

**Fort Valley State University
Social Work Program**

Field Practicum Manual

**Field Education
Social Work Program
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Contents

INTRODUCTION	3
FACULTY MEMBERS.....	4
MISSION STATEMENTS	5
FIELD EDUCATION ACKNOWLEDGEMENTS	7
BACHELOR OF SOCIAL WORK (BSW)PROGRAM OVERVIEW	8
BSW FIELD EDUCATION OVERVIEW	11
BSW GUIDELINES FOR STUDENT LEARNING EXPERIENCES	16
OFFICE OF FIELD EDUCATION (ROLES AND RESPONSIBILITIES).....	18
SELECTION OF THE FIELD INSTRUCTOR	21
SELECTION OF SETTINGS FOR THE FIELD PLACEMENT	24
STUDENT PLACEMENT PROCESS	27
FIELD POLICIES AND PROCEDURES	32
ACADEMIC PROGRESS	39
PLANNING AND DEVELOPMENT	47
TITLE IV-E PROGRAM.....	50
BSW FIELD PROGRAM APPENDICES	50
APPENDIX A FIELD EXPERIENCE CHECKLIST	
APPENDIX B MEMORANDUM OF UNDERSTANDING (GENERIC)	
APPENDIX C FIELD PRACTICUM PROFILE	
APPENDIX D FIELD INSTRUCTOR PROFILE	
APPENDIX E AGENCY'S FIELD PRACTICUM REFERRAL/CONFIRMATION FORM	
APPENDIX F STUDENT'S FIELD PRACTICUM REFERRAL/CONFIRMATION FORM	
APPENDIX G FIELD PRACTICUM QUESTIONNAIRE	
APPENDIX H STUDENT PRACTUM PLAN	
APPENDIX I FIELD LIAISON CONTRACT FORM	
APPENDIX J BSW FIELD TRACKING FORM	
APPENDIX K GENERALIST PRACTICUM EVALUATION	
APPENDIX L STUDENT'S EVALUATION OF THE PRACTICUM SETTING FORM	
APPENDIX M LIAISON EVALUATION OF THE FIELD INSTRUCTOR AND FIELD SETTING	
APPENDIX N NASW CODE OF ETHICS	
APPENDIX O SEXUAL HARRASSMENT	

INTRODUCTION

The faculty of the Fort Valley State University Behavioral Science Department would like to take this opportunity to welcome you to the Social Work Program. We appreciate the fact that you have chosen to pursue the Bachelor of Social Work Degree.

We anticipate great things from you and are committed to ensuring that you receive a quality education. We will guide you through the next few years and provide you with skills and knowledge needed to challenge the demands of this profession while continuing to advocate for the populations we serve.

As you begin to navigate through the social work curriculum, it is important to remember that you have a responsibility to seek additional resources so that you may continue to increase your knowledge base. It is also important for you to understand the demands of this profession in terms of practicing and adhering to the Social Work Code of Ethics.

You will be expected to demonstrate sensitivity and compassion for the oppressed populations: women, ethnic and racial minorities, persons of different sexual orientations and other culturally diverse populations through advocacy work, community involvement as well as keeping abreast of local, national and international events that impact our profession and affect us as humans.

You will find a diverse faculty with many combined years of practice experience and educational expertise in such areas as Clinical Social Work, Social Policy, Research, Community Organization and Social Administration, International Social Work, Substance Abuse, and Child Welfare, who will assist you in your pursuit of academic excellence and social responsibility.

We realize that the path to obtaining a degree is full of challenges that are often painful. However, it is also filled with indescribable benefits, such as an increase in self-awareness, personal direction, knowledge and enduring friendships.

The Field Education Office oversees the field practicum component of the social work curriculum. Field education begins in theory prior to the field experience. It begins during the foundation year, as students develop their theoretical understanding of social work practice and gain a better perspective on the social context of various populations locally, nationally and internationally. The field education program allows students to take this new knowledge and apply it in practice under the supervision of a trained social worker.

The Field Manual represents collaboration between social work faculty, social work students and the field community to ensure a successful field education program. The Field Manual describes field education in the Bachelor of Social Work (BSW) Program. It was developed to enhance the field learning experience and provide students and field instructors with guidelines as to the Office of Field Education's policies and procedures. The Field Manual should enhance the learning experience, and support students and field instructors throughout the field practicum. **Please note that the Field Manual is reviewed annually and the field policies, procedures and guidelines may be subject to change without advance notice.**

FACULTY MEMBERS

Social Work Program Faculty

<p style="text-align: center;">Dr. Paul Jones, President Dr. Olufunke Fontenot Int. Provost and Vice President for Academic Affairs Dr. B. Pitts, Dean College of Arts and Sciences Dr. Komanduri Murty, Department Chair, Social and Behavioral Sciences</p>

Social Work Program Faculty

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MISSION STATEMENTS

Fort Valley State University

The mission of Fort Valley State University is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 110 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's only 1890 Land Grant institution by offering programming excellence in agriculture, agribusiness, family and consumer sciences, extension, technology and military science and leadership, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

The university's primary commitments extend, as well, to:

- community outreach through the concept of the communiiversity, an approach that highlights the interdependence of community and university;
- expanding service beyond the campus, as well as within, so that the institution addresses in a meaningful manner the broad diversity—human and technical—of needs in our home region and state as well as nationally and internationally;
- sparking within our students an enduring interest in learning and providing the tools and skills necessary to maintain that interest through life;
- preparing students through a mentoring approach for the opportunity to serve their fellow man while enjoying the opportunity provided by hard work and achievement to live the quality of life inherent in the American dream;
- encouraging and supporting creative expression, innovation, honesty, and integrity as endeavors of lasting and intrinsic merit;
- providing a productive environment for cutting-edge academic and practical research in, among other fields, agriculture, aquaculture, animal science, biotechnology, energy, environment, social and behavioral sciences, and the humanities; and
- Otherwise acting to enlighten, enrich, and inspire by example those whom we serve.

Department of Behavioral Science

The Behavioral Science Department is committed to the mission of Fort Valley State University. The Social and Behavioral Sciences Department offers undergraduate majors in Social Work and Psychology. Additionally, the department offers a minor degree in Social Work and Gerontology.

Social Work Program Mission Statement

In accordance to the Council on Social Work Education, the purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

Mission Statement: Develop and inspire young men and women to become professional social workers with the knowledge, character, discipline, and skill sets to make a positive difference in the lives of others. Congruent to the CSWE standards, the mission of FVSU's Social Work Program is to produce social workers educated in the generalist model who demonstrate a heightened sense of social consciousness to be creative, responsible social work professionals committed to the search for solutions to various societal problems. These students, upon graduation, will be prepared to search for solutions to various social problems with a focus on children, families, and communities. These graduates will promote social justice and social change with and on behalf of clients (individuals, families, organizations, groups, or communities). They are culturally competent professionals who will work to end discrimination. They understand the importance of research in practice and seek to assist clients in becoming self-sufficient. The BSW program at FVSU seeks to advance the aims of the profession through education for excellence in social work practice. The program utilizes a generalist perspective and a social work practice model heavily guided by humanistic values. The program seeks to educate students who demonstrate a heightened sense of social consciousness to be creative, responsible social work professionals committed to the search for solutions to various societal problems. The emphasis is to prepare graduates to search for solutions with a focus on children, families, and communities. The program is committed to the core values of the profession, including the promotion of social justice, a responsibility to serve oppressed, at-risk members of society; and the responsible application of profession values and ethics in practice. A liberal arts foundation provides the base upon which the professional self is shaped.

FIELD EDUCATION ACKNOWLEDGEMENTS

Students come to the university from all walks of life to study under reputable faculty who have obtained recognition for demonstrated expertise in their respective fields. In Social Work, students request placements in human service settings because of the reputations of those settings linked to quality professionals, service and programs. The agency-based, trained social worker is the single most important individual serving as both guide and role model for the developing professional.

There is no substitute for the field instructor who is able to convey knowledge, values and skills through personal contact, interest, feedback and by example. This *Field Practicum Manual* is an aid in the structuring of the field practicum. As such it is a product of the previous field practicum manuals, which were revised and used to strengthen this current document. Similar documents from other schools and programs of social work provided choices in selection and presentation of the material. New contributions from faculty brought the document in line with recent changes in the social work curricula.

The faculty in the Social Work Program at Fort Valley State University, recognizes the contributions of students, field instructors, the Community Advisory Council in linking us all to a common purpose of professional development for social work.

BACHELOR OF SOCIAL WORK (BSW) PROGRAM OVERVIEW

CSWE Accreditation

The Bachelor of Social Work Program is currently pursuing accreditation with the Council on Social Work Education. The program serves all students regardless of race, ethnicity, or culture and works to elevate the social, cultural, and economic conditions of all people; especially those from historically oppressed populations and geographical regions.

Underlying Assumptions

The Bachelor of Social Work (BSW) Program at Fort Valley State University views social work practice within a systems framework, incorporating social work knowledge and values with direct and indirect service skills working with individuals, small groups, families, communities and institutions. Emphasis is placed upon the interrelatedness and the transactions of entities within diverse systems. Presenting the breadth of social work exposes students to the range of skills and the varying roles social workers take on in serving diverse groups. The social environment is the context within which systems are assessed and interventions take place utilizing a problem-solving approach.

The BSW degree is the first level of professional education for entry into the profession. BSW students attain a beginning level of generalist practice proficiency, which enables them, with instruction, to provide direct services to clients, including the organization and provision of resources on behalf of clients.

General Education Core

The BSW program consists of two components: The General Education Core scheduled in the freshman and sophomore years; and the Social Work Core (professional major) scheduled in the junior and senior years. The BSW Program objectives are as follows:

- To prepare social work students for entry level professional social work practice with individuals, small groups, families, communities and institutions;
- To prepare students for graduate study in social work and related fields;
- To prepare students for employment in private, local, state, federal and human service agencies;
- To provide an organized structure through which students and faculty can provide service to the community.

The framework for the BSW field practicum, offered in the senior year is based upon several educational assumptions:

- that the student will engage in general practice at the undergraduate level;
- that the field instructors will have undergraduate and graduate degrees and practice experience in social work;
- that the activity of the field instructor is purposeful and guided by values, knowledge and skills acknowledged by and identified with the social work profession;
- that practicum learning be of such a high quality that it enhances the proficiency with which students will practice as social workers;
- that the practicum be clearly integrated with the knowledge, values and theory content of classroom instruction;
- that within the foundation curriculum content, this integration can best be achieved by a senior seminar which also serves as the capstone course.

BSW Curriculum Description

The liberal arts perspective provides the foundation for the General Education Core and the Social Work Core prescribed and approved by the University Systems of Georgia Board of Regents and the Council on Social Work Education. Students are required to complete 125 semester credit hours in order to obtain an undergraduate degree.

The General Education Core consists of 63 semester credit hours in Areas A, B, C, D, E and F in Liberal Arts, Political Sciences, Social and Behavioral Sciences, and Natural Sciences and Math. Area F represents 18 hours of courses deemed appropriate to the program of study as specified by the major.

The Social Work Core consists of 60 semester credit hours. This breaks down to 24 hours of major course requirements, 15 hours of field preparation, 6 hours of restricted electives, and 15 hours of free electives. All social work majors are required to take the social work core which includes an introduction to the profession of social work, human behavior and the social environment, human diversity, policy and a series of practice courses. Additionally, with consultation from the student's advisor, students select two restricted social work courses of interest to complete the curriculum structure. The field practicum courses are taken in the senior year. The accompanying field preparation seminar serves as a capstone course to ensure full integration of the student's total social work, and academic experience prior to graduation. Field practicum is offered concurrently with Research Methods I and II.

Maintaining Academic Excellence

Students admitted to the BSW program must **maintain** an overall GPA of **2.25 (C+)** in all of their social work program courses, after formal admission to the Social Work Program. It is important to note that admission to the BSW program is not an entitlement to a BSW degree. All students

must meet the standards set forth by Fort Valley State University (SSU), the Council on Social Work Education (CSWE), the BSW program and the National Association of Social Workers (NASW) Code of Ethics.

BSW FIELD EDUCATION OVERVIEW

Field Education is a critical component of social work education in all Council on Social Work Education (CSWE) accredited programs. Field Education consists of practice courses, and field practica that require students to commit 20 hours per week for a full academic year, in an approved social service agency. BSW students must complete two (2) semesters of Field practicum, as requirements for the BSW degree.

Council on Social Work Education (CSWE)

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 (Education Policy 4.7 & 5)

Field Education is guided by Accreditation Standards 2.0 Curriculum

AS 2.1.1 Provides a minimum of 400 hours of field education for BSW Program

AS 2.1.2 Admits only those students who have met the program's specified criteria for field education.

AS 2.1.5 Provides orientation, field instruction training, and continuing dialogue with agencies and field instructors

Field Practicum

Field Practicum refers to that portion of the student's educational program, which takes place in a human service setting under the instruction of an approved and experienced social worker. The activity of the practitioner is directed to a purpose and guided by values, knowledge and interventive approaches, which are collectively unique, acknowledged by and identified with the social work profession. Practica objectives and outcomes are approved by the faculty with requirements for determining the level of practice, which is considered essential for satisfactory performances as determined by faculty.

Further, it is expected that students will engage in actual practice, that the field instructors will have social work degrees and practice experience; and that the primary intent of the practicum experience be learning by students which enhances the proficiency with which they practice as social workers.

The field practicum courses are required courses in the social work curricula. Without exception, all students are required to take the field practicum courses listed in their respective degree program requirements. **No academic credit is given for life experience and previous work experience, in whole or in part, in lieu of the field practicum or of the courses in the professional foundation areas** as specified in the Educational Policy and Accreditation Standards of the Council on Social Work Education (2004).

BSW Generalist Foundation

The BSW Field practicum prepares students as generalist social work practitioners. Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. *Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the wellbeing of individuals, families, groups, communities and organizations and furthering the goals of social justice (BPD, 2006).

BSW Field Practicum Framework

The framework for the BSW field practicum offered in the senior year is based upon several educational assumptions:

- that the student will engage in general practice at the undergraduate level;
- that the field instructors will have undergraduate and graduate degrees and practice experience in social work;
- that the activity of the field instructor is purposeful and guided by values, knowledge and skills acknowledged by and identified with the social work profession
- that practicum learning be of such a high quality that it enhances the proficiency with which students will practice as social workers;
- that the practicum be clearly integrated with the knowledge, values and theory content of classroom instruction;
- that within the foundation curriculum content, this integration can best be achieved by a senior seminar which also serves as the capstone course

Admission Procedure for BSW Field Practicum

Admission to the BSW Field Education Program is a three tier process. Students must first be admitted to the University, then the Social Work Program, and finally the Field Education program. Admission to the Field Education program is contingent upon the following criteria:

- 1) Completion of **all** foundation courses:

- SOWK 2001
 - SOWK 2002
 - SOWK 3001
 - SOWK 3002
 - SOWK 4110
 - SOWK 3007
 - SOWK 3011
 - SOWK 3012
 -
- 2) Earned a minimum GPA of **2.25** in the social work program, after formal admission to the Program.
 - 3) Adherence to the Standards for Social Work Education as adopted by the Social Work Program and NASW Code of Ethics
 - 4) Proof of Membership to NASW
 - 5) Proof of Liability Insurance
 - 6) **Mandatory** attendance to BSW Student Field Orientation
 - 7) Recommendation from the BSW Program Coordinator (**readiness based on the course completion standards,**)

Field Practicum Preparation

In consideration that the student will start your practicum in the immediate subsequent semester, the following steps have to be taken **prior** to the mid-term. **This is a graded assignment for the current semester.** Each student is expected to conduct their personal research from the approved list of field placement settings. Students are expected to start their internship work on the first day of the upcoming semester. Failure to complete this preparation work during the current semester will hinder or perhaps even postpone the internship placement until another semester and/or it could cause you to receive a failing grade for SOWK 4399. It is also **the student's** responsibility to stay in constant contact with all parties and ask the relevant questions. Do not take it upon yourself to coordinate your placement by yourself. This is a team effort and therefore all parties need to be involved and provide input and feedback concerning this important stage in your education.

1. **Discuss your placement interest with the Program Field Director.**
2. **Consult with Social Work Program Director.**
3. **Obtain all relevant documents from both directors pertaining to your placement setting.**
4. **Obtain student liability insurance**
5. **Research your choices and select the choice**
6. **Have all parties to sign the placement forms and return the forms to the Program Field Director no later than the end of the mid-term date for the semester.**
7. **Be prepared to start at the internship on the first day of the designated semester.**
8. **Check in with the Program Field Director by phone or email for notification that you have started your work.**

BSW Field Practicum Course Description

The field component of the undergraduate program consists of field seminar and field practicum (SOWK 4401 and SOWK 4402).

In the senior year, students are required to complete a 600 clock hour field practicum over two consecutive semesters. Practicum is taken concurrently with Intro to Social Research (SOWK 4401) and Social Research Seminar (4402). Students are placed in human service settings under the instruction of approved social work professionals. Typically, students complete 20 clock hours a week for a total of 300 each semester. The practicum is considered a course that is guided by a syllabus with goals, objectives and outcomes. Students are evaluated on their performance in the field and a grade is assigned. The seminar and practicum have a single instructor who is responsible for monitoring the student's performance in the field. The instructor and seminar provide support to the student in the resolution of practicum related problems and issues. Each student has the opportunity to evaluate the practicum experience. This information is useful in future planning. The practicum is an essential part of social work education.

We recognize that the concurrent schedule may be very demanding, as students attempt to manage field hours/assignments, other course work and personal responsibilities, however field practicum is a course, and as such students are expected to attend this course and complete all the requirements for the course. **Poor performance in Field Seminar will automatically be assessed towards Field Practicum. A failing grade in field seminar will result in a failing grade in Field Practicum and vice versa, no exceptions. Students who fail field practicum in their second attempt will be dismissed from the social work program.** Field Hours may not be used to complete assignments for other classes unless such assignments have been approved by the Office of Field Education. Students, who violate this rule, will have to complete additional field hours to the satisfaction of the BSW Field Coordinator and in severe cases may be removed from field practicum or earn a failing grade.

The field preparation seminar (SOWK 4399) is a required component of SOWK 4401 and SOWK 4402. The seminar provides a forum that assists practicum students in integrating classroom learning with field practicum. Emphasis is placed upon providing opportunities for understanding the breadth and diversity of human service organizations, populations served and the varying roles and functions performed by social workers. The social systems' perspective provides the framework for study of the field setting as an organization, which is part of the larger professional social work community. There is an examination of professional issues and current social conditions. The seminar serves as a safe arena for students to hone their presentation, writing and analytical skills while receiving supportive feedback from the group.

Students participate in a field practicum seminar on a weekly basis. Discussions center on social work values and ethics, issues of diversity and professional Social Work characteristics. For generalist students, emphasis is placed upon providing opportunities for understanding the breadth and diversity of human service organizations, populations served and the varying roles and functions performed by social workers. The seminar serves as a safe arena for students to hone

their presentation, writing and analytical skills while receiving supportive feedback from the group.

SOWK 4401 (Social Work Practicum I) and SOWK 4402 (Social Work Practicum II)

A one-year placement in an approved human service setting is a requirement for all students completing their senior year in the BSW program. Field practicum affords students the opportunity to provide direct and indirect services to populations served by human service organizations. Entry into field practicum is contingent upon admission to the BSW program, completion of the BSW junior year, permission from the BSW Field Director. The BSW practicum is based in generic foundation content and is oriented toward generalist social work practice. The focus is on social work practice with interrelated and interdependent human systems: individuals, families, groups, organizations and communities. As part of the curriculum design, the knowledge, values and skills gained and developed in the first two semesters of the BSW program are applied, elaborated and tested in the field practicum.

BSW Field Practicum Course Offering Outline Summary

Senior Year

Courses	Field Practicum I & II (SOWK 4401 and 4402)
Semester	2 consecutive semesters (concurrent) (Typically Fall and Spring Semesters)
Credits	6 credit hours per semester Total 12 credit hours
Hours	20 hours per week for 15 weeks per semester Total of 600 hours (Practicum schedule arranged with field instructor) Minimum 4 hours per day
Field Liaison	Faculty assigned and/or BSW Field Coordinator

BSW GUIDELINES FOR STUDENT LEARNING EXPERIENCES

The primary document that determines the goals and objectives for the field practicum course is the course syllabus. The Student Placement Plan is a tool designed to facilitate the process by which the student and field instructor identify individual goals and objectives for the practicum and a mutually agreed upon working plan for accomplishing them. Giving full consideration to student diversity in relation to life experience, previous work/volunteer experience, maturity and performance, the field instructor, through educational assessment, is expected to assign appropriate learning experiences with increasing levels of complexity and responsibility.

Generalist Foundation

Suggested Direct Service Learning Experiences

(Knowledge, values and skills related to client engagement, assessment, goal setting, and intervention – problem-solving process)

1. Individual (Responsibility for and on-going contact with clients)
2. Group (Co-facilitator/facilitator & planner for at least one group/class)
3. Family (Responsibility for and on-going contact with at least one family)
4. Community contacts and outreach (Home visits; agency/court contacts etc.)
5. Crisis and brief contacts including telephone interviewing
6. Engagement of clients in informal settings
7. Information and referral responsibilities; Intake

Suggested Indirect Service Learning Experiences

(Knowledge, values and skills related to research, policy, evaluation and administrative tasks)

1. Formal orientation including responsibilities of staff
2. Attendance at least two high level policy making meetings
3. Attendance at departmental or program level meetings
4. Exposure to community resources and human service network
5. Writing, including weekly interview recordings; process notes; social histories
6. Technology opportunities including computer skills, audio & video taping
7. Speaking engagements on behalf of setting

8. Data collection, analysis and interpretation for research or grant writing
9. Special projects (a fair; brochure; survey or grant; annotated bibliography)
10. Staff development opportunities as participant and presenter

OFFICE OF FIELD EDUCATION (ROLES AND RESPONSIBILITIES)

The Office of Field Education is staffed by a Director of Field Education, Field Program Coordinators, and Field Liaisons.

Director of Field Education

The Director of Field Education is responsible for the direction and coordination of the Field Education program and also serves as the BSW Field Coordinator. The Director provides administrative support and consultation for practicum related issues to all faculty in the Social Work Program. The Director works in collaboration with the Title IV E BSW Field Coordinator and the Field Liaisons (when available).

The Field Coordinator provides administrative support and consultation regarding practicum issues to all department faculty. Faculty involvement is essential to the evaluation of the content of practicum courses.

The Field Coordinator develops and maintains important linkages for the department within the University and broader human services community. Beyond the field practicum arena, these linkages have the potential to identify and develop community service, research, training/teaching and funding opportunities for students, faculty and agency personnel. The exchange of information is a significant function of the Field Coordinator and lends itself to the ongoing process of developing avenues for renewal. As an advocate for BSW students and the department in general, the Field Coordinator maintains frequent and regular contact with the community to ensure that the preparation of students is relevant to the training needs of the human service agencies; that Fort Valley State University social work students are competitive in the job market and graduate school; and that students and faculty are aware of opportunities to participate in community activities and events. The Field Coordinator is often the agencies' first link to the department and the university.

The Coordinator of Field Education for the Bachelor of Social Work (BSW) program has administrative responsibility for field practicum. In support of the BSW Program goals, objectives and assumptions, the field coordinator's area of responsibility includes planning and monitoring for how field practicum settings and field instructors are selected; the assignment of students to field settings; and the monitoring and evaluation of student performance. The dual functions of administration and teaching are essential to maintaining a quality program relevant to the changing needs of students, human service organizations, the populations served and increasing development of the professional knowledge base.

Faculty Field Liaison

The field coordinator shares responsibility for monitoring the field practicum with the faculty. Faculty members serve as liaisons for the general practicum. The liaison is able to meet with students individually and in groups for mutual sharing of experiences. Faculty

members give assignments to students in the field. They are encouraged to invite field instructors to class in addition to the expected liaison agency visits. The involvement of the faculty is crucial to integration of class and field.

Field Liaisons are required to have one contact with the agency-based field instructor and student each semester of placement. Additional contacts are made as needed for assessment, evaluation and problem solving. The faculty liaison seeks to involve the student and the field instructor in all aspects of the practicum experience.

Functions of the Faculty Field Liaison

1. Serves as the instructor for the practicum course (if assigned a practicum course).
2. Monitors the student's performance in the practicum;
3. Contributes to the planning, development and design of the field practicum program in cooperation with the field coordinator;
4. Works with field instructors in the implementation of course objectives through the development of appropriate learning experiences;
5. Identifies problems and issues related to concurrence between classroom and field practicum content;
6. Provides feedback to the faculty relative to the validity of curriculum assumptions in practice;
7. Identifies core concepts adopted by the Department to be taught in field practicum;
8. Participates in the development and use of learning opportunities in field practicum;
9. Assures the that the evaluation for each student has been received and submitted in a timely fashion to the field coordinator;
10. Serves as a consultant in the resolution of field practicum issues;
11. Serves as co-instructor in those instances where the field instructor is in need of additional educational support or in the absence of a trained social worker.

Assignment of Field Liaisons

The Director of Field Education in collaboration with Field will assign students to faculty field liaisons. The expressed interest of faculty, teaching and personal expertise of faculty, as well as the effectiveness of existing relationships with agencies, are some of the factors, which may be used in assigning faculty/field liaisons to students. All faculty have field liaison responsibilities; however, the Field Coordinator will teach the field practicum courses for BSW students.

Responsibilities of Practicum Intern Students

Students are expected to comply with the policies of Fort Valley State University and the field practicum setting. This includes, but is not limited to, the following:

1. Following all pre-placement instructions in a timely fashion for completion of the pre-placement interview and confirmation of the placement;
2. Complying with expectations of the Department for meeting requirements for NASW membership and professional liability insurance;
3. Adhering to the Social Work Code of Ethics and carrying oneself in a manner consistent with the moral/ethical standards of the Code;
4. Clarifying of agency expectations related to dress code; absence reporting; use of car for agency business; health requirements; practicum expenses; confidentiality etc.;
5. Assuming responsibility for completing the required hours of the practicum;
6. Notifying the field instructor of all absences and arranging to make up the time to the satisfaction of the field instructor and the field coordinator;
7. Advocating for self in pursuit of learning including preparation for conferences with the field instructor and participating in the preparation of the Student Placement Plan;
8. Assuming responsibility for making the field instructor and the field coordinator aware of potential difficulties including and changes in planning related to the practicum;
9. Using the field instructor as a base for channeling contacts with other individuals;
10. Maintaining confidentiality regarding agency records, materials and clientele;
11. Engaging in appropriate termination activities with clients and setting at any point the practicum ends.
12. Maintaining at minimum a four (4) hour schedule at their field placement

Students who fail to comply with all requirements and deadlines for field practicum placement may be denied admission to the Field Education Program.

SELECTION OF THE FIELD INSTRUCTOR

Criteria for Selection of Field Instructors

The field coordinator uses the following criteria in the evaluation of potential field instructors:

1. There is an expectation that social work students be placed under the instruction of trained social workers who have earned their degrees from CSWE –accredited social work programs. For BSW students, the BSW is the minimum degree; for MSW students, the MSW is the minimum degree;
2. Two years post degree experience in the social work field is the minimum requirement for field instructors;
3. Sufficient experience within the setting to permit familiarity with agency programs and learning opportunities available for students;
4. Interests in and ability to teach, communicate knowledge and stimulate student self-development as well as appreciation for unique individual development;
5. A clear orientation towards learning should supersede focus on task performance;
6. Sound knowledge of at least one area of practice and the community social welfare structure;
7. Understanding, acceptance and willingness to implement the philosophy and objectives of the Department as well as assumptions of responsibility for contributing ideas and thinking toward strengthening the educational experience in the classroom and field;
8. Sufficient time allocation by the setting, as well as, management of time by the individual to carry out instructional responsibilities including availability and accessibility to student, regularly planned conferences with student, written evaluative summaries of student's performance, and planned conferences with the faculty liaison;
9. Professional identification through organizational affiliation;
10. Sound knowledge of current trends in social work and social welfare.
11. Participation in the Social Work Program's field instructor orientation

Functions of the Field Instructor

1. Explicates the field practicum objectives of the Social Work Program;
2. Assists the student in designing, negotiating and implementing an appropriate range of learning experiences consistent with the expectations of the Department, the individual interests and needs of the student, as well as the expectations of the agency;
3. Familiarizes student with the resources within the agency and the large social welfare system;
4. Meets with the student for weekly, planned conferences to engage in continuing mutual educational assessment;
5. Submits a written plan of educational goals for the student's practicum to the faculty liaison;
6. Submits and appropriate well documented grade to the faculty liaison prior to the deadline for each semester of practicum;
7. Communicates on a continuing basis with the faculty liaison regarding the student's performance and related issues;
8. Develops a relationship with the student that will encourage a climate of reciprocal learning;
9. Encourages maximum student activity and creativity within educationally sound limits;
10. Acts as a primary role model of the professional practitioner.

Note: In situations in which a student may be working with more than one agency professional, it is expected that only one individual will assume the role of field instructor. The field instructor is responsible for approving and coordinating the learning experiences; monitoring and evaluating the student's performance. In the absence of a Field Instructor **on-site**, the identified Task supervisor/Preceptor is expected to give regular feedback to the field instructor on the student's performance. Extra care must be taken to ensure that there is open communication between all parties.

Task Supervisor/ Preceptor

Task Supervisors are agency personnel qualified* to assume responsibility for the day to day direction and supervision of students, only when there is no Field Instructor on site to perform these duties. This individual would consult with the assigned Field Instructor to identify learning experiences. This individual may or may not hold a BSW or MSW degree. If this individual does not hold an MSW degree, he/she would work closely with the assigned Field Instructor.

*** These individuals hold a professional position in the agency, are capable of monitoring the learning experiences of social work students and able to provide appropriate feedback**

SELECTION OF SETTINGS FOR THE FIELD PLACEMENT

The office of Field Education works collaboratively with students in identifying a potential field placement site. In making our final decision, we consider the following:

- The student's preference
- The perceived educational needs of the student
- Identified learning style
- Availability of the desired placement
- Agreement by the Field Instructor/Agency

The Office of Field Education has final decision in all placement matters. The Field coordinator is responsible for student-agency matches consistent with the guidelines as determined by faculty. Each placement requires a formal referral and approval by the coordinator. Students who fail to follow-through on the placement process and required deadlines will be denied admission to field practicum. Under no circumstances is a student to make arrangements for his/her own placement. Any suggestions for future placement opportunities can be directed to the Field Education Program for determination of eligibility. The Director of Field Education has final decision for all field placements.

BSW Field Orientation

All students planning to enter field practicum in the fall of their senior year are required to attend the BSW Student Field Orientation. The purpose of this orientation is to familiarize students with the field placement process. It is during this orientation that students receive their field orientation packets. Students hear from a number of invited guests on the different aspects of field experience, as well, students have the opportunity of expressing their concerns and clarifying their understanding of the field process.

Agency Requests for Practicum Students

During the spring semester, the agencies are surveyed to determine specific requests for students for the approaching academic year. The responses provide current information on the number of students requested and the program/personnel changes impacting the practicum experience. This is also an opportunity to bring pertinent issues or concerns to the attention of the practicum coordinator.

Student Requests for Placement

All placement requests must be processed through the field coordinator. A formal referral is required. Only those requests approved by the field coordinator will be confirmed. The Field Placement Questionnaire is distributed to the appropriate students the semester prior to the anticipated placement. This document requests specific information on the student's

employment/volunteer experience; previous practicum experience; the kinds of learning experiences requested; and the special needs or requests. For BSW students, a copy of the student's most recent course grid should be attached to the questionnaire to aid in determining readiness for the field. Faculty and/or the field coordinator may suggest potential practicum settings for consideration in the student-agency match. Students are helped to make informed decisions regarding practicum requests by focusing on their educational goals and objectives. Each student receives a copy of the course syllabus and the field manual.

Placement Decision

The placement decision is made by the field coordinator and is a reflection of student input from the questionnaire; Department expectations for students by rank and the availability of resources approved as field settings. Each request is given full consideration with special attention to public transportation needs, physical access, out-of-town placement requests, stipend opportunities, and the work-site option etc. Every attempt is made to accommodate student interests within the guidelines established by the Department.

Announcements of Placements

The agency contact person receives the *Agency Referral Form*, which identifies the student referred to their agency for practicum. This form is to be completed by the field instructor and returned to the BSW Field Coordinator once the placement has been confirmed. A copy of the first page of the field questionnaire is also provided as to give the field instructor some general background information about the student

Students pick -up their *Student referral form* from the Field Coordinator. This form identifies their potential field practicum site as well as the necessary contact information so that students may begin the pre-placement process. This form is to be completed by the student and returned to the Field Coordinator once the placement has been confirmed.

Pre-Placement Interviews

A pre-placement interview is required for confirmation of the placement. The student is responsible for scheduling the interview with the agency contact person. Depending upon the size of the agency, more than one interview may be necessary. It is expected that the student shall have the opportunity to interview with the field instructor prior to accepting placement. Students are expected to actively participate in the interview to ensure the appropriateness of the placement match. Students may be invited to observe agency activities prior to acceptance. The agency or student may seek second interview for clarification.

Confirmation of Placements

Confirmation of the placement as indicated by the completion of the referral forms reflects a mutual agreement between student and agency to adhere to both agency and department policies regarding field practicum. All placement referrals are tentative pending confirmation in writing by the student and the agency. Problems or concerns may be noted on the form. The coordinator will process requests for adjustments including placement changes.

The field coordinator and the agency contact person share a joint responsibility to inform the student of any special requirements necessary for confirmation of the placement. These requirements may include, but are not limited to, physical examinations, immunization records, immunizations, fingerprinting and background checks etc.

Student Placement Plan

It is the expectation of the department that the student and the field instructor complete a document, which is a reflection of joint planning for the entire practicum. This plan should be completed by the fifth week of the first semester of placement, which will allow sufficient time for orientation to the setting. Emphasis is placed upon the communication between the student and the field instructor during the goal-setting process. Completion of the form in a timely fashion results in early feedback to the student, field instructor, and faculty liaison on the assessment of the student's performance. There is adequate time for these issues to be addressed prior to the evaluation at the end of the semester. Copies should be made of this plan for use during evaluation. This form is a tool and may be modified as appropriate. The completed form must be sent to the field coordinator. The coordinator forwards a copy of the plan on to the field liaison. The original is placed in the student's permanent file.

Evaluation of Student's Performance

Prior to the deadline date indicated on the Field Practicum Calendar for midterm and end of semester, the evaluations are to be submitted to the field coordinator. The grading process is incomplete without a well-developed narrative statement. The narrative is expected to include a description of all assignments. Wherever possible, the field instructor is encouraged to present examples that illustrate evaluative observations made regarding student learning. The signatures of the field instructor and the student are required on the document. The student's signature only denotes that the evaluation has been reviewed. The student may attach a rebuttal or self-evaluation. The evaluations are shared with the field liaison and placed in the student's file.

Student's Evaluation of Field Placement

In the week of the final semester of placement, the Student Evaluation of Field Placement form will be distributed to all practicum students. Students are asked to complete and return the form unsigned to the field coordinator. The field coordinator, at a later date, reviews the information and may share findings as appropriate with the faculty and agencies.

STUDENT PLACEMENT PROCESS

The office of Field Education works collaboratively with students in identifying a potential field placement site. In making our final decision, we consider the following:

- The student's preference
- The perceived educational needs of the student
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FIELD POLICIES AND PROCEDURES

Student Personal Safety

Students are encouraged to take advantage of the safety programs offered at the University. Students are advised to exercise good judgment in campus area travels, avoid walking alone at night, always be aware of surroundings and stay on well lit and traveled paths.

Similar precautions and prevention should be taken in the learning environment of field practicum. Some agencies provide training relative to personal safety, including management of difficult and/or dangerous clients or situations. Students should inquire about agency policies regarding safety concerns and procedures within the agency.

Professional Liability Insurance

The Fort Valley State University provides coverage for all faculty. All social work students, prior to enrollment in any field practicum course must have the following:

- Confirmation of membership in NASW;
- Purchase of student liability insurance from American Professional Agency, Inc.;
- Individual only policy;
- Each claim \$1,000,000; Aggregate \$1,000,000;
- Students, who do not comply, may be refused registration for the practicum course. For an application and/or more information, contact the Field Coordinator. Allow six weeks for the application process.
- Students who do not obtain their liability prior to the entering field practicum will **not** be allowed to begin field practicum until they have submitted proof of liability insurance.
- The Office of Field Education requires the minimum coverage for liability insurance under NASW-Insurance Trust. **However some agencies may require additional coverage under NASW- Insurance Trust. This information will be provided to the students during the pre-placement process.**

Student Health Requirements

Practicum settings may require students to meet certain health requirements as a condition for confirmation of placement. These settings are primarily medical settings. Typically, the student may be asked to provide proof of health insurance, immunization records upon request and to update immunizations. It is the student's responsibility to inquire about special requirements, the costs and to meet them if there is expectation of placement in the setting. Further, it is the setting's responsibility to provide and orientation or training in special precautions relevant to social workers in that setting.

Background Checks and Fingerprinting

It is important to note that although the Office of Field Education does not require a criminal background check for students entering field practicum, such a check may be required for certain field practicum sites, as well as health screening checks, such as TB. A criminal record will show up on a CBI check.

Practicum settings may require students to submit to background checks and fingerprinting as a condition for confirmation of placement. These settings are primarily child and family correction settings. It is the student's responsibility to inquire about special requirements, the cost and to meet them if there is expectation of placement in the setting. Students are encouraged to share with the agency contact person information that may be potentially damaging prior to submitting to the process if the practicum is desired. Placement may be denied because of misrepresentation of information.

Automobile Insurance

Each student is expected to maintain adequate coverage as required by law. The transporting of clients in personal cars is not recommended. The student is expected to discuss questions of coverage with his/her own insurance agent.

Reimbursement for Agency Business

Each student is expected to discuss expenses that may be incurred during the course of the practicum. This would include, but not limited to, immunizations, mileage, workshops, supplies etc. It is appropriate that students be made aware of these expectations prior to placement confirmation.

Incident Report

The student is expected to inform the field instructor of any situations involving personal injury or injury to others or potential for harm that may occur while the student is carrying out the duties of the practicum. Students are encouraged to take normal precautions, to be attentive to agency instructions for personnel and to seek advice from the field instructor. The agency is expected to orient the student concerning specific client behaviors that may threaten the student's safety. The faculty liaison should be informed as appropriate.

Procedures for Work Site Practicum

The work-site practicum is defined as an approved field placement in the organization in which the student is employed. Work Site Practicum is defined as any Organization/place of business where a student works or has worked FT/ PT or on a voluntary basis.

BSW Procedures for Work –Site Practicum

There is no work site practicum at the BSW level.

Paid Placement

All monies offered to practicum students must be in the form of educational stipends with the joint approval of the field coordinator and the agency. Further, students are not permitted to accept employment from the practicum setting without prior approval of the field coordinator. Agencies are encouraged to work with the Department in expanding the financial resources available to students.

Field is a Course

We recognize that the concurrent schedule may be very demanding, as students attempt to manage field hours/assignments, other course work and personal responsibilities, however field practicum is a course, and as such students are expected to attend this course and complete all the requirements for the course. Field Hours may not be used to complete assignments for other classes unless such assignments have been approved by the Field Coordinator. Students, who violate this rule, will have to complete additional field hours to the satisfaction of the Field Coordinator and in severe cases may be removed from field practicum or earn a failing grade.

BSW

At the BSW level Poor performance in Field Seminar will automatically be assessed towards Field Practicum. A failing grade in field seminar will result in a failing grade in Field Practicum and vice versa, no exceptions.

Attendance

All students are required to complete all practicum hours. Field instructors are to be informed of all absences. Time missed must be made up to the satisfaction of the field instructor and field coordinator. Planned and or extended absences must be approved in advance by the field instructor and the field coordinator. Examples of planned absences would be anticipated hospitalization, maternity leave etc.

Field Days

All field days and hours are to be arranged by the student in collaboration with the agency field instructor. Students are expected to confirm their schedule with their respective field instructors the first day of placement of each semester. Students are required to submit a copy of their field schedule to the Field Coordinator and Field Liaison within the first week of field practicum.

Semester Break Policy

All students are expected to continue in field during the period between semesters either on their normal schedule or at reduced hours. This policy fosters continuity in the learning experience. Those students planning to be away from placement during this period need to make alternative arrangements mutually agreed upon with the field instructor in advance.

Holidays

Students will receive credit for actual clock hours completed within the agency. If the University is open and the agency is closed in observance of a holiday, students will receive credit for that day if it falls on their field day. If the agency is open and the University is closed, students may take the holiday time as scheduled, or continue in field and receive credit for the completed hours. Students do not receive credit for Christmas holidays and Spring break, unless they are continuing or completing field hours.

Carry-Over (SOWK 4401)

It is not unusual for students to have completed more than the required field hours during the fall semester field practicum (SOWK 4401), and when this happens students may apply those hours (not to exceed 40hrs) towards their second semester field practicum hours (SOWK 4402).

Department Meetings/Workshops

Students are strongly encouraged to participate in department meetings/workshops/conferences as scheduled by the Social Work Program. **Title IV -E** students will be required to attend additional meetings sponsored by the **Title IV -E** program. Notices will be sent campus wide informing all instructors of the planned absence from class or field placement. Students, who choose not to attend meetings that are scheduled during class time, will have an unexcused absence from their scheduled class and students in field will be required to make up the field hours. Those students planning to be away from placement during this period need to make alternative arrangements mutually agreed upon with the field instructor in advance

Conference/ Workshop

Students are given 10 field hours for conference/workshop participation over two academic semesters, and five (5) hours over one academic semester. Participation to conferences/workshops must be negotiated with the student's respective Field Instructor. However, students who present

at conferences, as representatives of Fort Valley State University's Social Work Program, will be excused from field placement. The Field Instructor will receive a notice from the Office of Field Education.

Practicum Supervision Time

It is expected that each practicum student will receive two hours of supervision a week as a minimum standard from the field instructor. Typically, this is in the form of a one- hour weekly conference at a regularly scheduled time. Additionally, one hour informal supervision may take the form of informal contacts, telephone contacts and time for writing reports related to student performance. Students are encouraged to be prepared for conferences and to make use of this time effectively for their own benefit. The importance of regular, ongoing and meaningful feedback from the field instructor and from the student is the basis for open communication. Communication insures a mutually rewarding practicum.

Tracking Field Hours

Students are expected to submit a copy of their field schedule to the Field Coordinator within the first week of each semester. The form must include the signatures of both the student and field instructor.

Monitoring Students in Placement

The faculty liaison is expected to make one contact each semester with the field instructor and the student. This contact may be in the form of a personal visit to the setting, a telephone conference with the field instructor or a group meeting with the selected field instructors and their students. Where indicated those students or instructors in need of additional educational support will receive more contact and greater involvement in supervision. Faculty liaisons are also encouraged to meet with students on campus. **The field liaison is responsible for completing a Field Education Conference Form whenever a contact is made with the student, field instructor or agency director.**

Co-Instruction

In the absence of an experienced social worker in a potential setting that has been evaluated as offering unique and desirable learning experiences, co-instruction allows the use of the setting for practicum purposes. An approved social worker co-instructs with the task field instructor to ensure that the requirements for supervision are met. If needed, the field coordinator may serve in this capacity. The use of co-instruction has historically been significant in the development of non-traditional settings, with underserved populations and in rural communities.

Taking an extra course (BSW Field Practicum)

In keeping with the BSW course curriculum, typically students are expected to have completed SOWK 2001, 2002, 3001, 3002, 4110, 4131, 3013 and Liberal Arts core courses, prior to seeking admission into the field practicum. Exceptions to this rule will be assessed on a case by case basis by the Office of Field Education and Program Coordinators.

Grading and Evaluation

All practicum students receive a letter grade (A, B, C, D, F) at midterm and at the end of each semester of placement. The field instructor is responsible for preparing the student evaluation. However, it is the field liaison assigned to the field practicum course(s) that has primary responsibility for determining the final grade. The faculty liaison reviews the evaluation material, and provides input as required. The Director of Field Education/ Field coordinator (s) are available for consultation. All documentation related to the field practicum is sent to the field coordinator for distribution as appropriate.

ACADEMIC PROGRESS

Academic Integrity, Academic Misconduct, and Professional Behavior

Social work majors must adhere to Fort Valley State University's Code of Student Conduct (Undergraduate Catalog) and exhibit a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.

The Social Work Program in keeping with the expectations set forth by Fort Valley State University under the auspices of the University System of Georgia expects all social work majors to maintain academic honesty in all of their course work. As such the Social Work Program expects students to *strictly* adhere to the following standards in all social work courses:

- No cheating, fabrication or falsification of information on papers, reports, take home and in class exams, posters, etc.
- No plagiarism
- No abuse of academic materials
- No complicity in academic dishonesty
- No multiple submissions of academic work (i.e. papers, reports, take home exams, posters, etc.),
- No sharing graded work (i.e. papers, reports, exams, etc.) with peers in and outside this class.

Academic evaluation in all social work courses is based on the assumption that all work submitted is free from academic dishonesty of any type; and any and all work submitted by students will be their own. The normal penalty for a first offense is zero credit on work submitted. Course grades should and will be adversely affected and may result in a grade of "F". Furthermore, students' may be expelled from the social work program, AND Fort Valley State University.

The Social Work Program in keeping with the expectations set forth by Fort Valley State University under the auspices of the University System of Georgia, and the NASW Code of Ethics, expects all social work majors to conduct themselves in a professional manner at all times by exhibiting behavior that is in compliance with program policies (BSW Student Handbook), institutional policies, professional ethical standards, and societal laws in classroom, field and community. Appearance, dress and general demeanor reflect professional manner.

Students Experiencing Difficulty in Practicum Settings

It is important that all students, field instructors and faculty follow the guideline for resolving issues. Two factors are of major concern: 1) protection of the rights of students, and 2) preserving the educational soundness of the practicum.

Typically, the student is expected to discuss concerns with the field instructor as the first avenue of resolution. It is appropriate for the student to seek out the faculty liaison for guidance, if needed, in communication with the field instructor. If needed, the use of the three-way (student, field instructor and faculty liaison) conference is highly recommended in the resolution of practicum related problems. Most problems are resolved through improved communication. The field coordinator is available for consultation.

Early Warning Policy

The purpose of the early warning policy is to assist in the identification of students experiencing academic difficulty in the field practicum and to facilitate the provision of academic support for retention and graduation of capable social work students. The early warning policy is a mechanism for offering students assistance during the semester to improve the quality of their learning experience. Such a policy is needed to augment existing University notification of probationary status and grades after completion of course work in any given semester, when it is too late for academic assistance.

When it is recognized that a student is performing below the expected standards in a course, the field coordinator shall inform the Director of Field Education and the student's advisor. The Director of Field Education shall appoint a committee to meet with the student and the field coordinator. The purpose of this meeting is problem identification and the development of a plan for resolution.

Non-academic issues

Social Work students are expected to demonstrate and maintain both academic and personal suitability for the profession. Behavior that is not appropriate to the profession may be exhibited in the form of illegal actions defined by law; mental health or substance abuse issues that impair the student's functioning etc. The faculty liaison is expected to meet with the student and the field instructor to collect all relevant information. In consultation with the field coordinator, a conference with the advisor and pertinent faculty may be called to prepare a plan of action. Corrective measures may be suggested with time limits, a recommendation for change of major or withdrawal from the University. (See Student Handbook)

Termination of Placement

The field instructor and/or the student may request termination of the placement. Prior to withdrawal of any student from placement, a full discussion of all pertinent facts will be conducted with all persons concerned. Termination is regarded as a last resort in problem solving. Once the decision has been made to terminate the placement, the student is expected to formally disengage from the agency. This may include terminating with clients, turning in keys and records, removing personal items etc. It is the responsibility of the field instructor to provide a final evaluation of the student's performance.

POLICIES AND PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE IN THE SOCIAL WORK PROGRAM

Three levels of review can occur at the Social Work Program in reviewing student's academic performance. The level of review depends upon the potential severity of the concern.

- I) Student & Instructor of Course
- II) Student & Academic Advisor
- III) Student & Performance Review

Information disclosed during student meetings with faculty, program directors/coordinators, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problems solving about the concerns.

Performance that may Result in a Review and/or Possible Dismissal from the Social Work Program

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student (faculty must adhere to university guidelines. For complete university policy and procedures see SSU student handbook
- Behavior judged to be in violation of the current NASW Code of Ethics
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the Social Work Program and becoming known after admission
- Consistent pattern of unprofessional behavior
- Failure to meet any of the Standard for School Work Education: Department of Social Work Criteria for Evaluation of Academic Performance

Field Education

Student review in field may occur under any of the following circumstances:

- Disregard for Performance Standards as per Student Handbook
- Disregard for NASW Code of Ethics
- Failure to show up for Field Practicum
- Failure to engage in the field learning experience
- Failure to maintain professional boundaries
- Lack of professional responsibility
- Concerned with the "salvation" of others

- Inability to use feedback constructively
- Arrogance/hostility/ aggressiveness
- Gossiping/lying
- Inability to establish rapport with clients
- Biased remarks
- Inability to work with others
- Argumentative
- Personal/Emotional problems that significantly interfere with ability to meet field requirements
- Consistently absent from field practicum
- Violating department/agency policies
- Irrational outbursts
- Drug/Alcohol Abuse

Early feedback

Early feedback is an important component of a successful field practicum. Therefore it is important for Students/ Field Instructors to communicate all concerns regarding field placement immediately to the Field Liaison or the Office of Field Education to ensure sound resolution.

We encourage student/field instructor to address their concerns during the field practicum course, however there is an expectation that the Field Liaison be immediately notified as to the issue (s) to ensure greater support from the Office of Field Education. Although the Office of Field Education is committed to supporting the student/field instructor relationship, early feedback is critical to ensuring a successful practicum

Performance Review

All students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. However, during the course of study, a student may not be performing at the required level. Any faculty member may bring the problem to the attention of the Director of Field Education and request a performance review.

The Director of Field Education may appoint Performance Review Committee of faculty members (to include a committee Chair, faculty representative (s) and the student's advisor, whenever possible). The committee may extend invitations to additional parties such as the field instructor or other individuals with relevant information. The student is permitted to have one person accompany him or her to the meeting. This may include a parent, a peer or a lawyer who is not acting in the role of an attorney since this is not a legal procedure.

The Performance Review Committee will be concerned with early detection and handling of problematic performance situations including academic as well as non-academic issues. In conjunction with the advisor, and the faculty as a whole, the committee will promote the utilization of all available resources within the Department and the University to aid students in maximizing

their performance. Each student will have the equal responsibility of discussing any perceived academic and performance difficulties with his/her instructors and advisor.

The Performance Review Committee shall also be cognizant of the importance of maintaining standards for student performance to assure that graduates of the program will have demonstrated the knowledge, skill and ethical behavior required of the professional social worker. Consequently, it may become the responsibility of the committee to recommend to the Department Chair, the Dean and the student that it would be in the student's best interests, as well as those of maintaining degree standards of the Department, that the student not continue in the program. In the course of carrying out its activities, the committee may become aware of conditions or situations in the educational milieu which appear to be problematic for students and/or have the potential for affecting their performance. These should be referred to the Director of Field Education, if it is a field related issue.

Performance Review Policy

Consistent with the Council on Social Work Education, Evaluative Standards and The Code of Ethics of the National Association of Social Workers, the Fort Valley State University Social Work Program will consider performance or behavior of students that provides relevant information reflecting their likely performance as social work practitioners as an academic student progress matter. Performance or behaviors that demonstrate poor interpersonal skills, unethical threatening or otherwise unprofessional conduct will be considered as grounds for academic disciplinary action that includes, but is not limited to academic probation and dismissal. The Code of Ethics as adopted by the National Association of Social Workers as well as the Regent's rules regarding student behavior serve as the primary basis for judgments' concerning the appropriateness of the behavior of students.

Performance Review Procedures

If a recommendation has been initiated for a performance review, the student's academic advisor will meet with the student to discuss the student's current academic standing, the identified concern based on the adopted Standards for Social Work Education and inform the student of the performance review process.

The Performance review committee will also send a correspondence to the student which informs the student of their rights and the date and time of the performance review. This correspondence should be sent (at minimum) two (2) weeks prior to the scheduled performance review date.

On the scheduled date the Performance review committee will meet with the faculty member(s) who have initiated the performance review to discuss the concern (s).

The Performance Review Committee will then meet with the student and his/her representative (Parent, Peer or lawyer who is not acting in the role of an attorney since this is not a legal matter).

The Performance Review Committee may request that all parties meet to clarify information.

Once the Performance Review has been completed, a letter will be sent to the Chair for final decision

The Chair will send a correspondence to the student indicating the identified concerns and recommendations

The student has the right to appeal any decision or recommendations

Social Work Student procedures for addressing academic and non academic issues

Students who wish to address academic /nonacademic concern(s) must take the following steps:

- Step 1. The student must address the issue with the instructor of course.
If the student skips this step, the student will be re-directed back to the instructor of course. The instructor of course informs the academic advisor of the scheduled meeting.
- Step 2. If there is no resolution, the student is directed to contact their Academic advisor to arrive at a solution. The instructor of course may also meet with the academic advisor to discuss and process the situation.
- Step 3 If there is no resolution, the instructor of course, Academic Advisor and BSW Program Coordinator meet to determine an appropriate resolution or to determine whether a Performance Review is required
- Step 4 If a Performance Review is required, then the BSW Program Coordinator schedules a Performance Review (Rotating committee) to request a recommendation for resolution. (Performance Review Procedures as stated on page#).

Student concerns regarding the Field Practicum are addressed in the following manner:

- Step 1. The student and the instructor of course (Field Instructor or Field Liaison) address the issue. If the student skips this step, the student is re-directed back to the instructor of course.
- Step 2. If there is no resolution, either or both parties should contact the Field Liaison The Field Liaison seeks a resolution. The Field Liaison informs the academic advisor of the scheduled meeting.
- Step 3. If there is no resolution, the Field Liaison seeks input from the Field Coordinator to discuss the current situation, and to arrive at a solution.

Step 3. If there is no resolution, the Field Coordinator Field (if Title IV-E Field Coordinator position is active) seeks input from the Director of Field Education

Step 4. If there is still no resolution, the Director of Field Education may schedule a Performance Review (Rotating committee) to request a recommendation for resolution (Performance Review Procedures are followed).

Removal for Academic Misconduct

Educational enterprises require a high degree of trust based on certain principles including honesty and integrity. Unfortunately, situations occur where students violate those principles by engaging in academic misconduct. Such actions can have serious repercussions, including failing grades, probation, suspension, dismissal and even revocation of a degree. "Academic misconduct" is defined as any activity which tends to compromise the academic integrity of the institution or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. providing or receiving information during examinations; or providing or using unauthorized assistance in the classroom/laboratory, at the computer terminal (including internet plagiarism), or field work.
2. submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own: it includes unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
3. falsification, fabrication, or dishonesty in reporting research results;
4. serving as, or enlisting the assistance of, a ringer or substitute for a student in the taking of examinations;
5. alteration of grades or marks by the student in an effort to change the earned grade or credit;
6. alteration of University forms used to drop or add courses to a program, or unauthorized use of those forms;
7. falsification of faculty or administrative signature

Removal Procedures for Academic Grades or Academic Misconduct

Academic misconduct takes place when a student fails to maintain good standing in one of these areas for either Academic Grades or Academic Misconduct is subject to the following actions:

Step 1: If the student falls below a 2.5 GPA for one consecutive semester, after formal admission to the BSW program, fails a course for a second time, receives an “I” or “W” grade, and shows an indication of academic difficulty. The academic advisor will request a meeting with the student.

Step 2: The student’s academic advisor then formally meets with the student to consult and give suggestions that might include but is not limited, to requesting a modification in the program changes in their concentration or extensions of time for the student’s completion of the program. If the issue is **academic misconduct**, the academic advisor may recommend the need for additional information, a meeting with the individual or person making the accusation, or the initiation of a Performance Review Committee.

Step 3: In the case of academic grades, if the student falls below a 2.5 GPA, after formal admission to the BSW Program and 3.0 in the MSW Program for another consecutive semester, the student automatically receives a notice of probation from the Program Coordinator.

Step 4: In the case of a Performance Review, the Performance Review Committee reviews the case and determines if all the above steps had been followed accurately. If this is the case, the Committee can recommend one of the following actions:

- a) Dismiss the case due to lack of evidence.
- b) Develop a formal written and mutually agreed upon plan with the student
- c) Make a grade recommendation
- d) Recommend formal academic termination*

*Step 5: If the decision is to terminate the student from the program, the Committee will provide written notice of this decision to the department Chair and Dean of CLASS. If approved by the Vice President for Academic Affairs, others will be notified of this action and the student will not be allowed registration for any more courses

Step 6: The student shall have the option of accepting this decision or of making an Appeal** (as per the FVSU Student Handbook) to the Chair, Dean and Vice President for Academic Affairs.

PLANNING AND DEVELOPMENT

Preparation for the practical experience is the result of the combined efforts of faculty and field instructors. Several approaches are used to stimulate productive exchanges in the promotion of common understanding of field practicum objectives and processes.

The Social Work Community Advisory Council

The Social Work Program has organized an Advisory Council of great substances and enthusiasm consisting of community leaders from government, the court system, and the social services, business and religious community. This is an opportunity for interested persons to become actively involved in a supportive role with the social work program. Committees adopt special projects to provide service to the Department. The Advisory Council is governed by a set of by-laws and has a newly instituted memorandum of understanding with the University.

The Advisory Committee on Field

This committee, advisory to the field coordinator, assures the maintenance of reciprocal and ongoing relationships between the practice community and the Department to promote and advocate for the advancement of practice relevant education framed by social work values and ethics. The scope of this committee ranges from preparation of students for field to post degree issues of employment and alumni support for the field program. A major contribution of this committee is the exploration of new placement settings, increase in agency stipends for students and the hosting of field instructor meetings for orientation and training.

Field Instructor Development Series

Orientation

The department requires that all field instructors participate in an orientation. Typically, the orientations are held prior to the entry of students into placement during both fall and spring semesters. The purpose is to prepare new field instructors to assume the role effectively. The sessions are conducted jointly by the coordinator, faculty and experienced instructors. The format is a combination of panel presentation and small group discussion. Field instructors are given complete written information on the social work curricula. The goal is to enhance the professional's performance level in the role of field instructor. Participation in the orientation is a requirement for continued appointment as a field instructor for the Department. Continuing Education Credits are available.

Ongoing Training

Beyond orientation, field instructors are provided the opportunity to focus on specific areas for ongoing training. These areas may include Preparation for the Student; Engagement; Educational Assessment; Planning Structured Learning Experiences; Grading and Evaluation of Student Performance; Writing the Narrative; Issues in Field Instruction; Building Student Awareness of Self and Supervision. Field instructors and students are encouraged to participate, at no cost, in the continuing education series of the Department.

Field Instructors-Student Packet

Each field instructor is provided with the necessary information and forms for supervision of the student. The contents are as follows:

- Field Manual
- Field Practicum Calendar
- Student Placement Plan Outline

- Course Syllabus
- Evaluation of Student Performance forms

TITLE IV-E PROGRAM

The Title IV-E Program at FVSU will be activated through coordination with the Georgia Department of Family and Children Services. This section applies only when the program has been re-activated.

Title IV E Child Welfare Program

The Title IV –E Child Welfare Program at Fort Valley State University fosters excellence in public child welfare services and represents collaboration between Fort Valley State University’s Social Work Program, The Georgia Department of Human Resources and the Department of Family and Children Services Education and Training Services Section.

The Title IV- E Child Welfare Program increases the number of competent child welfare professionals in the state of Georgia by recruiting, educating and developing students’ skilled in the area of child welfare.

Students are accepted in the program if they have met the following criteria:

- 1) Admission into the Social Work Program and or/ current DFCS employees
- 2) Completion of an online Title V-E application at www.gadfcs.org/ive.php
- 3) Completion of an interview with DHR personnel
- 4) Letter of acceptance into the Title IV-E Program

Once accepted students will receive an annual stipend to cover their tuition based on a full time schedule and stipends for mileage and books. Upon graduation students are expected to fulfill employment commitments. These employment commitments are based on one year of employment for each annual stipend awarded.

Students admitted under the Title IV-E Program are required to complete a Field Placement in a Department of Family and Children Services.

Title IV-E Coordinator

The Title IV-E Coordinator is responsible for the planning and coordination of the Title IV-E Child Welfare Grant.

Functions of the Title IV-E Coordinator

1. Provides general information about the IV-E Child Welfare Grant
2. Assists interested IV-E students with on-line application and procedures.
3. Assesses level of interest in pursuing a career in Child Welfare.

4. Schedules interviews for potential IV- E recipients
5. Acts as liaison between IV-E student and internal (SSU) and external (DHR/DFCS) collaborators.
6. Coordinates tuition, book and travel reimbursements for IV-E students
7. Maintains individual student files for IV-E documentation (e.g. IV-E contract, contact sheet, IV-E trainings and certifications).
8. Monitors IV-E database for grant expenditure

Title IV- E Field Responsibilities

Title IV- E students must complete 700 hours of field practicum in a Georgia Department of Family and Children Services (DFACS). As part of their DFACS practicum, must complete the following:

- Must complete Online Child Protective Services Keys to Child Welfare Practice or New Worker Training during MSW II & III Field Practicum.
- Must utilize the Keys Guide to Field Practice Activities as well as specific portions of the on-line training.
- Works with field Instructor to approach study through the Keys Field Guide
- Responsible for checking out laptops if needed to complete Keys training
- Must agree to participate in scheduled semi-monthly field seminar
- Must attend the Title IV-E Graduation Event

BSW FIELD PROGRAM APPENDICES

APPENDIX A FIELD EXPERIENCE CHECKLIST

**Fort Valley State University
Social Work Program**

FIELD EXPERIENCE CHECKLIST

Student _____ Course _____ Semester/Year _____

Practicum Site _____

Field Instructor _____ Phone _____

Agency _____

Address _____

Phone _(____) _____

Fax #_(____) _____

Check and Date When Received

NASW Membership	_____
Liability Insurance	_____
Mid-Term Evaluation	_____
Final Evaluation	_____
Student Evaluation of Practicum	_____
Liaison Evaluation of Practicum	_____
Field Instructors Evaluation	_____

APPENDIX B MEMORANDUM OF UNDERSTANDING (GENERIC)

**MEMORANDUM OF UNDERSTANDING BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
BY AND ON BEHALF OF
FORT VALLEY STATE UNIVERSITY
(Name of Institution) AND**

(Name of Facility)

This is a Memorandum of Understanding on the part of _____ (hereinafter referred to respectively as the “Facility”) and the Board of Regents of the University System of Georgia by and on behalf of **Fort Valley State University** (hereinafter referred to respectively as the “Institution”). The facility and Institution shall be herein after jointly referred to as the “parties.”

A. PURPOSE:

1. The purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality applied learning experiences for the Institution’s students.
2. Neither party intends for this Memorandum to alter in any way their respective legal rights or their legal obligations to one another, to the student and faculty assigned to the Facility, or to any third party. However, the understandings contained herein may be incorporated into and made a part of a subsequent agreement executed between the respective Institution and Facility in a form substantially similar to that which is attached hereto and hereby incorporated by reference as “Exhibit A” hereinafter referred to as the “Agreement”.

B. GENERAL UNDERSTANDING:

1. The applied learning experience (hereinafter referred to as the “A.L.E.”) will be of such content, and cover such periods of time as may from time to time be mutually agreed upon by the Institution and the Facility. The starting and ending dates for each A.L.E. shall be agreed upon at least one month before the A.L.E. commences. A.L.E. implementation at the Facility shall be subject to final approval by the Facility.

2. The number of students designated for participation in the A.L.E. will be mutually determined by agreement of the parties, and may at any time be altered by mutual agreement. All student participants must be acceptable to both parties. Either the Facility or the Institution may withdraw any student from an A.L.E. at the Facility based upon a lack of competency on the part of the student, the student's failure to comply with the rules and policies of the Facility, or, for any other reason where either party reasonable believes that it is not in their best interest for the student to continue. Such party shall provide the other party and the student with immediate notice of the withdrawal and written reasons for the withdrawal.
3. There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, disability or veteran's status in either the selection of students for participation in the A.L.E., or as to any aspect of the A.L.E.; provided however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself, preclude the student's effective participation in the A.L.E.

C. FACILITY RESPONSIBILITIES:

1. The Facility will retain responsibility for the care of its clients and patients and will maintain supervision of students insofar as their presence and A.L.E. assignments affect the operation of the Facility and its care, direct and indirect, of its clients and patients. No provision of this Relationship shall prevent any Facility client or patient from requesting not to be a teaching client or patient or prevent any member of the Facility's staff not designating any client or patient as a non-teaching client or patient.
2. The Facility will provide adequate facilities for participating students in accordance with the A.L.E. program objectives and plan developed through cooperative planning by the Institutions' departmental faculty and the Facility's staff. The Facility will use its best efforts to make conference space available as may be necessary for teaching and planning activities in connection with the A.L.E. However, specific classroom, conference space and facility requirements may be set forth in the Agreement.
3. Facility staff shall upon request, assist the Institution in the evaluation of the learning and performance of participating students, provided the student has signed a consent to exchange of educational information in accordance with the Family Educational Rights and Privacy Act of 1974, as amended. However, the Facility hereby agrees to keep confidential any student records or information it may obtain, unless it has otherwise obtained prior written consent of the student. Although the Institution shall obtain all required consents, the Facility shall have the right to rely on such consents and to obtain copies of such consents upon request. The Facility will assign a staff representative as liaison between the Facility and the Institution. The Facility staff representative may be designated in the Agreement. Unless otherwise specified in the Agreement, any evaluation of students by the Facility

shall relate only to general student participation in the A.L.E., and shall in no way be construed as a certification by the Facility as to the competence of any student or a representation by the Facility of any student's ability or competence in connection with the practical implementation of any knowledge gained through the A.L.E.

4. The Facility shall provide for the orientation of both Institution faculty and participating students as to the philosophies, rules, regulation, and policies of the Facility.
5. Subject to the Facility's overall supervisory responsibility for patient care, appropriately licensed Institution faculty members may provide such patient services at the Facility as may be necessary for teaching purposes. The nature and scope of activities of Institution faculty members that may involve in any way patient care at the Facility shall be subject to the sole discretion of the Facility and to such conditions as the Facility may deem necessary in its sole discretion including, but not limited to, prior proof of professional liability coverage, appropriate licensure or certification, and compliance with all Facility rules, regulations, and policies. If faculty participation at the Facility other than as a Supervisor for the purpose of this A.L.E. is so authorized, it must not be a substitute for adequate staffing at the Facility.
6. All medical or health care (emergency or otherwise) that an Institution student or faculty member receives at the Facility will be at the expense of the Individual involved.

D. INSTITUTION RESPONSIBILITIES:

1. The Institution will use its best efforts to select students for participation in the A.L.E. who are prepared for effective participation in the training phase of their overall education. The Institution will retain ultimate responsibility for the education of its students.
2. Prior to the commencement of the A.L.E., the Institution will, upon request and with proper authorization, provide responsibility Facility officials with such student records as will adequately disclose the prior education and related experiences of prospective student participants.
3. The Institution will use its best efforts to see that the A.L.E.s at the Facility are conducted in such a manner as to enhance the resources available to the Facility for the providing of care to its clients and patients. Only those students who have satisfactorily completed the prerequisites courses of their curriculum will be selected for participation in an A.L.E., as specified in the curriculum course descriptions,
4. The Institution will not assign any faculty member in connection with the operation of the A.L.E. who is not appropriately licensed or certified, and will make evidence of licensure or certification of all it assigned faculty available to the Facility upon

request. It is agreed that all Institution faculty are employees of the Institution, unless otherwise agreed upon in writing.

5. The Institution will inform all its participating students of the Facility's requirement that they must procure and maintain throughout the A.L.E. professional liability insurance in amounts, form, and by a carrier satisfactory to the Facility, and to provide evidence of such insurance to the Facility prior to participation in any A.L.E. Institution faculty members will be provided professional liability coverage pursuant to the terms and conditions of the Georgia Tort Claims Act (O.C.G.A. U50-21-20 et seq.). The Institution will provide Worker's Compensation Insurance coverage for its participating faculty members. However, the Institution will not provide Worker's Compensation Insurance or other insurance coverage for its students. This paragraph will survive the termination of this MOU.
6. The Institution will encourage participating student and faculty compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep students and faculty informed as to same and any changes therein. Specifically, the Institution will keep each participating student and faculty member apprised of his or her responsibilities, including but not limited to the following:
 - a. To follow the administrative policies, standards and practices of the Facility when in the Facility.
 - b. To report to the Facility on time and to follow all established regulations of the Facility.
 - c. To keep in confidence all medical, health, financial and social (including mental health) information pertaining to particular matters, clients or patients.
 - d. To not publish any material related to the A.L.E. that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless prior written permission is received from the Institution, the Board of Regents of the University System of Georgia, and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or uses the name of the Facility or its members, staff, directly or indirectly.
 - e. To comply with all federal, state, and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
 - f. To follow Centers for Disease Control and Prevention (C.D.C.) Universal Precautions for Bloodborne Pathogens, C.D.C. Guidelines for Tuberculosis Infection Control, and Occupational Safety and Health Administration (O.S.H.A.) Respiratory Protection Standard.

- g. To arrange for and be solely responsible for living accommodations while at the Facility.
 - h. To conform to established standards and practices while training at the Facility.
 - i. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.
 - j. To wear a name tag that clearly identifies him/her as a student or faculty member.
 - k. To sign a written agreement obligating the student or faculty member to observe all rules and policies established by the Facility, to maintain the confidentiality of patient information, and to refrain from publishing any material related to the A.L.E. that identifies or uses the name of the Board of Regents, the Institution, or the Facility, directly or indirectly, or uses the name of the Facility, without first obtaining written approval. Subject to the right to publish set forth in section d above.
7. The Institution will require all student participants at the time of enrollment in the A.L.E., **if required** and as necessary and appropriate during the period of participation, to undergo a health examination, as well as will be necessary to determine that they are free from any infectious or contagious diseases, and are able to perform their activities in the A.L.E. program in order to ensure that students do not pose a direct threat to the health or safety of others, which may include TB, PPD test or chest x-ray, hepatitis-B core antibody test, and Rubella, measles and mumps tests, or documentation of immunization. At the option of the Facility, such health examinations may be performed by the Facility, at the sole expense of the student participants. Any medical or health care (emergency or otherwise) that may be received by an Institution student or faculty member at the Facility in the course of the A.L.E. shall be at the sole expense of the individual recipient of such care; provided that nothing herein shall require the Facility to provide any such care. Any student or faculty participant who does not meet the health criteria established by the Facility will not be assigned to the Facility or allowed to continue to participate in the A.L.E. at the Facility. The Facility has the right, at any time, to request health status reports on student and faculty participants, to the extent allowed by applicable law. Moreover, if the student and/or faculty member has an exposure to blood or body substances, if there is an injury to the student and/or faculty or if there is an infectious disease outbreak, the Institution agrees, to the extent allowed by law, to send the student's and/or faculty member's health records within two (2) business days of the receipt of a written request by the Facility for such health records.

8. The Institution shall have the full responsibility for the conduct of any student or faculty disciplinary proceedings and shall conduct the same in accordance with all applicable statutes, rules, regulations and case law.
9. The Institution will assign faculty/staff representative(s) as liaison(s) between the Facility and the Institution. The Institution faculty/staff representative(s) will be designated in the Agreement.

E. MUTUAL RESPONSIBILITIES

1. The parties will work together to maintain an environment of quality learning experiences for the Institution's student(s), while at the same time enhancing the resources available to the Facility for the providing of care to its clients and patients. At the request of either party, a meeting or conference will be held between Institution and Facility representatives to resolve any problems or develop any improvements in the operation of the A.L.E.
2. This working relationship and affiliation shall be reviewed annually by the parties. This Memorandum of Understanding may be amended at any time by mutual written agreement of the parties. It may also be canceled at any time by either party upon not less than ninety (90) days written notice to the other party, but any students currently in an A.L.E. may complete the A.L.E.
3. The Institution and the Facility acknowledge and agree that neither party shall be responsible for any loss, injury, or other damage to the person or property of any student or faculty member participating in the A.L.E. unless such loss, injury or damage results from the negligence or willful conduct of that party, its agents, officers or employees.
4. This relationship is intended solely for the mutual benefit of the parties hereto, and there is no intention, express or otherwise, to create any rights or interests for any party or person other than Facility and the Institution; without limiting the generality of the foregoing, no rights are intended to be created for any patient, subject, parent or guardian of any student, spouse, next of kin, employer or prospective employer of any student.
5. Neither party is an agent, employee or servant of the other. The Regents, Institution, and the Facility acknowledge and agree that student participants in the A.L.E. are not employees of the Regents, Institution, or the Facility by reason of such participation, and that they assume no responsibilities as to the student participants that may be imposed upon an employer under any law, regulation or ordinance. Student participants shall in no way hold themselves out as employees of the Regents, Institution, or the Facility.

Facility and Institution acknowledge that protection of participants in the A.L.E. from exposure to bloodborne pathogens is the joint concern of facility, Institution and the participant. Facility will make available to participants for use within the Facility all

6. personal protective equipment, including gloves, gowns, masks, and other supplies necessary to comply with Centers for Disease Control guidelines, as appropriate to the participant's A.L.E. **If the A.L.E. involves exposure to bloodborne pathogens,** Facility shall provide participants with education regarding bloodborne pathogens appropriate to the participant's educational training at Facility, and, shall maintain documentation of such education. Institution shall, to the extent allowed by law or regulation, offer to participants at substantial risk of directly contacting body fluids, antibody and or antigen testing and vaccination in accordance with requirements of the Occupational Health and Safety Administration and Centers for Disease Control Facility will use its best efforts to appropriately test the source patient and to obtain patient's consent to disclosure of test results to the Institution and participant.

7. This Memorandum of Understanding shall be governed by, construed and applied in accordance with the laws of the State of Georgia.

8. This Memorandum of Understanding shall supercede any and all previously executed Memoranda of Understanding between the parties for applied learning experiences.

AGREED TO BY:

THE BOARD OF REGENTS OF THE
 UNIVERSITY SYSTEM OF GEORGIA
 BY AND ON BEHALF OF **FORT VALLEY STATE UNIVERSITY**
 (Name of Institution)

 (President of Institution)

Date _____

The _____
 (Name of Facility)

NAME _____

TITLE _____

DATE _____

APPENDIX C FIELD PRACTICUM PROFILE

**Fort Valley State University
Social Work Program**

FIELD PRATICUM SETTING PROFILE

Setting _____ Date _____

Address _____ Telephone _____

City & State _____ Zip _____

Executive _____

Agency Administrative Contact _____ Email _____

Address (if different) _____ Cell _____

Check all that apply

Fields of Practice Represented

- Alcohol & Drug
- Aging
- Child & Family
- Corrections
- Health
- Mental Health
- Mental Retardation
- School of Social Work
- Other _____

Transportation Requirements

- No vehicle required
- Personal vehicle required _____
- Agency vehicle available
- Public transportation

Hours Available for Scheduling

- Daytime
- Evening
- Weekend
- Other _____

Foundation Learning Experiences and Number of Students Requested

- Undergraduate Foundation BSW # _____
- Graduate Foundation MSWI # _____

Advanced Concentration Learning Experiences and Number of Students Requested

- Advanced Clinical MSWII # _____
- Advanced Social Administration MSWII # _____

APPENDIX D FIELD INSTRUCTOR PROFILE

Use this space to list specific learning experiences and opportunities available to students.

**Fort Valley State University
Social Work Program**

FIELD INSTRUCTOR PROFILE

Name _____ Date _____

Agency _____ Telephone _____

Address _____

Email _____ Fax _____ Cell _____

Position/Title _____

Length of time in current position _____ Total years experience _____

Educational Background

Name of Institution	Major	Degree/Year
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Previous Teaching Experience

Name of Institution	Courses
_____	_____
_____	_____

Previous Supervisory Experiences

Name of Organization	Type of Supervision (Students or Staff)
_____	_____
_____	_____

Specialty Areas for Teaching Opportunities

**Fort Valley State University
Social Work Program**

AGENCY FIELD PRACTICUM REFERRAL FORM

The social work student(s) listed below has been referred to you for a pre-placement interview to determine suitability for placement in your setting.

Field Setting:

Agency Education Coordinator:

Placement Semesters:

Placement Hours:

First Week of Practicum:

Student

Rank

Special Needs/Interests

FIELD PLACEMENT CONFIRMATION FORM

After the pre-placement interview, please complete this form. Use the comment section to indicate your placement decision regarding the above named student(s). Please return the completed form to the field coordinator. Inform the student of your decision. Students not accepted for placement should also be informed and referred back to the field coordinator for assistance. Your feedback is important. Thank you.

Student

Designated Field Instructor/Degree

Comments

Return to: Fort Valley State University, Behavioral Science Department, Field Education Program, HMB, 1005 State University Drive, Fort Valley, Georgia 31030 (478) 825-6984

**Fort Valley State University
Social Work Program**

STUDENT'S FIELD PRACTICUM REFERRAL FORM

Student Name _____

Tentative Agency _____

Agency Address _____

Agency Contact Person _____

Telephone _____

Special Instructions _____

STUDENT'S CONFIRMATION OF FIELD PRACTICUM

Student's Name _____

Agency Name _____

Agency Address _____

Field Instructor's Name _____

Has the placement been confirmed? _____ **YES** _____ **NO**

Give agreed upon dates of your placement _____ **Start** _____ **Ending**

Comments: _____

The student is responsible for reporting any changes that may impact the field to the agency field instructor and the Director of Field Education. Use the comment section to provide any feedback and to request assistance. Please return the completed form to the Office of Field Education after the interview.

APPENDIX G FIELD PRACTICUM QUESTIONNAIRE

**Fort Valley State University
Social Work Program**

**BSW FIELD PLACEMENT QUESTIONNAIRE
SOWK 4401 & 4402**

Name Semester/Year

Local Address: (Street, City & Zip Code) County Home Telephone # Daytime #

Permanent Address: (Street, City & Zip Code) Telephone #

Email address: _____

City or Region in which placement is requested _____

Transportation: Personal Transportation _____ Public Transportation _____

Degree (s)/Certifications Currently Held

Employment Summary: (Organization, Position Title & Years/Months)

Volunteer Summary: (Organization, Position Title & Years/Months)

Have you successfully complete all sections of the Regents Exam? Yes_____ No_____ (Admission into Field Practicum is contingent upon students having successfully completed the Regents Exam and minimum GPA of 2.5 in the Social Work Program)

Are you a Title IV-E Grant recipient? yes_____ no_____

Have you completed the following social work courses (please mark an "X" next to the course (s) that you have completed).

SOWK 2201 (Ethics)	_____	SOWK 3011 (Methods I)	_____
SOWK (elective)	_____		
SOWK 2002 (Intro)	_____	SOWK 4131 (Research I)	_____
SOWK 3001 (HBSE I)	_____	SOWK 3002 (HBSE II)	_____
SOWK 3013 (Div in Social Work)	_____	SOWK (elective)	_____

Please identify the type of placement or population that would most interest you (list three)

1. _____
2. _____
3. _____

List the kinds of learning experiences you would like to have in a practicum? This practicum is based on generalist foundation content. Students receive both direct and indirect service learning experiences.

If you are requesting a new setting, please provide **complete** information including agency address, telephone number and contact person in the space below. Indicate any special needs you wish to be considered in the placement decision. All requests are subject to the approval of the Office of Field Education. Only those requests properly processed through the Field Coordinator will be considered. Information you wish to be considered must be placed on this form or attached. In making our final decision, we consider the student's preference, perceived educational needs, identified learning style, identified learning opportunity, availability of the desired placement, and agreement by the agency field instructor

Student's Name: _____ Student ID: _____

The information on the first page may be shared with the practicum setting. The following information is requested for use by the Field Coordinator in the matching process.

Are you requesting any special accommodation in your field placement, which would fall under the Americans with Disabilities Act? Yes _____ No _____

If so, what will you require?

It is important to note that although Field Education does not require a criminal background check for students entering field practicum, such a check may be required for certain field practicum sites, as well as health screening checks, such as TB. A criminal record will show up on a CBI check.

Special Requests: Use the space below to indicate any preferences for particular agencies; areas of interest or other information you would like to bring to the attention of the coordinator. You are not required to state a preference. .

By signing this application:

- **I understand that admission to Field Practicum is contingent upon having earned a minimum GPA of 2.5 in the Social Work Program and successful completion of all parts of the Regent's exam.**
- **have read and studied the NASW Code of Ethics and I agree to abide by its provisions during my field practicum experience and my tenure as a social worker.**

- **I agree to follow the policies and procedures of the Office of Field Education**
- **I agree to follow the policies and procedures of the agency in which I do my placement, and to represent the agency, the school and the profession of Social Work in an appropriate professional manner**

Student Signature

Date

Please return **signed** form to the Director of Field Education 103 Warner Robins Campus or 022 Horace Mann Bond, or mail to 1005 State University Drive, Fort Valley, GA, 31030.

Fort Valley State University Social Work Program

STUDENT PRACTICUM PLAN

It is the expectation of the Department that the student and the field instructor complete a document which is reflection of joint planning for the entire practicum. This plan should be completed by the fifth week of the first semester of placement, which will allow sufficient time for orientation to the setting. Emphasis is placed upon the communication between the student and the field instructor during the goal-setting process. Please keep a copy of this plan for use during evaluation of the student's performance. This form is a tool and may be modified as appropriate.

Student: _____

Field Instructor: _____

Agency: _____

TO BE COMPLETED BY THE FIELD INSTRUCTOR

1. The field instructor is asked to list his/her specific goals for the practicum:
The goals for this practicum include:

2. Identify strengths of the student including special skills or interests:

3. Identify areas for continued growth (personal challenges) which may serve as a baseline for evaluating student's growth and development:
Identify personal bias while working with a culturally diverse population will be measured by daily journals, experiences, and exposure to clients on a weekly basis.

TO BE COMPLETED BY THE STUDENT

1. List your specific goals for the practicum:

2. Identify any specific skills or interests relevant to the setting:

3. Identify some of your personal challenges:

4. List some of the courses which could be correlated with the goals of the practicum.

TO BE COMPLETED BY THE FIELD INSTRUCTOR AND THE STUDENT

1. List the mutually agreed upon goals for the practicum:

2. List the mutually agreed upon learning experiences to achieve these goals:

3. Plan for supervision and feedback including methods and frequency:

Signature of Student _____ **Date** _____

Signature of Field Instructor _____ **Date** _____

Signature of Faculty Liaison _____ **Date** _____

APPENDIX J BSW FIELD TRACKING FORM

**Fort Valley State University
Social Work Program**

BSW Field Liaison Contact Form

Fall, year _____	Spring, year _____	Summer, year _____
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Student Name

Field Instructor Name

Name of Agency

Purpose of Contact

- Agency Site Visit*
- Observation of Student in Field*
- Consultation with Field Instructor/ Preceptor*
- Consultation with Agency Director*
- Consultation with Student*
- Other* _____

Summary of Visit

Faculty Liaison

Date

APPENDIX K GENERALIST PRACTICUM EVALUATION

**Fort Valley State University
Social Work Program**

BSW Field Practicum Tracking Form

Student _____ Semester _____ year _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Total hrs						

- Weekly Supervision by field instructor (day and time) :): _____
- BSW students are required to complete 20 hrs per week, minimum 4 hour shift

BSW Intern

Date

Preceptor/task supervisor

Date

Agency Field Instructor

Date

Field Liaison

Date

APPENDIX K GENERALIST PRACTICUM EVALUATION

Fort Valley State University

Social Work Program

GENERALIST PRACTICUM EVALUATION

SOWK__4401__4402 Semester_____, Year_____

Student_____ Phone_____

Agency Field Instructor(s)_____

Preceptor_____

Agency_____ Phone_____

Agency Address_____

Field hours completed to date_____ Evaluation ___midterm ___final

Student performance in the field practicum is formally evaluated at mid-term and semester end. The mid-term evaluation allows the student, agency field instructor, and Field Coordinator to assess the student’s progress toward achieving practice competencies. The final evaluation will assist the Field Coordinator in determining the student’s field practicum grade.

It is the student’s responsibility to initiate the evaluation process. The student submits the form to the agency field instructor who will complete the evaluation and mail it to the **Social Work Program, 1005 State University Drive, Fort Valley, GA 31030. NO FAX COPY WILL BE ACCEPTED.** Student and agency field instructor must review the evaluation together during weekly supervision, using this opportunity to identify strategies for strengthening skills.

Field Instructors please assess and score items carefully to provide the most accurate feedback to the student and the program.

Using a Likert scale, students are evaluated from **1**, which indicates *Unsatisfactory performance* to **5**, which indicates *Outstanding Performance*. The abbreviations **NO** and **NP** indicate either *No Opportunity to Observe* or *No Opportunity to Practice*

PROFESSIONAL PRACTICE CHARACTERISTICS

1	2	3	4	5	NO	NP
Unsatisfactory Performance	Needs Improvement	Acceptable Progress	Mastery Level Competence	Outstanding Performance	No Opportunity To Observe	No Opportunity To Practice

1	2	3	4	5	NO	NP
Unsatisfactory Performance	Needs Improvement	Acceptable Progress	Mastery Level Competence	Outstanding Performance	No Opportunity To Observe	No Opportunity To Practice

Student in Relationship to the Setting and the Community

1.Establishes collaborative relationships with other agencies and organizations.

1 2 3 4 5 NO NP

2.Can identify and access community resources.

1 2 3 4 5 NO NP

3.Organizes with collaborative groups to facilitate delivery of services to disempowered and at-risk populations.

1 2 3 4 5 NO NP

4. Understands and uses policies and procedures of practicum setting.

1 2 3 4 5 NO NP

5. Establishes collaborative relationships with professionals and non-professionals.

1 2 3 4 5 NO NP

6. Demonstrates initiative in fulfilling the activities and responsibilities described in the Student Placement Plan.

1 2 3 4 5 NO NP

7. Establishes priorities, is well organized, and plans effectively.

1 2 3 4 5 NO NP

Student Engagement with Client Systems

1. Advocates for client needs.

1 2 3 4 5 NO NP

1	2	3	4	5	NO	NP
Unsatisfactory Performance	Needs Improvement	Acceptable Progress	Mastery Level Competence	Outstanding Performance	No Opportunity To Observe	No Opportunity To Practice

2. Identifies ethical dilemmas that exist when discrepancies occur between professional Standards and personal values.

1 2 3 4 5 NO NP

3. Accepts responsibility for continuous learning and professional development.

1 2 3 4 5 NO NP

4. Demonstrates cultural competence, e.g., the ability to apply social work theory and practice skills with African American and other people of color, women, gays and lesbian, person with varying abilities, and other oppressed, disempowered or at-risk populations.

1 2 3 4 5 NO NP

5. Demonstrates the ability to recognize the impact of cultural factors on human and organizational behavior.

1 2 3 4 5 NO NP

6. Identifies ethical dilemmas that exist when discrepancies occur between agency policies and client needs.

1 2 3 4 5 NO NP

7. Is diplomatic in offering suggestions for change in agency programs, policies, and procedures.

1 2 3 4 5 NO NP

8. Engages in self-evaluation of professional performance with supervisory assistance.

1 2 3 4 5 NO NP

9. Initiates and is prepared for weekly supervision.

1 2 3 4 5 NO NP

1	2	3	4	5	NO	NP
Unsatisfactory Performance	Needs Improvement	Acceptable Progress	Mastery Level Competence	Outstanding Performance	No Opportunity To Observe	No Opportunity To Practice

10. Integrates supervisor's feedback for professional development.

1 2 3 4 5 NO NP

11. Is open to constructive criticism and negotiates disagreements with diplomacy.

1 2 3 4 5 NO NP

12. Applies social work concepts from classroom to experiences in the field.

1 2 3 4 5 NO NP

13. Models social work values and ethics including respect for confidentiality, and self determination.

1 2 3 4 5 NO NP

Fort Valley State University Social Work Program

BSW Student's Evaluation of the Practicum Setting

Field Instructor: _____ **Agency:** _____

In the interest of maintaining consistently high standards in our field placement settings, the Social Work Program recognizes the value of providing students with the opportunity to report their perceptions of the field experience. Your feedback is strongly requested. Please respond to the following:

- 1 = Yes
- 2 = No
- 3 = Don't Know

The Field Instructor

- ___ A. Appears Knowledgeable in the field of social work practice.
- ___ B. Appears knowledgeable in specified areas of practice.
- ___ C. Is able to communicate knowledge to students.
- ___ D. Is able to stimulate and/or encourage student self-exploration & development.
- ___ E. Allows the student to grow and develop in own unique way.
- ___ F. Is reasonable accessible.
- ___ G. Schedules regular conferences with students.
- ___ H. Provides student with feedback about activities and efforts on a regular basis.
- ___ I. Encourages the student to seek out and develop contacts with other agency personnel, as well as other agencies.

The Field Setting

- ___ A. Programs and methods are clearly defined.
- ___ B. Provides valuable services to individuals, families, groups or community.
- ___ C. Ensures the availability of of a qualified field instructor.
- ___ D. Is non-discriminatory, from your perception.
- ___ E. Demonstrates interest in and respect for professional education.
- ___ F. Encourages student ideas and input into proposed agency changes.

Field Liaison

- ___ A. Is reasonably accessible.
- ___ B. Provides students with feedback concerning practicum assignments.
- ___ C. Appears to be knowledgeable in field and social work practice.

- ___ D. Encourages student self-exploration and development.
- ___ E. Is helpful in problem resolution, if needed.

APPENDIX M LIAISON EVALUATION OF THE FIELD INSTRUCTOR AND FIELD SETTING

**Fort Valley State University
Social Work Program**

Evaluation of Field Instructor and Setting

Date: _____

Instructor: _____

Student (s)/Rank: _____

<u>Use of Self As a Teacher</u>	Frequently	Sometimes	Never
1. Develops a variety of learning Experiences	_____	_____	_____
2. Instruction involves use of curriculum	_____	_____	_____
3. Instructor provides positive feedback.	_____	_____	_____
4. Instructor provides negative feedback,	_____	_____	_____
5. Instructor demonstrates own practice for Student	_____	_____	_____
6. Instructor prepares for student's conference and hold students responsible for Preparation also.	_____	_____	_____
7. Instructor is available to student on a Regular basis.	_____	_____	_____
8. Instructor encourages the student to read And discuss appropriate literature related To the field.	_____	_____	_____
9. Instructor provides appropriate directions And resources in suggestive readings that are related to the field.	_____	_____	_____
10. Instructor makes clear what the student is expected to learn	_____	_____	_____
11 Instructor provides climate which enables student to express the range of feelings	_____	_____	_____

and experience in practice.

Use of Tools for Assessment and Teaching	Frequently	Sometimes	Never
1. Process recording	_____	_____	_____
2. Other written materials	_____	_____	_____
3. Audio tapes	_____	_____	_____
4. Role play	_____	_____	_____
5. Student assessment of own practice	_____	_____	_____
6. Joint case responsibility	_____	_____	_____
7. Teaches from a conceptual and Theoretical base.	_____	_____	_____
8. Use of curriculum guide.	_____	_____	_____
9. Encourage student's participation in group, staff, and related community meetings.	_____	_____	_____
10. Video tapes	_____	_____	_____
11. Other _____	_____	_____	_____

Quality of caseload assignments

Instructor's participation in college activities (i. e., orientation for new field instructors, filed seminars, committees, quest lecturer, etc.)

Identification of areas of strength and areas requiring further attention.

Recommendations for continued use of agency field instructor.

Recommendation for continued use of agency.

Prepared by faculty liaison _____

Date : ____/____/____

Additional Information

- View Online - Educational Policy and Accreditation Standards (www.cswe.org-accreditation/overview)
- NASW Code of Ethics (www.socialworkers.org- NASW Code of Ethics Link)
- NABSW Code of Ethics
- Sexual Harassment Policy
- HIPPA

APPENDIX N NASW CODE OF ETHICS

National Association of Social Workers (NASW) Code of Ethics

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social

workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

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

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and

responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the

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

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

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

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

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

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

1.06 Conflicts of Interest

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

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

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

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk

of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing

education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

4.08 Acknowledging Credit

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

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may

include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

APPENDIX O SEXUAL HARRASSMENT

SEXUAL HARASSEMENT

Sexual harassment is a form of sexual discrimination prohibited by Title VII of the Civil Rights Act of 1964. Whether the harassment comes from the field educator or any agency employee, it is destructive to the learning and working environment, is demoralizing, and it adversely affects students' performance in their internship. Even if the agency has no sexual harassment grievance policy, students may make complaints of sexual harassment directly to the Office of Civil Rights, U.S. Department of Education, or file a lawsuit.

DEFINITION

The Equal Employment Opportunity Commission (EEOC) defines sexual harassment as:

Unwelcome sexual advances, requests for sexual favors, verbal or other expressive behaviors or physical conduct of a sexual nature constitutes sexual harassment when any one of three criteria is met:

- 1) Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's continued internship.
- 2) Submission to or rejection of such conduct is used as a basis for decisions or assessments affecting the individual's welfare as a student placed in the agency.
- 3) Such conduct has the purpose or effect of unreasonably and substantially interfering with the individual's welfare, academic or professional performance, or creates an intimidating, hostile, offensive, or demeaning workplace or educational environment.

FORMS OF SEXUAL HARASSMENT

Sexual harassment may take a variety of forms ranging from subtle pressure for sexual activity to physical assault. Conduct defined as sexual harassment includes, but is not limited to the following:

- 1) Threats of, or intimidation by unwilling, non-mutual sexual contact.
- 2) Continual or repeated verbal abuse of a sexual nature including graphic commentaries about a person's body, sexually degrading words to describe the person, or propositions of a sexual nature.
- 3) Threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions

of a continued internship may be adversely affected by refusing sexual advances

Sexual harassment may be physical, verbal, or nonverbal

Physical touching, holding, grabbing, hugging, kissing, “accidental collisions,” other unwanted physical contact, and, in the worst cases, physical assault and rape.

Verbal offensive jokes, offensive language, threats, comments, or suggestions of a sexual nature.

Nonverbal staring at a person’s body, leaning over the intern at a desk, offensive gestures or motions, circulating sexually suggestive letters or cartoons, and other sexually oriented behavior.