13. Demonstrates to the student(s) through social work practice and knowledge a commitment to the eradication of poverty, oppression, and discrimination at multiple levels in society.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

14. Demonstrates dedication to the role of field instructor and the training of future professional social workers.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

15. Maintains open communication with Field Faculty Liaison.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

OVERALL RATING OF FIELD INSTRUCTOR:

1	2	3	4	5
Unsatisfactory*	Satisfactory	Good	Very Good	Excellent

*If you indicated **Unsatisfactory**, please state why

SECTION TWO – THE TASK COORDINATOR (IF APPLICABLE)

Please circle your rating on the liker scales for each of the question in this section.

1. Demonstrates good knowledge of the mission and purpose of the agency.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

2. Is able to communicate knowledge regarding tasks assigned to student(s) for his/her learning needs.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

3. Is able to stimulate student(s) to utilize knowledge gained in classroom and supervision with M.S.W. field instructor in the practicum setting.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

4. Allows student(s) to grow and develop using the practicum experiences in his/her own unique way.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

5. Is accessible to student(s) when necessary.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

6. Meets with the student(s) regularly to assign and/or review status of tasks.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

7. Provides student(s) with necessary feedback on task assigned.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

8. Provides student(s) with task that address the learning objectives of learning contract.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

9. Involves student(s) in mid-term and final evaluation process to be reviewed by M.S.W. field instructor.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

10. Demonstrates to the student(s) an appreciation for human diversity.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

11. Demonstrates to the student(s) through practice and knowledge the influences that the social, political, economic, and religious institutions in society have on diverse individuals, families, groups, communities, and organizations.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

12. Demonstrates to the student(s) a commitment to the eradication of poverty, oppression, and discrimination at multiple levels in society.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

13. Demonstrates a respect for professional social work education and the profession of social work.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

OVERALL RATING OF TASK COORDINATOR:

1	2	3	4	5
Unsatisfactory*	Satisfactory	Good	Very Good	Excellent

*If you indicated **Unsatisfactory**, please state why

SECTION THREE – THE AGENCY ENVIRONMENT

Please circle your rating on the liker scales for each of the questions in this section.

1. The agency programs and methods for service delivery are clearly defined.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

2. Agency provides valuable services to diverse individuals, families, groups, communities, and/or organizations.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

3. The agency makes available qualified social worker(s) and/or task coordinator(s).

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

4. The agency is non-discriminatory in its practices with clients and the community in relationship to its mission and goals, from what you have perceived.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

5. The agency demonstrates an appreciation for human diversity.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

6. The agency demonstrates a commitment to the eradication of poverty, oppression, and discrimination at multiple levels in society.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

**SECTION FOUR – RECOMMENDATIONS FOR FIELD EDUCATION
PRACTICUM PLACEMENT**

162. Do you recommend this agency to be continued as a field education practicum placement?

Yes _____ No _____, if no please briefly state why

162. State three (3) strengths of this field education practicum placement.

162. State three (3) areas for further improvement for this field educating practicum placement.

FIELD FACULTY LIAISON SIGNATURE

Date

APPENDIX F

FIELD EDUCATION STUDENT PRACTICUM AGENCY EVALUATION FORM

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

OFFICE OF FIELD EDUCATION

STUDENT PRACTICUM AGENCY EVALUATION

Directions: Please complete an individual evaluation for each M.S.W. Field Instructor or Task Coordinator assign to you in an agency.

Date

Foundation Year - Field Practicum I

Advanced Year - Field Practicum II: Clinical

Advanced Year – Field Practicum II: Clinical

Please complete the following Demographic Information:

Agency:

Assigned Agency Service:

M.S.W. Field Instructor:

Task Coordinator, if applicable:

In an effort to maintain consistently high standards in the Norfolk State University The Ethelyn R. Strong School of Social Work M.S.W. Program Field Education practicum, we would like to provide students the opportunity to report their perceptions of the field education practicum. Please complete the attached evaluation questions pertaining to your field education practicum.

SECTION ONE – THE M.S.W. FIELD INSTRUCTOR

Please circle your rating on the liker scales for each of the questions in this section.

1. Demonstrates good knowledge base and skill of social work practice.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

2. Is able to communicate knowledge to assist student in developing social work practice skills.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

3. Is able to stimulate student's self development of practice skills.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

4. Allows student to grow and develop using the practicum experiences in his/her own unique way.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

5. Is accessible to student when necessary.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

6. Has regular supervision conferences with student.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

7. Provides student with feedback on progress on a regular basis.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

8. Assist student in integrating classes and field practicum experiences.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

9. Provides student with field practicum assignment to meet learning objectives of earning contract.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

10. Involves student in mid-term and final evaluation process.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

SECTION TWO – THE TASK COORDINATOR (IF APPLICABLE)

Please circle your rating on the liker scales for each of the questions in this section.

1. Demonstrates good knowledge of the mission and purpose of the agency.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

2. Is able to communicate knowledge regarding tasks assigned to student for his/her learning needs.

3. Is able to stimulate student to utilize knowledge gained in classroom and supervision with M.S.W. field instructor in the practicum setting.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

4. Allows student to grow and develop using the practicum experiences in his/her own unique way.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

5. Is accessible to student when necessary.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

6. Meets with student regularly to assign and/or review status of tasks.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

7. Provides student with necessary feedback on task assigned.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

8. Provides student with tasks that address the learning objectives of learning contract.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

9. Involves student in mid-term and final evaluation process to be reviewed by M.S.W. field instructor.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

SECTION THREE – THE ORGANIZATION

Please circle your rating on the liker scales for each of the questions in this section.

1. The programs and methods for service delivery are clearly defined.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

2. Provides valuable services to diverse individuals, families, groups, communities, and/or organizations.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

3. Ensures the availability of a qualified social worker and/or task coordinator.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

4. Is non-discriminatory in practices with clients and the community in relationship to its mission and goals, from what you have perceived.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

5. Demonstrates respect for professional social work education.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

SECTION FOUR – GENERAL COMMENTS

1. Would you recommend this practicum to other students?

Yes _____ No _____

2. State three (3) strengths of your field practicum.

3. State three (3) areas for further improvement.

4. Overall assessment of your practicum.

1	2	3	4	5
Unsatisfactory*	Satisfactory	Good	Very Good	Excellent

*If you indicated **Unsatisfactory**, please state why

APPENDIX G

AFFILIATION AGREEMENT

**AFFILIATION AGREEMENT
BETWEEN
NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
AND**

It is mutually agreed by The Ethelyn R. Strong School of Social Work at Norfolk State University, (here-in-after designated as "School") and

(Here-in-after designated as "Agency"), that practical experience for social work students will be provided by the Agency.

The School and the Agency, in cooperation, will participate in the selection of student for the learning experience. There will be close planning between the School and Agency prior to and continuous with the learning experiences.

The School 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. The Agency will retain full responsibility for program tasks and services related to functions of that agency and will maintain administrative and processional supervision of students in so far as their presence effects 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 School.

The School 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 School will furnish faculty supervision for students in Agency setting where MSW supervision may not be available.

The School will, whenever indicated, address issues pertaining to problems in student learning and performance and will be prepared to make necessary adjustments with a minimum of delay.

The School perceives the general objectives of student training in an Agency setting to be as follows:

- (1) Alleviate stress in clients, and clients systems.
- (2) Improve communications and understanding between clients and the systems.
- (3) Improve and enhance clients' contributions to their own rehabilitation efforts.
- (4) Assist clients and systems in finding and utilizing appropriate community resources.
- (5) Assist clients and system in appropriate implementation of action plans.
- (6) Provide data for planning and implementation of interdisciplinary approaches to problem solving.

The School will make every effort to ascertain that students assigned to agencies will be able to:

- (1) Do individual, family, group, and community assessments.
- (2) Provide individual, group, and family counseling.
- (3) Advocate and negotiate for community resource development.
- (4) Collate data, evaluate patient and family social and environmental needs, and assist in preparation of reports.

The Agency may request that more specific objectives be included in the Affiliation Agreement. However, it is expected that specific learning objectives will be addressed in this student learning contract which students work out with the assigned Agency supervisor at the beginning of the placement experience. The School will provide malpractice insurance for the students' field position.

The students assigned to Field Practices are expected to:

- (1) Develop a commitment to the values of the profession and respect for the values of people served.
- (2) Work within the practice and procedure of the placement agency, and be prepared to discuss aspect of policies and procedures with appropriate agency personnel.
- (3) Be in regular attendance in the Agency as required, adhering to the same work-day hours as the professional staff; make up time lost due to illness.
- (4) Prepare for and participate in supervisory conference and bring to the attention of the Agency supervisor any obstacles interfering with the learning process.
- (5) Participate in all Eminent Scholar and school sponsored student seminars as a part of the seminar requirement.

The School understands that the Agency will provide the following for field practicum students:

- (1) Orientation to the setting.
- (2) Specific opportunities for students to furnish direct service to clients and families of clients.
- (3) In settings where opportunities exist for training in other than direct services, provision of selected student assignment with tasks related to program design and evaluation, planning, community organization and research.
- (4) Working space, equipment, and other materials necessary to accomplish assignments.
- (5) Opportunities for appropriate student involvement, and/or observation in in-service training, professional consultation workshops, and institutes.
- (4) Working space, equipment, and other materials necessary to accomplish assignments.

The Affiliation Agreement may be terminated by mutual consent of both parties and with due recognition of 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: _____

Dean, School of Social Work
Norfolk State University

Date: _____

Agency Representative

APPENDIX H

FOUNDATION YEAR FIELD EDUCATION PRACTICUM I STUDENT EVALUATION AND GRADING CRITERIA

NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
700 PARK AVENUE
NORFOLK, VIRGINIA 23504

SEMESTER _____

STUDENT _____

FIELD INSTRUCTOR _____

FIELD LIAISON _____

**STUDENT EVALUATION
FIRST YEAR GRADUATE FIELD EDUCATION**

RATING SCALE:

The student's performance is rated according to the learning objectives stated in the evaluation. Using the rating scale below, indicate the student's skill level for each. This evaluation includes student performance ratings for the mid-term and final evaluations.

NA. The field instructor does not have the evidence needed, at this time, to determine the student's performance in this area. It is not known whether the student has developed this skill.

1. This skill has not yet been developed by the student.
2. The student is beginning to recognize in hindsight, the application to practice
3. The student applies the skill, but there are gaps in consistency; i.e., not used with some clients or situations where application would be appropriate.
4. The student demonstrates the skill at the beginning level; however, performance indicated a need for continuing strengthening.
5. The skill is an integrated part of the student's practice abilities.

Directions for Field Instructors in COMPLETING THE EVALUATION:

Indicate the evaluation rating number, based on the above scale, in the “rating column” next to the learning objective. Comments regarding the student’s learning needs can be made in the appropriate “Comment Column” next to the learning objective.

The field instructor should provide a brief narrative statement describing the student’s overall performance at the mid-term, and the end of the semester, on the attached sheets.

The field instructor and student each retain a signed copy of the midterm and final evaluations. One copy of your evaluation is to be forwarded to the Field Faculty Liaison for your agency, and the original copy should be forwarded to the Field Education Office. The final grade is determined by the Field Faculty Liaison.

The foundation year Field Practicum I Student Final Evaluation is the same instrument used for the mid-term. The rating format allows students to see their progress in the field practicum from mid-term to the final evaluation. A formal letter grade is recommended on the final evaluation by the field instructor. The field instructor and student, as with the mid-term evaluation, collaboratively complete the final evaluation.

The field faculty liaisons review the mid-term and final evaluations of each student assigned to them. At mid-term, field faculty liaisons use the evaluations to assess areas for further strengthening by students during the semester or to deal with issues of concern regarding student performance. If a problem has surfaced at mid-term, the field liaison will meet with the field instructor, or task coordinator if applicable, and student to develop a plan to address the problem(s).

Field faculty liaisons are responsible for submitting the final grade, which may differ from the recommended grade on the evaluation, based on agency visit(s), task records, student performance in the field seminar, process recording, learning contracts and information presented in the mid-term and final evaluation.

The rating scale has been taken from Lawrence Shulman, Teaching the Helping Skills: A Field Instructor’s guide, Itasca, Illinois: F.E. Peacock Publisher Inc., 54

CRITERIA FOR A MID-TERM EVALUATION AND RECOMMENDED FINAL GRADE

Grade Criteria:

- A = Skill level is **outstanding** for first-year graduate work in all areas.
- A- = Skill level is **very good** for first-year graduate work in all areas.
- B+ = Skill level is **good** for first-year graduate work in all areas.
- B = Skill level is **adequate** for first-year graduate work in all areas.
- B- = Performance is **not satisfactory** for first-year graduate level work. **Student should repeat.**

I. Professional Behavior

Learning Objectives	Rating	Mid-Term Comments	Rating	Final Comments
A. Values				
1. The student demonstrates a beginning conviction about the inherent worth and dignity of each individual.				
2. The student demonstrates awareness of social injustices that impact on the client's welfare.				
3. The student shows respect for a diversity of life styles.				
4. The student is aware of his/her own values and how these manifest in practice.				
5. The student respects the confidentiality rights of clients and the agency.				
B. Responsibility				
1. The student is in the field placement on a regular schedule at the times agreed upon with the field instructor.				
2. The student follows the dress code of the agency				

Learning Objectives	Rating	Mid-Term Comments	Rating	Final Comments
3. If an absence occurred, the student notified the field instructor				
4. If an absence occurred, the student made up the time missed.				
5. The clients can count on the student doing what he/she agreed to do.				
6. The student meets the reporting and recording requirements of the field agency in a timely and complete manner as specified by the field instructor.				
7. The student's recordings demonstrate an ability to : a. Use proper grammar and spelling and to write comprehensive reports.				
b. Describe who the clients are and the presenting problem(s).				
c. Do an assessment of the problem(s).				
d. State the contract agreed upon by the worker and his/her client(s).				
e. Describe interventions and reasons for them.				
f. Distinguish between fact and				

Learning Objectives	Rating	Mid-Term Comments	Rating	Final Comments
inference.				
g. Evaluate the outcomes.				

II. Participation in the Teaching/Learning Process

Learning Objectives	Rating	Mid-Term Comments	Rating	Final Comments
The student demonstrates a beginning level of:				
A. Active participation in the learning process.				
B. Initiative for bringing areas of his/her learning needs to the tutorial conference.				
C. Willingness to discuss what he/she is doing, thinking and feeling as it affects professional practice.				
D. Concern with the nature of the client-student relationship.				
E. Meeting the requirements of the field instructor.				

III. Student-Client Relationship

Learning Objectives	Rating	Mid-Term Comments	Rating	Final Comments
The Student:				
A. Can establish working relationships with a range of clients.				
B. Is able to demonstrate empathy with the client's problem.				
C. Demonstrates awareness of his/her own feelings in the relationship.				
D. Individualizes the clients and avoids stereotypes and generalizations.				
E. Is able to indentify client strengths.				
F. Recognizes that the professional relationship is different from other relationships he/she has.				

IV. Communication

Learning Objectives	Rating	Mid-Term Comments	Rating	Final Comments
The Student:				
A. Provides the proper climate for communication including issues such as privacy, and allowing sufficient time for the interview.				
B. Uses the language which is direct, clear, and understandable both in speaking and writing.				
C. Facilitates and does not block client expression.				
D. Understands that there are both affective and cognitive levels of communication from the client.				
E. Is sensitive to nonverbal communication.				

V. Assessment

Learning Objectives	Rating	Mid-Term Comments	Rating	Final Comments
The Student:				
A. Understands and can articulate to the client the purpose of their interaction.				
B. Can gather from the client and other sources, information that leads to an understanding of the client's situation and/or problem.				
C. Understands the client's definition of the situation and/or problem.				
D. Can determine, together with the client, the needs of the client and can establish priorities among needs.				
E. Can use appropriate techniques of exploration, indentifying strengths and obstacles, encouraging making assessments.				
F. Respects the rights of the client to engage in or withdraw from the helping process and can get involved in enabling the client to make choices if appropriate.				
G. Demonstrates an ability to use information from courses, such as Methods and Human Behavior, in the assessment/goal setting process.				
H. Is showing some beginning skills				

Learning Objectives	Rating	Mid-Term Comments	Rating	Final Comments
to establishing a contract with the client.				

VI. Implementing Intervention Strategies

Learning Objectives	Rating	Mid-Term Comments	Rating	Final Comments
A. The student demonstrates a beginning ability to develop and follow through a plan of intervention with the client's approval and/or involvement.				
B. In contact with resource providers, the student is able to obtain relevant information.				
C. The student is able to make indirect interventions to bring about environmental changes on behalf of the client.				
D. In his/her efforts to be supportive of clients, the student knows what he/she is supporting in the client and knows that the element being supported is realistic.				
E. The student is able to use the process of referral on behalf of his/her clients in a way that is effective and sensitive of client's feelings.				
F. The student demonstrates a respect for his/her client's capacities and uses reassurance in a way that is comforting and enabling.				
G. The student is able to work effectively as a member of an interdisciplinary team on behalf of his/her clients.				

VII. Knowledge of the Practice Setting

Learning Objectives	Rating	Mid-Term Comments	Rating	Final Comments
The student:				
A. Knows the role of the agency in the service				

Learning Objectives	Rating	Mid-Term Comments	Rating	Final Comments
delivery network.				
B. Demonstrates a beginning knowledge of, and adherence to agency's services, policies, and procedures.				
C. Demonstrates a beginning awareness of the impact of agency policies and procedures upon clients.				
D. Shows ability to function appropriately within agency structure and with agency staff.				
E. Know the role of the social worker within the agency.				
F. Is aware of the kinds of problems usually presented by clients.				

Please write a brief statement on the following: Attach additional sheets if necessary.

1. Student's adaptation to the agency setting.
2. Student's participation in the teaching – learning process.
3. Your evaluation of the student's overall performance at this point in the learning process.
4. Major areas, which have been identified in the learning contract, to be worked on for the rest of the semester.

Student's Comment (Optional – Attach additional sheet)

GRADE SUBMISSION SHEET

RECOMMENDED GRADE CODE BY FIELD INSTRUCTOR OR TASK COORDINATION _____

FIELD INSTRUCTOR'S SIGNATURE

DATE

TASK COORDINATOR'S SIGNATURE

DATE

STUDENT'S SIGNATURE

DATE

FOR OFFICIAL USE ONLY

GRADE SUBMITTED BY FACULTY LIAISON: _____

FIELD FACULTY LIAISON SIGNATURE _____

DATE _____