The MSW Field Instruction Handbook is directed to the practicum activities of students in the Master of Social Work Program. The purpose of this Handbook is to orient students, faculty and agency field instructors to the policies and procedures associated with the field practicum sequence of Tulane University’s School of Social Work Master of Social Work degree curriculum.

Amended 9/01/15
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Dear Students, Field Instructors, and Faculty:

We are pleased to present you with this 2015 Edition of the Field Instruction Handbook for the Master’s Program in Social Work.

Effective learning for practice depends upon the reflective thinking that can only be gained from direct experience. It is through field instruction that the complexities and challenges come alive for the learner, and where one has the opportunity to “become what one knows.”

We at the Tulane School of Social Work are committed to high quality education in all aspects of the program, and welcome your comments and suggestions on ways that this handbook can be most useful to you.

Yours Truly,

Ron Marks
Dean

Heather Gillis, Ph.D.
Director of Field Education

**TSSW’s Mission**

The mission of the Master of Social Work Program at the Tulane University School of Social Work is to educate future social workers to engage in competent, ethical, clinical-community practice that is relationship-centered, evidence-informed, and empowerment-focused, incorporating a global/local perspective.

**MSW Program Goals**

The Tulane University School of Social Work Master of Social Work Program:

1. prepares students to engage in relationship-centered, clinical-community practice to enhance the biopsychosocial capacity and resilience of individuals, families, groups, organizations and communities;

2. teaches students to value human diversity and work to promote social and economic justice;

3. prepares students to create and exchange responsive, community-based knowledge and research for relevant, effective, and innovative social work practice; and

4. promotes integrative learning by drawing from and contributing to the diverse, culturally rich, inspiring, and challenging environment of New Orleans and through opportunities for intercultural experience.
Clinical-community social work is an interactive process that highlights the dual context of understanding and working with people and groups within their communities. It recognizes the interrelatedness, strengths, and needs of the individual, family, organization and community as the focus of growth and change. Areas that give meaning to people and which are of primary importance for social work include the physical and psychological dimensions, as well as environmental forces such as and social and economic justice. The clinical-community model of the curriculum utilizes theories and interventions that address the conditions of individuals, families, groups, organizations, communities, and government to effect changes on multiple levels based on a person-in-environment perspective.

The curriculum further emphasizes the concepts of relationship-centered, reflective practice with systems of different sizes and in different service contexts. Relationship-centered practice is a collaborative approach that values and utilizes the importance of relationship as the central vehicle for maximizing opportunities for growth and change, both within the practice setting and within the clients' environments. The ability to use relationships to address issues and to meet clients’ needs is the tool of the reflective practitioner. It is a value-based practice process that engages others through active, genuine, empathic communication and understanding. Relationship-centered practice refers to practice that places a primary value on the dynamic exchange of information and support between the social worker and the client system(s), and between and within the clients' own systems.

The curriculum also instructs and encourages the learner to begin the life-long process of becoming a reflective practitioner. A reflective practitioner is one who consciously draws on internal and external resources to define and critically examine problems as well as to suggest solutions, drawing from theoretical concepts, evidence-based practice, subjugated knowledge, culture, ethics, and practice wisdom. The concept of a reflective practitioner also refers to a social worker who has a full understanding of his or her own personal values and the genesis of these values, and of the relationship between his or her values and the values of the profession. The reflective practitioner has the ability to critically evaluate and modify his or her practice over time and to engage in practice that best addresses the needs of the client. The reflective practitioner is one who internalizes professional values and ethics and who is responsive to the values of others and engages in culturally sensitive practice. Further, the reflective practitioner engages in mindfulness and critical thinking, learns from experience, uses Evidence-Based Practice principles, and possesses strong professional knowledge that-enables the social worker to continually improve their practice and to best meet the needs of their clients over time.
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CHAPTER I

THE FIELD PRACTICUM

Overview
The purpose of the field practicum is to provide an educationally-directed practice experience for the MSW student. Historically, the partnership between social service agencies and social work education has been an essential one. The supervised practice experience provided by social service agencies for the education of social work students has been called, "field placement," "field instruction," "practicum" or "internship."

The Council on Social Work Education (CSWE) has identified field education as the signature pedagogy of social work education:

“Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies” (CSWE, 2008).

At Tulane University School of Social Work, one sequential three-semester field placement is provided through the agency/school partnership. This is referred to as "field practicum." The professional social workers in agencies who provide the educational supervision to students are referred to as “field instructors.”

Student experiences in field practicum are designed to meet educational objectives specified for the three semesters of field placement. The educational objectives are identified in each of the field practicum syllabi (See Appendix). The MSW field instruction sequence is educationally-directed and is aimed at meeting the specified objectives of the MSW program through individualized learning plans designed to meet both the student's needs and the educational objectives of the School.

Throughout the field instruction experience, students attend Field Seminar and meet with their faculty field liaisons in order to ensure their progress is developed, directed, monitored, assessed and educationally supported. Each faculty field liaison has specific responsibilities for field coordination with a small group of students and agency placement sites.

All field practicum sites and field instructors are selected by the School through a prescribed process overseen by the Office of Field Education. Each agency signs a School/Agency Placement Agreement which spells out the agreement between the agency and the School and must be signed prior to the beginning of a student placement. For the field practicum, students are placed in a variety of settings in social work practice. Field placements are geared toward student interests and educational feasibility.
Relationship of the Field Experience to the Overall Curriculum
The field practicum is the link between the experiential aspect of learning and the overall curriculum. Each mode of learning -- class and field -- reinforces and enhances the other. Some content may receive greater emphasis in the field site or in the classroom, or content may emerge in one and be reinforced in the other. It is in the class/field partnership that integration of theory and practice occurs. The interdependence and complementary nature of the two modes of learning are enhanced through mutual understanding by faculty and field instructors of the theories, content, learning experiences and assignments offered to students in both sites.

This goal of integration is accomplished in part through the Field Seminar, which is a course that provides students the opportunity to discuss, process, and integrate their agency-based field placement experience with classroom learning. Teaching methods and learning activities for the Field Seminar may include: readings, skill building exercises, didactic presentations, case presentations, role plays, and field site visits. The goal is also accomplished through communication between faculty and field instructors. Field instructors are encouraged to review syllabi, bibliographies, and assignments. Further, contacts by faculty field liaisons with field instructors permit continuing interchange. Gaps may be identified by either party and decisions reached for inclusion of needed content at either site.

Prerequisites for Field Practicum
Full-time students are expected to successfully complete the courses of the Fall Foundation Semester before beginning the field practicum. Part-time students must successfully complete the 1st and 2nd required semesters. Successful completion of the semester is demonstrated by a passing grade or better and no ‘Incompletes” in all courses. In addition, any student whose GPA falls below 3.0 MUST be evaluated by the Academic Standards and Professional Review procedures to determine whether or not she/he will be allowed to enter or continue in field practicum. Students must also provide proof of liability coverage prior to starting the internship.

Foundation and Advanced Field Instruction

A. Foundation Field Instruction
The purpose of the Foundation Practicum is to provide students with experience and instruction in generalist social work practice. It offers students an opportunity to learn the wide range of social work roles and functions (advocate, broker, resource developer, teacher, and counselor) and to become more aware of the needs of vulnerable populations. Students are first introduced to field practicum through the Professional Foundations Course (SOWK 7110) taken during the first semester. Through this experience students learn about placement options, assess their role as adult learners, meet with field liaisons, complete the application for field placement, conduct placement interviews, and complete the field placement application. The Foundation Field Practicum (SOWK 7520) is completed in one semester (during the full-time student's second semester in the MSW program). Part-time Program students complete the Foundation Field Practicum in two semesters (SOWK 7910 & 7920). It is closely integrated with the foundation content that has been taught during the first semester, as well as content that is taken concurrently with the placement.

Objectives of Foundation Field Instruction
Upon completion of the Professional Foundations course and the Foundation Field Practicum, the student will be able to:
1. Identify as a professional social worker and conduct oneself accordingly by demonstrating professional demeanor in behavior, appearance, and communication.
2. Maintain appropriate professional boundaries with clients and colleagues.
3. Participate actively in available opportunities for learning such as workshops, case conferences, and trainings.

5. Identify and manage personal values as they reflect or conflict with the values of the profession.

6. Identify models of assessment, prevention, intervention, and evaluation appropriate to the problems, strengths, and contexts of agency clients.

7. Identify special concerns in meeting the needs of individuals and communities in relation to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation within the agency context.

8. Demonstrate an ability to work with special populations and clients who are experiencing discrimination in some form.

9. Assess each client or client system for advocacy needs within the agency or community and include in intervention plan as appropriate.

10. Identify assessment tools and procedures used at the agency and search for research evidence to evaluate their validity and reliability.

11. Demonstrate a beginning ability to integrate and apply individual theories of human growth and development and knowledge of community development to the assessment process.

12. Collaborate with colleagues and clients to advocate for agency or social policies that advance social well-being.

13. Demonstrate flexibility and resourcefulness in response to changing agency or client needs, goals, and resources.

14. Demonstrate use of empathy and other interpersonal skills to engage agency clients.

15. Demonstrate an ability to gather and organize information from the client or client system and other appropriate sources relevant to the problem or goal for which help is sought.

16. Demonstrate an ability to intervene with clients or client systems at the individual, family, group, organizational, or community level as indicated by client needs and circumstances.

17. Analyze progress in a given practice situation and explore ways to modify behavior and increase skills to enhance the helping process.

**Foundation Field Course Descriptions**

- **Professional Foundations (SOWK 7110) (1 semester hour, required.)**
  Taught in the first semester, this course provides an overview of the breadth of social work practice including the definition, scope, ethics and values, required competencies and basics of becoming a reflective practitioner. Relationship-centered practice within a clinical-community context is defined on an introductory level. Concepts covered include conscious use of self, assertive communication tools for the beginning professional, general technologies, theories, methods, values and ethics for working in a variety of field settings and with different groups and teams. Consultations with students about the field experience and field placements are included.

- **Foundation Field Practicum (SOWK 7520) (5 semester hours, 22 clock hours per week, required.)**
  The purpose of the Foundation Field Practicum is to provide students with experience and instruction in generalist social work practice. It offers students an opportunity to learn the wide range of social work roles and functions (advocate, broker, resource developer, teacher, and counselor) and to become more aware of the needs of vulnerable...
populations. Emphasis is placed on the development and practice of micro, mezzo, and macro level generalist skills within an agency setting. The Foundation Practicum is completed in one semester (during a full-time student's second semester in the MSW program), and is closely integrated with the foundation content that has been taught during the first semester, as well as content that is being taken concurrently with the placement.

Note: Foundation Field Practicum for part time program students is comprised of SOWK 7910 and 7920, each 2.5 credits, 11 hours per week.

- **Foundation Field Seminar (SOWK 7580)**
  The Integrative Field Seminar is a required course and is taken concurrently with the Foundation Practicum. It relates theory to practice and is a process-oriented seminar, designed to afford students the opportunity to discuss, analyze, and integrate their field placement experiences with classroom learning.

A. **Advanced Field Instruction:**
The second segment of the field instruction sequence is Advanced Field Practicum. Its purpose is to promote and focus on the integration of theory and practice skills in advanced clinical/community social work practice. Designed as a continuation of Foundation Field Instruction, the Advanced Practicum I and II (SOWK 7530 and SOWK 7540) are taken during the full-time student's third and fourth semesters in the MSW program. As with the Foundation Field Practicum, both practicum segments require 22 clock hours per week for two consecutive semesters.

Note: For part time program students: SOWK 7930, 7940, 7950, 7960; 2.5 credits, 11 hours/week each.

**Objectives of Advanced Field Instruction**
Upon completion of the two semesters of Advanced Practicum and the Field Seminar, the student will be able:

1. Identify as a professional social worker and conduct oneself accordingly by demonstrating professional demeanor in behavior, appearance, and communication.
2. Develop authentic and empathic relationships to facilitate change while maintaining professional boundaries appropriate to clinical community practice.
3. Engage productively in supervision through thoughtful preparation, reflection, and active inquiry promoting integration of classroom and field learning.
4. Demonstrate understanding and manage the impact of value differences or conflicts among client, social worker, their communities, and the larger society.
5. Clearly articulate the complexities of clinical-community practice situations in supervision, case presentations, professional meetings, and/or written reports.
6. Utilize knowledge of diverse populations to identify and apply culturally appropriate interventions.
7. Assist clients in developing skills to mitigate the impact of oppression and discrimination.
8. Identify and apply practice evaluation methods to assess client outcomes.
9. Select and apply appropriate human development and community theories to guide clinical-community assessments and interventions.
10. Advocate for agency policies that facilitate clinical-community practice and support the empowerment of clients.
11. Demonstrate skills in establishing mutually respectful, collaborative helping relationships with clients.
12. Propose and implement a project to address an agency need for knowledge, resources, program development, or organizational change.
13. Gather thorough and relevant information for clinical-community assessment in a manner that is responsive to the client’s immediate concerns and builds relationship.
14. Demonstrate in-depth understanding of one identified practice approach for clinical-community practice and the ability to implement practice strategies consistent with this approach.
15. Identify and utilize appropriate, ethical practice evaluation strategies to assess progress, barriers, outcomes, and continuity of care in clinical-community practice with agency clients.

**Advanced Field Instruction Course Descriptions**

The course sequence is the two semesters of Advanced Field Practicum themselves, along with two corresponding semesters of the Field Seminar. Together, this Advanced Field Instruction is designed to provide students with an advanced perspective of social work practice. Through direct involvement with individuals, families, and groups, students apply advanced theory to practice in a professionally supervised setting that is educationally designed to meet the needs of the learner and the professional requirements of the School.

- **Advanced Field Practicum I (SOWK 7530) (5 semester hours, 22 clock hours per week, required)**
  Building on the Foundation semester, Advanced Field Practicum I allows the student an opportunity to develop advanced direct practice skills in agency settings.

- **Advanced Field Practicum II (SOWK 7540) (5 semester hours, 22 clock hours per week, required)**
  In this final semester of field placement, emphasis is placed on the continuing development of the student as an autonomous practitioner capable of evaluating one's own practice.

  Note: Advanced Field Practicum for part time program students is comprised of SOWK 7930, 7940, 7950, and 7960, each 2.5 credits, 11 hours per week.

- **Advanced Field Seminar (SOWK 7580)**
  The Integrative Field Seminar is a required course and is taken concurrently with both semesters of the Advanced Practicum. It relates theory to practice and integrates classroom learning with field experiences. This process-oriented seminar is designed to afford students the opportunity to discuss, analyze, and integrate their field placement experiences with classroom learning.
CHAPTER II

ROLES AND RESPONSIBILITIES

The School is responsible for all aspects of the student's education. The Director of Field Education is charged with the overall responsibility of administering field instruction. Along with the Director of Field Education, other faculty members serve as field liaisons between the school and the agencies. Field instructors are typically employed in agency settings and they have the responsibility, delegated by the school, for supervising this important aspect of student learning. Students also have responsibilities as adult learners and as representatives of agencies and the profession.

**Director of Field Education**

Responsibilities of the Director include:

1. Overall direction of the field program and coordination of the activities of the Office of Field Education;

2. In conjunction with the Assistant Director, final assignment of all MSW students;

3. The evaluation and appointment of new agencies and adjunct field instructors;

4. In conjunction with faculty liaisons, mediation of any field problems encountered by the student and/or instructor;

5. Planning programs to reward support and advance the professional development of agency based field instructors;

6. Program evaluation and planning that includes utilizing input from faculty, students and agencies, to design an overall program plan annually. The plan serves as an administrative guide and calendar for meeting the quality expectations of the field instruction program.

**Assistant Director of Field Education**

Responsibilities of the Assistant Director include:

1. Works with the Director of Field Education in locating, cultivating, assigning students to, and evaluating field sites;

2. In conjunction with the Assistant Director, final assignment of all MSW students;

3. Serves as a proxy for the Director, when necessary, in the mediation of any field problems encountered by the student and/or instructor;

4. Works particularly with part-time or special needs students to assure a high quality field experience;

5. Coordinates and monitors the Federal Work-Study program as it relates to the School of Social Work.
**Faculty Field Liaison**

Responsibilities of the Faculty Field Liaison include:

1. Meeting with students in Field Seminar, and individually as needed, to facilitate peer problem-solving, provide support, and ensure integration of learning.

2. Making site visits to field practicum agencies to maximize effective communication with the students, the School, and agencies.

3. Initial handling of all field problems and making referrals of problems, when necessary, to the Director;

4. With the Director, developing and evaluating new placements and field instructors to meet the educational needs of the program;

5. Evaluating current field instructors regarding their suitability for continuation.

**Field Instructor**

Responsibilities of the Field Instructor include:

1. Focusing on the learning needs of the student and supplying appropriate learning experiences (from those available within the agency's services) so as to ensure student's optimal learning within the practicum. The faculty field liaison assigned by the School may be consulted for help and suggestions in designing this learning plan.

2. Selecting learning assignments in accord with the student's background, experience and level of ability. As knowledge and skills increase, assignments should advance so as to be increasingly challenging and growth-producing.

3. Providing a regular planned one hour weekly supervision-learning conference.

4. Providing group supervision when appropriate. This is usually found to be feasible when the field instructor (or the agency) has more than one student assigned, even if from different schools. The power of peer learning is such that this learning potential should be made available whether leadership resides within the group of peer learners or is assumed by a member of the agency staff.

5. Providing evaluation of the student's performance with ongoing feedback, identifying student progress (or difficulty) in the learning process, and bringing to the School's attention any recognized deficiencies in student learning that should be addressed. If a serious problem is recognized, the student and/or field instructor is to follow the procedures outlined by the School for those students having difficulty in the field.

6. Participation in school-planned educational opportunities that are devised to assist the field instructor in enhancing his/her educational ability. These may take one of several forms:

   a. New or prospective practicum instructors are required to attend an orientation seminar planned for those who are new to instructing and who can thus be helped to make the transition from practitioner to educator. All field instructors are invited to attend the annual field instruction workshop which provides CEU’s.
b. Experienced field instructors benefit from occasional meetings with School faculty to be updated on course content; to be acquainted with curriculum changes; to serve as consultants to classroom teachers on course content and when this consultation is needed to gear it to perceived practice needs; or simply to engage in exchange with peers on field instruction problems and how to deal with special student learning needs.

c. Special learning opportunities planned by the School for the field instruction group, e.g., a workshop or seminar by a special guest, pertinent continuing education seminars.

7. Working collaboratively with the student on completing Learning Goals and Student Performance Evaluations each semester. Field Instructors will be contacted by the school by email regarding the due dates for these forms.

(See Chapter X for more information about the selection and evaluation of field instructors as well as the perks related to the position.)

Student

Responsibilities of the student include:

1. Active participation in the learning process. Each student who enters the program for graduate study in social work in preparation for a professional career is considered to be an adult learner. This status then assumes that the student has the capacity, willingness, and motivation to be a responsible learner and an active participant in his/her own professional development.

2. Willingness and ability to use supervision. In the field situation, a dynamic interaction is set in motion when field instructor and student embark on a mutual teaching-learning enterprise, the outcome of which is expected to be the production of a social worker ready to undertake professional responsibilities at a beginning level. With good supervision, this person is considered capable of advancing steadily to realize a sound professional potential. This process assumes the responsibility is undertaken on both sides, that of the professional beginner and of the professional mentor, to fulfill the teaching-learning endeavor.

3. Students come into graduate school with varying levels of knowledge, skill and experience. A goal for all students is that at the completion of their work they be able to function at a beginning professional level. It is clear that many will emerge surpassing that basic goal. Naturally, selection of learning experiences will as much as possible be equated with student's background and ability to perform.

4. The student is expected to be an active participant in planning his/her own learning. Learning goals and a work plan is to be formulated by the student and field instructor each semester. The student is expected to be clear and open about learning experiences she/he wishes to have in the practicum. The School prescribes that students have a range of learning opportunities consistent within the context of their agency placement.

5. The student is expected to take initiative with course selection, outside readings or seminars to address any needs or gaps in learning.

6. Whereas the student has a primary role as "learner," he/she is at the same time a representative of the agency and is expected to fill that role and abide by the agency policies and regulations. The students must comply with the work schedule, specific expectations, dress code, etc. of the agency. If the student encounters any difficulty fulfilling these
expectations she/he is to immediately consult with the field instructor and/or field liaison for assistance. It is hoped that any agency policy or practice likely to pose a major hazard for a student would be discussed prior to placement, when the student is interviewed and there is still time for thoughtful mutual assessment prior to finalizing the placement. Specific student responsibilities are further delineated in the School/Agency Agreement form and the Student Code of Ethics (See Chapter VII).
CHAPTER III

PROCEDURES FOR PRACTICUM PLACEMENT

Assigning Students to Field Placements

The process of assigning students to the field placement is a significant and detailed one. Unquestionably, the field practicum is one of the student's most important learning experiences (regarded by most students as the most important) during her/his tenure at the School. As students engage in the delivery of social work services, classroom content takes on a professional reality. Both students and faculty perceive the importance of field instruction because of its integrative purpose and content, the time span covered, and the energy invested by the students in the process. Much care, thought, and attention is focused on the assignment of students to field placements.

The School's placement of students in agencies, where direct social work practice occurs, carries with it a serious professional gate-keeping responsibility. Accordingly, students must not only meet academic standards for admission to field (B average) but a standard of professional behavior as well. This standard is articulated in the TSSW Code of Student Ethics that each student reads, discusses, and signs in the first semester, prior to placement. The Office of Field Education reserves the right to deny or delay a student access to field placement if these academic or professional standards are not met.

All students must submit proof of individual professional liability insurance before entrance into field placement.

The Office of Field Education assigns students to field placements following a substantial amount of preliminary work. Final assignment is made only after an interview has been conducted by the selected field instructor and the prospective student, and there is mutual agreement that the assignment will be productive.

Students are not permitted to contact prospective field placement agencies until a tentative assignment has been made.

Field Placement Process:

1. During the fall semester, all students receive orientation to the field through participation in the Professional Foundation course (SOWK 7110).

2. By mid-October, the student is asked to complete a field placement application stating her/his interests in a practicum assignment, kinds of learning experiences desired, career goals, prior experiences, etc. Students are informed of agency sites available through didactic material presented by faculty advisors, the Office of Field Education, and through conversations with students currently in field settings. An annual Open House for agency field instructors also affords students the opportunity to learn about field placement opportunities. The student submits the completed application form to the Office of Field Education. This form becomes the basis for placement and subsequent conversations with the Office of Field Education.

3. The Office of Field Education personnel reviews the student’s application; relates student interest and needs to the range of available placements and field instructors; and makes a preliminary assignment in sufficient time for an interview to be arranged prior to the semester break.
4. Preliminary assignments are emailed to the students and posted on the Professional Foundations Blackboard and the student is instructed to contact the field instructor to arrange an interview. The student and the field instructor interview each other to determine the appropriateness of the site to the student’s needs and professional goals. If, following this interview, there is mutual agreement on the appropriateness of the placement, the assignment is made final. However, if the agency interview raises serious questions about the feasibility of the proposed placement, either the agency representative or the student can take the initiative in requesting that another placement be considered.

5. Following the interview, the field instructor informs the student if the agency is able to meet the learning needs of the student and informs the Office of Field Education.

6. Any student who declines, or is not accepted, for internship in two different agencies must meet with the Director of Field Education for further advisement before an additional assignment is made. The Director will to ascertain the need for an Academic and Professional Standards Review to assess the student’s appropriateness for field placement.

7. Any student who is not accepted for internship following a third interview will be recommended for an Academic and Professional Standards Review to examine her/his appropriateness for field placement.

8. Once placed, the student is expected to fulfill the requirements of field instruction.

Note: Tulane School of Social Work is designed to offer one field placement experience of 990 clock hours broken into a three semesters of 330 hours for full-time students and six semesters of 165 hours for part-time students. Students may not change or terminate a placement without careful discussion, planning, and approval from their field instructor, faculty liaison, and the Office of Field Education.

Interviewing for a Field Placement: Helpful Hints for Students

Before the Interview
The process of selecting a field placement can be fun as well as a bit unnerving. After you get a feel for the various fields of practice and agencies you need to identify possible field sites that would meet your educational objectives. To help you make an informed decision about possible placement sites, consider the following:

• Talk with second year students who are placed in the agencies in which you have an interest.
• Talk with the Director of Field Education, faculty advisors, and field liaisons about the agencies.
• Review written and on-line materials related to the agency.
• Please DO NOT contact the agency until after a preliminary placement has been made.

The Interview
Once you have been assigned a preliminary field placement, you will interview at the placement site. You will contact your assigned field instructor and set up the interview. Remember the interview is a two-way interaction, field instructors will interview you, and you will interview them. The purpose of the interview is to clarify expectations that both the field instructor and student may have and to discuss mutual objectives related to the field work experience. Here are some things that might be helpful.
1. **What the Agency/Field Instructor May Want to Know**
   - What interests led you to seek a placement at this particular agency? If you did not select this agency as one of your choices, what about it would help you meet your learning objectives?
   - What experiences have you had in social work (jobs, classes, or other experiences)
   - What are your long-range career goals and what are your immediate learning needs?
   - What concerns do you have about the placement site?
   - What special interests or needs do you have that may not have been mentioned in the field application form that you need to share with the field instructor?
   - What kinds of situations/clients would you like to avoid if possible in the field setting?
   - Why did you opt for the social work profession and the MSW degree over other professional possibilities?

2. **What you need to learn about the Agency and Field Instructor**
   - What kinds of learning experiences can you expect to get in the setting?
   - What are their expectations of you as a student (especially as a beginning student)?
   - What is the prevailing philosophy of the setting? The field instructor?
   - Specifically, how does the field instructor approach the teaching of students?
   - What kinds of students excel in the setting (those who require a great deal of structure? self-starters?)
   - What are the expected hours of the placement (will you have to do evening or weekend work)?
   - What about office space, parking, lunch and break times, dress requirements, name tags, sign in/out requirements, special security precautions, reimbursement for travel?
   - Are there any special resources available for students?
   - Is there anything else you need to know about the placement that will help you decide if you wish to do your placement at the site?

C. **Mechanics**
   - Get there early to assure a parking place and time to go to the bathroom. Arrive at your appointment no more than 5 minutes before your scheduled time.
   - Note how the agency looks and feels from the outside and as you move into it. (Can you see yourself being there as a professional?)
   - Dress professionally and conservatively.
   - Be genuinely enthusiastic.
   - Be honest in your responses to questions. It is far better to discover now that this is not the right place than later. A realistic appraisal of yourself is in your best interest.
   - Write a thank-you for the interview note to the field instructor.

**Decision Making**

Once you have had the interview it is time to make a decision. The decision about your placement needs to be one that both you and your field instructor agree on. If you and your field instructor both agree that there is a suitable goodness-of-fit between your learning needs and the agency's resources, the field instructor completes the confirmation form and returns it to the Director of Field Education.

If you have not interviewed with the person who will be providing you supervision, DO NOT ACCEPT A PLACEMENT until you have had an interview with that person. If there is some question about the placement--either on the part of the student or field instructor please speak about your situation with the field liaison assigned to that site.
Chapter IV

Global Social Work Certificate Field Placements

I. Statement of Purpose

The Global Social Work Certificate is an opportunity for Tulane School of Social Work students to enhance their academic study with a focus on how social work is practiced in a global context and with diverse populations. Students participating in the Global Social Work Certificate program are required to address global issues in course assignments each semester and in their professional project, to enroll in globally-focused seminars and electives, and to complete a field placement with an emphasis on global issues/populations. Students in the certificate program may also select to complete their final field semester in an international setting.

Acceptance into the certificate program does not guarantee an international field placement.

Requirements for participation in an international field placement are as following:

- acceptance in the Global Social Work Certificate Program and approval for an international field placement;
- good academic standing and successful completion of all course work required by the final semester; and
- completion of a pre-departure international field orientation and submission of all required documentation.

The Office of Global Programs reserves the right to deny, delay, or discontinue a student’s access to an international field placement if academic or professional standards and/or certificate program expectations are not met. For more information about certificate application procedures and requirements, please refer to the Tulane School of Social Work MSW Policies and Procedures Manual.

II. General Policies for Global Social Work Certificate Field Placements

1. Students in the Global Social Work Certificate program will complete either a) a three semester local field placement (i.e. in or around the New Orleans area) or b) a two semester local field placement and a final one semester international field placement. A final field placement within the United States but outside of the local area may be considered in lieu of an international field placement. Regardless of location or semester, students participating in field placements are expected to follow all guidelines and expectations as presented Tulane School of Social Work MSW Field Instruction Handbook. Students are expected to complete a minimum of 330 hours of field for each term, including the final term in a local or international field placement, and are expected to negotiate work requirements and learning expectations with their field sites in order to fulfill field and certificate program requirements.

2. For local or international field placements, students may provide information about field placement opportunities or contacts but are not allowed to set up the placement or make any arrangements in regards to the field placement without approval of the Office of Field Education and/or the Office of Global Programs. Arrangements for local field placements are made by the Office of Field Education while international field placements are arranged by the Office of
Global Programs. All Global Social Work Certificate field placements are subject to the approval of the Office of Global Programs.

3. Students requesting an international field placement must meet all TSSW academic and professional standards and must demonstrate the ability, maturity, and resources in order to be approved to participate in a semester-long field placement out of country. To be approved for an international field placement, students may be required to present documentation of health status, proof of income support, character references, etc. Students will participate in an international field placement as approved by or at the discretion of the Office of Global Programs.

4. If a student is determined to be eligible for an out of country field placement, the process for setting up an international field placement begins upon acceptance of student into the Global Social Work Certificate program. Students approved for an international field placement will be matched to a field site based on learning goals, interests, experience, financial viability, and availability. With the understanding that no other field sites may be available than the one offered, students may choose to accept or decline the proposed international field placement site. If the student declines the international field placement and no other international field site is available for the student, the student will then continue in a local field placement for the final semester.

5. Once an international field placement has been approved by the Office of Global Programs and accepted by the student, the student will need to complete and submit documentation (i.e. copies of doctor’s releases, immunization reports, health insurance, flight information, visa applications, etc.) by required deadline to the Office of Global Programs prior to departure out of country. Failure to comply with documentation requirements could result in denial or delay of student’s participation in international field placement.
CHAPTER V

PRACTICUM POLICIES

Absences from Field Instruction

Vacations, Holidays
All students are entitled to official University holidays and to vacation periods scheduled between semesters. At the beginning of placement, agencies are provided with a University calendar that outlines official holidays. If the agency has particular holidays (religious, public holidays, etc.) beyond the prescribed school schedule, students will be expected to make up this time. Students are expected to anticipate planned holidays and to make sound plans for coverage of their work with the field instructor.

Sick Leave and Personal Emergencies
The time assigned for the field practicum is accorded "sacred" status. In the usual course of events, students are not excused from the field experience for personal reasons. Professional responsibility precludes such personal decisions by a student such as she/he might make in cutting a class. (Although class cuts are not looked upon favorably, students sometimes make this personal decision). The human dimension of life dictates that there will be some emergencies caused by personal illness, family crises such as death or serious illness, which may come up in the course of the student's tenure. TWO days in any one semester, as a maximum, may be allowed to students to cover such situations as described above without having to be made up. However, in no case are these days to be considered a right or entitlement but only a hedge against unavoidable absences. Any time beyond the two days will have to be made up during the same semester in which they occurred.

It is very important that every effort be made to treat all students equitably in regard to particular requests for an alteration in field time. Field instructors are requested not to make unilateral decisions about unusual requests for time off in the field even though it is understood that the student will have to make it up later. The field instructor should discuss such a request with the faculty field liaison who has a better overview of the total student group. Also, when any longer absence is anticipated due to medical treatment, surgery, etc. this must discussed with the liaison by the student, with further planning carried on between the liaison and the field instructor.

Attendance at Social Work Conferences/Meetings
While there is no question that students learn from a broad spectrum of experiences, it is clear that requests to attend special conferences, meetings, etc. which are not directly agency or field-related have to be evaluated thoughtfully. In a metropolitan area such as New Orleans, these events happen frequently. Enriching though they are in terms of gaining knowledge and professional know-how, these activities carried to an extreme can interfere with the primary objectives of the field experience, which is to gain experience in the face-to-face responsibilities of social work practice. Even within agency settings students have to be helped to determine selectively the relevance of the many experiences afforded in order to achieve their major objectives lest the time for their practice at the agency be seriously curtailed. In each instance, the anticipated activity should be fully reviewed and discussed by student and field instructor and evaluated for its pertinence. Permission must be given by the field instructor who can, if she/he has question, discuss it with the field liaison.

Disability Policy for Field Education
Tulane University School of Social Work acts in compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973. TUSSW does not discriminate in its admission policies and procedures, educational programs, policies or other activities on the basis of disability. Likewise, students at the School of Social Work are not allowed to discriminate on the basis of disability and will serve any clients served by the agency providing field instruction.
The School of Social Work expects agencies participating in field education to follow federal guidelines related to employees with disabilities and to make reasonable accommodations to meet the needs of students with disabilities. The School of Social Work will work with agencies to plan and arrange ADA accommodations and where appropriate, will share the cost of accommodations. However, accommodation applies only to students who are registered with the University's Office of Disability Services and whose need for accommodation in the field setting is verified by that office. All students are held to the same criteria for evaluation of field performance. Any student who feels that he or she may experience difficulty in their field placement because of a disability is encouraged to discuss such concerns with their advisor, a member of the Field Education office, the ADA Coordinator for the School of Social Work, and/or the Office of Disability Services.

Though a student's request for accommodation is not confidential, the nature of their disability is. By law, students cannot be compelled or pressured to disclose information about their disability to academic or field faculty. However, students with disabilities may themselves choose to disclose such information. When this is the case, members of the Office of Field Education will assist students in determining what and how information concerning disability and accommodations will be shared with the field agency.

**Certificate, Dual Degree & India Course Field Placement Requirements**

The Office of Field Education is responsible for making all field assignments and makes every effort to provide a field placement that meets the student’s interest and specific needs. Students participating in the certificate, dual degree programs and study abroad courses have requirements which may impact where they are placed for field.

**Dual Degree Programs:**

- **MSW/MPH:** Depending upon the specific MPH program, MSW/MPH students may be limited to field agencies which allow them to complete MPH skill requirements as well as MSW competencies. Students in MPH programs are encouraged to consult with the Office of Field Education and their practicum advisor in the School of Public Health when identifying potential field placements.

- **MSW/JD:** Students in the MSW/JD program complete two semesters of field prior to going to law school and finish field the summer semester following their first year in law school. MSW/JD will be placed in field sites which will accommodate this interruption. Students in MSW/JD program are encouraged to consult with the Office of Field Education to identify potential field placements.

**Study Abroad Courses: India Short Course**

Participation in the India short course requires that students miss approximately the first month of the fall semester in field and as a result some agencies will not accept or will limit the number of students they accept for field placement who are planning on participating in the course. Students planning on applying for the India course must consult with the Office of Field Education to identify potential field placements which will accept/deny students participating in the course. Additionally, students are expected to develop a plan with their field instructors to make up the missed field hours and submit that plan to the Office of Field Education the semester prior to the trip.
Certificate Programs

There are three certificate programs at TSSW: Disaster Mental Health, Global Social Work and Family Practice. Students may earn a certificate concurrently with the MSW degree. Each certificate program has its own coordinator, application process, required electives, professional project and field requirements. Every student completes a field application identifying areas of interest, goals, and if they are enrolled in a dual degree program and/or certificate. It is expected that the student will consult with the coordinator of the certificate program to receive guidance as to specific field requirements and types of relevant agencies prior to submitting the application. It is the responsibility of the student to make sure their field placement meets the requirements of the certificate program for which they have applied.

- **Disaster Mental Health**: The field requirements for this certificate are broad and most field sites meet certificate requirements.

- **Global Social Work**: The field requirements for this certificate are broad and most field sites meet certificate requirements with the exception of those students pursuing the International Field Placement. Students planning to apply for the international field placement will be placed in field sites which will accept student for two semesters. Students are encouraged to consult with the Office of Field Education to identify potential field placements which will accept them for a minimum of two semesters.

- **Family Practice**: The Family Practice certificate has specific field requirements and agencies with which they work. Students planning on completing the Certificate in Family Practice must consult with the coordinator of the certificate program to receive guidance as to specific field requirements and types of relevant agencies prior to submitting the field application. Agencies participating in the Family Practice certificate who accept multiple students for internship have agreed to reserve one of their placement spots for a certificate student. Participating agencies who accept only one intern will be open as a potential field placement for all students.

Dress Code

Students must follow the same dress code that is required of agency staff. Agency policies including, but not limited to dress, tattoos, and/or piercings must be adhered to by students.

Dual Relationships

The field instructor and student are expected to develop and maintain a friendly but professional relationship. Field instructors are prohibited from becoming romantically or sexually involved with field students. Ethical Standard 2.07 in the NASW Code of Ethics states: “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.”

To avoid a conflict of interest, field instructors should not enter into dual-role relationships with field students that are likely to detract from student development or lead to actual or perceived favoritism. Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside the agency, there are also serious risks of exploitation, compromise of academic standards, and harm to student development. It is the responsibility of the field instructor to prevent these risks from materializing into real or perceived
conflicts of interest. The faculty field liaisons are available to consult with field instructors to help keep relationships focused on field education goals and requirements.

Related to these issues of dual relationships, the School of Social Work will not assign students to placements involving:

1. Supervision by a family member or friend, whether primary field instructor, secondary field instructor, task, consultant, or practice consultant.
2. Supervision by another student in the MSW program, including task supervision.
3. Supervision by current supervisor at place of employment.
4. Placement in an agency where the student or a family member is an active or recent client.
5. Other placements where existing relationships may impair meeting educational goals.

If a student has an existing relationship with a proposed field instructor or agency, the student and field instructor have the responsibility to disclose this when the placement is proposed. The Director of Field Education will assess the nature of the relationship for its potential impact on field education. *(Adapted from College of St. Catherine School of Social Work Policy on Dual Relationships in Field and LSU School of Social Work)*

**Evaluations/Grading**

Field evaluations must be completed for each semester the student is in field (See Appendix). There is a separate evaluation form for each semester of field practicum and the evaluation form includes the core competencies and specific practice behaviors and tasks the student is expected to experience and master for the assigned semester. Toward the end of each semester, the field instructor will be contacted by the school regarding the completion of the Evaluation of Student Performance. This is done online via the TSSW Intern Placement Tracking program. The evaluation must be completed and electronically signed by the field instructor and the student. The student's signature does not necessarily mean agreement or concurrence with the evaluation, but it simply indicates that the student has read it. If there is serious disagreement by the student, she/he is invited to write a rebuttal as an addendum to the field evaluation, and this becomes a part of the official record. If a student is experiencing difficulty or the field instructor has concerns about the student's performance, it is expected that the field instructor will discuss this with the student and inform the field liaison. Field evaluation forms that have not been signed by BOTH the student and the field instructor will be returned and the student will receive an Incomplete (I) grade.

Field instructors give grades to students for whom they are responsible. Any deviation from the expectation of normal or superior performance means the School field liaison and agency instructor should have had full discussion of the student's problem following the point at which it became evident. The field liaison must be in full agreement on the final grade. This level of agreement is also true of an incomplete grade. For the student who is experiencing trouble serious enough to place him or her in a "U" or an "I" grade category, a detailed policy is available for the procedures to be followed.

When the field instructor confronted by a difficult grading problem, on which serious differences persist between field instructor and field liaison, the field liaison and the Director of Field Education assume final responsibility for the grade given. All grades in the field are based on a pass-fail system. Grades in the field are "S" (Satisfactory), "U" (Unsatisfactory), and "I" (Incomplete). The student must earn a satisfactory grade in each semester in order to meet the requirements for graduation. An Unsatisfactory grade is given at the end of any semester when the student's work does not meet minimum standards. In order to receive a grade of "S", the student MUST earn 80% of her/his ratings on the 3 point scale of each evaluation at the level of "2" or better. A "U" grade in the field requires that the student come before the Academic Standards Committee for review of his/her status in the School and to determine if he/she will be allowed to remain in the School and repeat the work. A final
"U" grade for the semester's work presumes that there has been substantial discussion between field instructor and the school regarding the student's learning problems. If the student receiving the "U" grade in the field practicum remains in the School, she/he must repeat the semester placement.

The grade of Incomplete is used in the following situations:
1. If due to illness or extraordinary circumstances, the student lacks the required time expected for completion of the field assignment and must make up the time and work;
2. If the work completed is less than totally satisfactory and cannot earn an "S" grade.
3. If the evaluation is not signed by both the student and the field instructor; or,
4. If the evaluation is not returned on time.

If the "I" was earned for reasons 1 or 2 above, a written agreement must be drawn up between student, agency field instructor and School field coordinator setting forth the conditions necessary for removal of the Incomplete and the time period by which these requirements must be completed. An Incomplete must be converted into an "S" or a "U" during the semester following the one in which it was given (See Appendix).

Field Advising
The advising system at Tulane School of Social Work is meant to support and reinforce students' integration of field learning with course curriculum, provide mentoring, and enhance two-way communication with our community agency partners. Faculty field liaisons assume responsibility for both field and academic advisement of small group of students, meeting regularly with them in Field Seminar and conducting field visits at least twice per year. Emphasis is on a relationship-centered system that supports students' reflection, critical thinking and relationship skills. Agencies and their students are assigned to faculty liaisons by the Office of Field Education. The Director of Field Education provides orientation and faculty development on the role of field liaison and works collaboratively with field liaisons to resolve issues or concerns about students in field placement.

Home Visits
Home visits are a regular part of most placements. Even if they are not, a home visit may be indicated in certain situations. Agencies will be expected to take appropriate measures to ensure the safety of students. Students are not permitted to make home visits by themselves in the first field semester. The same safeguards provided to staff must be provided to students. However, in some cases students may need additional support and security provisions. The Director of Field Education should be consulted if safety is a concern.

Information Sharing
(Adapted from LSU School of Social Work Information Sharing Policy)
As with all social work courses, the faculty of the School of Social Work has a responsibility to monitor the student's performance and progress in the Master of Social Work program. To this end, they share information amongst themselves with respect to the student's status in the program. Field instructors are co-educators in the Field Education courses whose input is essential to the information sharing process. Access to information is restricted to the student(s) for whom they are, or will be responsible. This may include, but is not restricted to the following:

- Strengths, knowledge and skills
- Suitability and readiness for field work
- Grades
- Attendance and/or participation in other social work courses
- Identified learning needs and/or areas requiring particular attention during field education courses
**Open Identification of Student Status**
It is the policy of the School that students must identify themselves as students or interns in their work with clients and other agency representatives.

**Personal Conduct**

Social Workers and social work interns serve the most vulnerable populations and are often looked to as role models by the community. Personal conduct can impact how a student is perceived by clients, referral sources, and colleagues and may interfere with her/his ability to do their work. Students are expected to use the following standards from the NASW Code of Ethics as a guide when making decisions about personal conduct:

- **Private Conduct**
  Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibility.

- **Respect**
  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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

- **Unethical Conduct of Colleagues**
  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).

TSSW policies state that a student may be terminated from the program, following due process and procedures of the Academic and Professional Review Standards Committee, for “failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty or staff at school or field placement” (TSSW Policies and Procedures Handbook, p.3). These behaviors include:

1. Creating a hostile learning environment by the expression hostility and disrespect for the opinions of students, faculty, or others at school or field whether verbally or written in email communications or on social networking sites.
2. Cheating or dishonesty of any type
3. Posting sexually suggestive or inappropriate pictures or content on social networking sites.
4. Failure to comply with the standards of the NASW Code of Ethics, the Louisiana Social Work Practice Act and the University Student Code of Ethics.

**Professional Ethics**
It is understood that students will adhere to the expected standards for professional and ethical conduct in addition to the policies and procedures of the agency as long as those policies and/or procedures are not in conflict with the National Association of Social Workers Code of Ethics. An especially salient issue for students during the field practicum is that of confidentiality of case records, process recordings, and other related materials. As an important component of supervision with their field instructors, students are expected to review their work (audio/video tapes, written
materials etc.) and agency records pertinent to their duties. Additionally, students may be asked to share their work with their field liaison. Under no circumstances will students be allowed to remove documentation related to clients from the agency.

A student's failure to adhere to the expected standards for professional and ethical conduct will be considered grounds for termination of the practicum, a failing grade in the placement, and immediate cause for an Academic Standards and Professional Review to determine the student's continuation in the MSW program.

**Professional Liability and Health Insurance**

All students are required to submit proof of their own professional liability insurance prior to entering field. Students are responsible for the provision of their own health insurance. Students who are in field placements are advised to be certain their health coverage will provide for any injuries, accidents, or illnesses that may be incurred at the placement site. Students do have access to the Tulane Student Health Center.

**Professional Project**

All students are required to complete a Professional Project that integrates principles, theories, and methods learned in courses required throughout the curriculum. Students creatively analyze, synthesize, and evaluate learned knowledge in a project having a professional focus and communicate the results of the project effectively at a professional entry level by a method appropriate to the project goals. The proposal for the Professional Project is developed in the Tools II course in the second semester. During third semester, students work independently in consultation with a Faculty Project Advisor to implement the proposed project. In the fourth semester, final aspects of implementation, presentation of results, and the formal written report are completed, and credit is awarded for the Professional Project. The Professional Project is conceptualized broadly and may include a traditional research project as one option. All Professional Projects include the following elements:

1. Inquiry
2. Collaboration
3. Ethical engagement with the social world
4. Use of relevant theory
5. Observation of social phenomena
6. Data management
7. Analysis and interpretation
8. Articulation of relevance to practice
9. Reflection by the learner
10. Public dissemination

Varying forms that the Professional Project may take include:

1. Qualitative or quantitative research project
2. Grant proposal
3. Professional development or training program with video or manual
4. Best practices paper
5. Program evaluation
7. Community resource guide (for a community without one, or for a specialized area)
8. Policy document (such as a white paper or policy brief)
9. Comprehensive policy and procedure manual (requires research on models, testing)
10. CQI (Continuous Quality Improvement)
11. Psychosocial program or curriculum development
The Professional Project will entail the production of multiple "deliverables" and points of evaluation. These include an Academic Report, a Report or Product for Stakeholders (which may vary with the project), a public presentation made to the university at a poster session and to stakeholders if appropriate.

Students are encouraged to explore opportunities to do their Professional Projects in their field internship settings but this is not always feasible. However, projects must be practice-based and designed to address an identified need, question or problem of direct practical relevance to social work clients, agencies, or practice. Practice-based projects selected according to students’ interests and client or agency needs, enhances the student's understanding of such projects as a normal and expected component in the social worker's professional repertoire. Further, the project makes a tangible contribution to social work practice in the students’ area of practice interest.

**Reference Letters**

On request, the School will certify that a student matriculated and successfully completed the work for the MSW degree. Dates of matriculation and degree awarding are given. The School sends out no other reference material on students. Students desiring letters of reference must plan with individual field instructors and field liaisons whom they wish to supply them. All letters of reference are considered as personal references. Students are given a copy of their field evaluation at their request.

**Required Hours**

Each full-time student must spend three semesters in the field, which means three days per week or 22 hours per week. The student enters the field placement in the second semester and continues for three semesters. Part-Time program students complete six semesters in field placement, eleven hours per week.

All students are in concurrent field placements in which both class and field days are scheduled within the same week. In the current plan, students attend classes on Tuesdays and Thursdays and are in the field on Mondays, Wednesdays and Fridays.

A time period of sufficient length is necessary for students to have the opportunity to deal with field assignments that require a differential use of time: crisis situations as well as long-term types. Human situations entailing relationship aspects cannot be telescoped into brief periods and effect the same learning potential for students. Hours per se are not the final determination of the student's fulfillment of practicum requirements. Hence, accumulating additional hours so that the field experience can be completed "early" is not an option. Students must complete the full time span allocated. They must have the time to engage in different types of practice intervention and to see these through to completion. They must be able to experience beginnings, middles and endings of assigned projects involving interventions in social work practice.

**Safety**

Social work practice activities sometimes occur in places that may not be safe or may not feel safe to the student. Whether it is a perceived threat by a particular client or group and/or the physical or interpersonal environment of the situation, students are encouraged to discuss any concerns regarding personal safety issues with their field instructor. If, after gathering enough information to realistically assess the situation and learn how to provide appropriate protection, the student is unable to feel sufficiently safe to carry out assignments, she/he is encouraged to renegotiate those assignments with the help of the field instructor. When appropriate, the student should also consult with the field liaison for assistance. (See Appendix for Risk Management Strategies).

**Sexual Harassment Policy**

Federal law provides that it shall be an unlawful discriminatory practice for any employer, because of the gender of any person, to discharge without cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of an employee or student on the basis of gender violates this federal law. In
order to set a general standard for judging complaints of sexual harassment without infringing upon the freedom of speech of imposing individual standards of propriety upon the community, the Senate Committee on Academic Freedom and Responsibility of Students believes that it is necessary to approach the problem in terms of circumstances and consequences rather than a definition per se. Verbal or physical behavior constitutes sexual harassment under the terms of these complaint procedures only if it:

1. would be regarded by most Tulane faculty members and students as grossly objectionable;
2. is not stopped by what the student considers, and what, under the circumstances, are normal protests;
3. occurs in a relationship in which the person is in a position to influence the student's academic career objectives through grades, recommendations, or job referrals;
4. creates an offensive or intimidating academic environment.

In the absence of any one of these four elements, the behavior would not constitute sexual harassment. Please see the most current Tulane University sexual harassment policy on the University's website at: www.tulane.edu

**Social Media Guidelines**

Social media sites (Facebook, Twitter, YouTube, Blogs, etc.) are standard and accepted forums for personal and professional communication. The ease of accessibility and common use of these tools can present potentially serious challenges for social workers and social work students, both personally and professionally. Issues related to privacy, confidentiality, the establishment of professional boundaries and safety, can be compromised when the necessary precautions to protect the clients have not been taken.

Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media in the field setting include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. If the field site/agency already has a policy on social media use, this policy should be shared with social work students as part of their orientation to the fieldwork site. Even without its own formal social media policy, the field site should have clear guidelines and expectations for students regarding social media use at home and at the field site.

Questions to review with your field instructor and/or task supervisor:

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?

2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?

3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

The following guidelines address questions regularly raised by students and are designed to aid field agencies and students in determining appropriate online conduct within the context of their field work sites.

1. Can I “friend” a client or former client? Do not “friend”/“follow” a client under any circumstance. Standard 1.06 of the Code of Ethics states that “social workers should not
engage in dual or multiple relationships…in which there is a risk of exploitation or potential harm to the client...and social workers…are responsible for setting clear, appropriate, and culturally sensitive boundaries” Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.

2. What do I do if a client “friends” or “follows” me? It is our professional responsibility to make clients and former clients aware of the limits of our professional relationship and types of communication. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates and see who you’ve friended. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

3. What privacy and confidentiality concerns should I consider when texting, emailing and/or using Twitter? There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Warn clients that email is not secure and may not be as private as they may think. Be cautious about discussion information about your field placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas. Standard 1.07(i) of the Code of Ethics states that “social workers should not discuss confidential information in any setting unless privacy can be ensured.” There is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don’t post in advance when you plan to be on vacation or away from home for an extended period of time. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.

4. When is it ok, if ever, to look for information about a client online? Do not search for clients online without their consent unless you have a clinically-significant reason for doing so (e.g. to ensure the safety of a client). Code of Ethics Section 1.07a: “social workers should respect clients’ rights to privacy. Social workers should not solicit private information from clients unless it is essential to providing services…” In a macro setting, this may be common practice when doing evaluation or other work, but in a clinical setting, such searches may lead to boundary violations and other interference with both client trust and the therapeutic process.

5. Is it ok to use social media outlets on behalf of the field agency? Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.
Personal Conduct and the Use of Social Media
As a social worker, we must be aware that our private world has a greater likelihood of becoming public when using social media. Field instructors, colleagues, and even clients may have access to information via the Internet that we would otherwise limit to your friends and families. Section 4.03 of the Code of Ethics states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” It is inappropriate for students to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, My Space, Twitter, and Blog), no matter how many security settings have been invoked. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information. See Section 4.06(a) of the Code of Ethics: “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.” Social media channels provide an excellent means to build community; however, as you utilize these tools, do no harm to yourself, your field site, your clients, the School of Social Work, your classmates or to the social work profession in the process. See Pages 13 & 14 of the TSSW Field Manual for further clarification.

Adapted with permission from:
University of Michigan School of Social Work:
The University of North Carolina at Chapel Hill, Tate Turner Kuralt, School of Social Work:
http://ssw.unc.edu/files/GuidelinesfortheUseofSocialMedia-2012-2013.pdf

Student Services to Clients
While on field education assignments, students at the School of Social work will serve any client served by the field education agency. No student may refuse an assignment to serve a client. Any student who feels that he or she will experience difficulty on a field education assignment because of a client’s problems, personality, characteristics, or disability is encouraged to discuss such concerns with the field instructor or field liaison.

Use of Personal Automobiles
Social work practice often requires transportation to facilities outside the location of the agency. Some agencies provide reimbursement for student use of their own automobiles and insurance coverage for carrying out agency related activities. Some agencies have their own fleet of automobiles for which the student may qualify as a driver if they are to have assignments requiring use of an automobile. Other agencies do not have these resources available. Issues related to use of personal automobiles need to be clarified prior to placement. Students are not permitted to transport clients in personal automobiles.

Work-Site Placements
Field placements may be arranged in the work site where the student is engaged as an employee. This is called field placement in the work site and not "work-study." The Council on Social Work Education recognizes and permits the use of such field placements so long as the educational integrity of the field practicum is preserved. According to the curriculum policy statement on graduate social work education, the field practicum is an integral part of the curriculum in social work education. It engages the student in supervised direct service activities, providing practical experience in the application of the theory and skills acquired in all the foundation areas. The objective of the practicum is to produce a professionally reflective, self-evaluating, knowledgeable and developing social worker.
In setting up a field placement in the work site the responsibilities and commitments of both school and agency will be clearly defined, have executive approval of both school and agency, and be formalized in writing prior to the initiation of the field placement. The plan will be evaluated periodically by school and agency personnel at the administrative as well as the operational level. The educational objectives of the student are to be safeguarded by the agency. The final decision for approval of a work-based internship is made by the School of Social Work. Credit may not be given for previous work experience. The same standards for field instructors also apply to these placements.

A work-based internship requires:

1. a written plan that specifies the differences between the student's responsibilities and tasks as an employee and the new responsibilities and tasks as a student;
2. Establishes a different person as a field instructor than the employee supervisor to assure the integrity of the educational purpose of the placement.
Chapter VI

PROCEDURES FOR ADDRESSING PROBLEMS IN FIELD

A problem that surfaces in the field practicum setting may be identified initially by either the student or the field instructor. Regardless of who identifies the problem, the first step should be a face to face meeting between the student and field instructor to discuss the situation. It is anticipated that the majority of problems related to the field practicum can be resolved at this level. However, if the situation is not resolved between the field instructor and the student, either the field instructor or the student should promptly bring the problem to the attention of the field liaison.

Once a problem has been brought to the attention of the field liaison, the field liaison will meet with both the student and the field instructor attempt to mediate and address the problem. When the field liaison holds the meeting with the student and field instructor, the field liaison will document the meeting, including the identified problems, and the proposed methods to remedy the problems. This document (which can be an email) will be sent to the Director of Field Education for review and then shared with the student and field instructor.

Notwithstanding the process outlined above, both the agency and the School have the unfettered discretion to immediately remove a student from the agency setting if either the agency or School believes such removal is warranted.

Identifying the Student who is Experiencing Problems in the Field Practicum

Students have different learning styles and subsequently progress at different rates in development and skill attainment. Despite varied learning patterns, it is expected by the time any student has completed the Foundation and Advanced field semesters, she/he will be capable of providing MSW level practice intervention, as indicated by satisfactory ratings on the Core Competency standards on the Field Performance Evaluation.

When there is concern about a student's progress (for whatever reason), the field instructor must hold a face to face meeting with the student to attempt to resolve the concern. If this does not rectify the problem, the process above should be followed.

Some areas of performance which may cause concern include, but are not limited to the following:

1. Failure of a student to meet the expected level of performance at any given stage in the curriculum;
2. Excessive absences or tardiness;
3. Failure to keep records current;
4. Failure to prepare appropriately for supervision;
5. Apathy or failure to engage and invest in the field placement learning opportunities;
6. Inappropriate or questionable professional behavior.
Possible Outcomes

A student's failure to meet the minimum number of satisfactory ratings Core Competency standards on the Field Performance Evaluation in:

1. The grade of Unsatisfactory "U" can be given if the problem is sufficiently serious or if the student does not meet expectations on more than 20 percent of the Competency standards on the Performance Evaluation. This grade automatically requires that the student be reviewed and evaluated by the Academic and Professional Standards Review Committee. But, at a minimum, the student will have to repeat the course for which the "U" was earned.

2. The grade of Incomplete "I" is used in the following situations:
   a. If due to illness or extraordinary circumstances, the student lacks the required time to meet expectations according to the Performance Evaluation and must make up the time and work;
   b. If the work completed is less than totally satisfactory but the Director Field Education has reason to believe that a Satisfactory grade can be achieved with more time;
   c. If the student's evaluation is not signed by both the student and the field instructor by the given deadline of the semester;

If the "I" was awarded for reasons a) or b) above, a written agreement must be drawn up between the student, field instructor and field liaison setting forth the conditions necessary for removal of the Incomplete and the time period by which these requirements must be completed. An Incomplete must be converted into an "S" or a "U" during the semester following the one in which it was given.

Removal of a Student From Field

Reasons for Removal

A student may be removed from the field placement if either the agency or School believes such removal is warranted. Situations where removal will be considered warranted include but are not limited to the following:

1. Level of student performance in the placement is below standards. Using the Competency standards on the Field Performance Evaluation for the appropriate level of field practicum (Foundation or Advanced), the field instructor determines that the student is far below standards and has little or no chance of achieving a level of “Satisfactory” for the semester. The field instructor and field liaison attempted to remedy sub-standard performance areas, but those efforts were unsuccessful in bringing the student up to the ‘Satisfactory’ level for that given semester and its Competency standards. For either semester, evidence to the contrary of the above expectations, given appropriate efforts by the field instructor and field liaison to remedy deficiencies, will constitute grounds for an Academic and Professional Standards Review to determine the student's continuation in the MSW program.
2. A student's failure to meet the expected standards for ethical practice as outlined in the NASW Code of Ethics, Louisiana Professional and Occupational Standards, assigned agency policies or procedures and TSSW policies and procedures;

3. An agency's failure to provide learning experiences and/or appropriate supervision to allow the student the opportunity to meet the Competency standards as defined on the Field Performance Evaluation;

4. Unexpected events in the life of the student or in the agency which prevent the attainment of the Competency standards as defined on the Field Performance Evaluation;

5. The student has demonstrated an inability to work positively and instructively with other students, faculty, staff, clients and other professionals.

6. The student has attempted to harm himself or someone else;

7. Inappropriate behavior which is inconsistent with the principles and practices of the social work profession and is not limited to the classroom or the field placement;

8. Repeated tardiness or absences from the field site without notification or approval.

**Procedures for Removal of a Student From Field**

The student, field liaison and field instructor work together as a team to address issues as they arise. It is incumbent upon the student and the field instructor to identify, discuss and attempt to mediate problems as they occur. If they are unable to reach a solution, they are to contact the field liaison as soon as possible for further assistance.

Upon notification that there are problems with the field placement that need further assistance, the field liaison will:

1. Apprise the Director of Field Education of the situation;

2. Meet with the student and field instructor to determine the specific problems and attempt to remediate the situation with a plan for corrective action, specifically articulating the behavioral indicators that would show that the problems are being resolved.

3. Document the findings of the meeting and send that document to the Director of Field Education, the student, and the field instructor;

4. If a solution cannot be worked out that will allow the student to remain in the field setting, then the field liaison will convey this in writing to the Director, who can attempt further remediation efforts or terminate the placement. The Director of Field Education will then

   a. Initiate appropriate "next-steps" with the student and the Field Office to facilitate placement in another setting or
   
   b. Request an Academic and Professional Standards Review to determine the student’s standing in the MSW program.
To protect students, agencies and the School from prematurely changing field placements, every effort will be made to ensure a student will not be removed from the field placement without going through the above mentioned process. If necessary, the student may be placed on leave from the field placement by the field liaison and Director of Field Education during this process. Field instructors are notified of the process for addressing concerns during orientation and receive a copy of the Field Manual outlining procedures. If the field instructor and agency believe that immediate dismissal of the student without prior notification is warranted, the field liaison and Director of Field Education will obtain information from the field instructor and student to determine appropriate next steps.

**Dismissal from a second field placement will result in a request for an Academic and Professional Review Standards and could result in immediate dismissal from the program.**

A student who terminates a field practicum without the knowledge and permission of the field liaison and Director of Field Education may receive a failing grade for the semester, lose credit for the hours worked and be subject to an Academic and Professional Standards Review to determine the student’s standing in the MSW program. The Director of Field Education, in collaboration with the field liaison and field instructor, will determine if any credit will be given for field hours completed if the student transitions to another field placement.
Chapter VII

ETHICAL STANDARDS

Tulane Student Code of Ethics (following page)

Following are links to other ethical standards important to Tulane Master of Social Work students:

NASW Code of Ethics
http://www.naswdc.org/pubs/code/code.asp

Louisiana Social Work Practice Act

Louisiana Professional and Occupational Standards

NASW Standards for Cultural Competence in Social Work Practice

International Federation of Social Workers Global Standards

Universal Declaration of Human Rights
TULANE SCHOOL OF SOCIAL WORK
Code of Student Ethics

I, _________________________, (print student name here) as a student in the Tulane University School of Social Work, preparing myself for full entry into the profession of social work, do subscribe to this Code of Student Ethics governing my conduct while in pursuit of my professional education.

I. I support the principle that professional practice requires professional education.

II. I will regard as my primary obligation the pursuit of knowledge and skills which will best prepare me for responsible entry into the profession.

III. I will conduct myself with honesty and integrity in all areas of my educational preparation.

IV. I will be in violation of the basic principles of this Student Code of Ethics if I do give or receive unauthorized aid during any examination, or any work for which academic credit is to be received, or do by intention fail to abide by written or oral instructions given by individual professors for the preparation of any assignment in class or field instruction.

V. I will respect the personal rights and human dignity of all persons to whom I render professional service.

VI. I will not violate the confidentiality of the professional relationship by irresponsible or unprofessional use of information gained in this relationship.

VII. I will regard as part of my educational preparation, the working toward the elimination or the improvement of social conditions which adversely affect the wellbeing of people, and will contribute my knowledge, skills, and support to programs of human welfare.

VIII. I stand ready to give appropriate professional service to public emergencies.

IX. I recognize my professional responsibility to add my ideas and findings to the body of social work knowledge and practice.

X. I will distinguish clearly, in public, between my statements and actions as an individual and as a representative of an organization.

XI. I accept responsibility for working toward the creation and maintenance of conditions within the Tulane University School of Social Work which will enable students to conduct themselves in keeping with this Code.

(This Code of Student Ethics acknowledges the incorporation of certain statements, ideas, and principles form the NASW Code of Professional Ethics as first adopted by the Delegate Assembly of the National Association of Social Workers 13 October 1960 and most recently amended in 1999.)

Student Signature: ______________________________________
Chapter VIII

LEARNING GOALS AND EVALUATIONS

Overview
At the beginning of each semester in the field, students and their Field Instructors are responsible for developing Learning Goals. The format for establishing and signing the Learning Goals is located online using the TSSW Intern Placement Tracking program (IPT). Students and Field Instructors are asked to review the ten areas of core competency as defined by the CSWE, read the listed practice behaviors which will demonstrate progress toward goal achievement in the ten areas, and then write out agency-specific, student-specific work plans which delineate the ways that the student will be expected to achieve each core competency.

Toward the end of each semester, the field instructor will be contacted by the school regarding the completion of the Evaluation of Student Performance. This is also done online via the TSSW Intern Placement Tracking program. The field instructor will complete the evaluation by rating the student as to how well they met expectations for each area of competency. The ratings are given as follows:

1 = Does Not Meet Expectations for this Competency for this Semester.
2 = Meets Expectations for This Competency for this Semester.
3 = Exceeds Expectations for This Competency for this Semester.

Ratings given for each Competency should be supported by content in the “Evidence to support” section for that particular competency. The “Strategies to increase competence” section should include ways in which the specific practice tasks can be further improved. These strategies can also be incorporated into the next semester’s Learning Goals.

Once ratings are given in each area of competency, the Field Instructor gives an overall grade for the semester, as follow:

S = Satisfactory
U = Unsatisfactory
I = Incomplete

(For more detailed information on Grading, see Chapter IV. For more detailed information on Core Competencies see Chapter VII.)

All the Learning Goals and Evaluations follow the same format. However, the Learning Goals and the Evaluation for the Foundation Semester is more generalist in nature. The Learning Goals and Evaluations for the Advanced Practicum semesters correspond with the more advanced learning objectives of the core competencies. A comparison of the Foundation and Advanced goals and practice behaviors can be found in Chapter VII. Field instructors and students can view the forms through the IPT website at runipt.com. Login information will be emailed to Field Instructors and students.
CHAPTER IX:

CURRICULUM OF THE SCHOOL FOR THE MASTER OF SOCIAL WORK DEGREE

Goals of the Tulane School of Social Work
Since its inception in 1914, the Tulane University School of Social Work has proved to be a significant force in social work education in the University of which it is a part, the New Orleans social service community, the southern region of the United States, the nation as a whole, and the international arena. The Master of Social Work degree program offered by the School provides professional education for clinical-community practice, administration, policy development, and research. The goals of the Tulane School of Social Work derive from the responsibilities and tasks of the social work profession and from the School's place in the University. These goals are:

1. Prepares students to engage in relationship-centered, clinical-community practice to enhance the biopsychosocial capacity and resilience of individuals, families, groups, organizations and communities;
2. Teaches students to value human diversity and work to promote social and economic justice;
3. Prepares students to create and exchange responsive, community-based knowledge and research for relevant, effective, and innovative social work practice; and
4. Promotes integrative learning by drawing from and contributing to the diverse, culturally rich, inspiring, and challenging environment of New Orleans and through opportunities for intercultural experience.

Curriculum Sequence
The basic four semester School program for full-time students consists of 60 graduate credits taken within a continuous sixteen month period that includes one summer semester. Students begin in the fall semester and, with brief intervening vacations between semesters, are able to complete requirements for the degree by the end of their fourth semester (December).

Alternative admissions options provide for a three-semester Master's program (based on superior achievement in completion of the Bachelor of Social Work degree) or study permitting students to complete the program on a part-time basis in 32 months.

Full time students are introduced to field practicum in their first semester in the Professional Foundations Module (SOWK 7110). For the remaining three semesters, full time students are engaged concurrently in classroom courses and in the field practicum. Part time students also follow a concurrent pattern of field work and classroom courses, completing six semesters of part time field work. All students complete a professional project during the course of study that ideally is linked to the field placement setting. This project is generally conceptualized during the second semester.
Educational Policy and Accreditation Standards
The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. The EPAS establishes thresholds for professional competence by determining curriculum standards all accredited programs must meet. CSWE has identified 10 core competencies with accompanying practice behaviors that students must master in order to graduate. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. These competencies are measured in the field and in the classroom-based curriculum. The ten core competencies are listed below and include a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
  • recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
  • gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
  • recognize and communicate their understanding of the importance of difference in shaping life experiences; and
  • view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
  • understand the forms and mechanisms of oppression and discrimination;
  • advocate for human rights and social and economic justice; and
  • engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
  • use practice experience to inform scientific inquiry and
  • use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.
**Educational Policy 2.1.10(b)—Assessment**
Social workers
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**
Social workers
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**
Social workers critically analyze, monitor, and evaluate interventions.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Foundation Practice Behaviors</th>
<th>Advanced Practice Behaviors</th>
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<tbody>
<tr>
<td><strong>EP 2.1.1: Professional Identity and Behavior</strong></td>
<td>Advocate for client access to the services of social work.</td>
<td>Identify with the values and perspectives underlying relationship-centered clinical-community social work and apply to practice situations.</td>
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<td></td>
<td>Practice personal reflection and self-correction to assure continual professional development.</td>
<td>Demonstrate professional use of self in forming and maintaining helping relationships with clients within a clinical-community practice approach.</td>
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<tr>
<td></td>
<td>Attend to professional roles and boundaries.</td>
<td>Solicit feedback to improve practice and use it productively through appropriate preparation and active inquiry.</td>
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<td></td>
<td>Demonstrate professional demeanor in behavior, appearance, and communication.</td>
<td>Proactively develop practices for career-long learning.</td>
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<td></td>
<td>Engage in career-long learning.</td>
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<td></td>
<td>Use supervision and consultation.</td>
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<tr>
<td><strong>EP 2.1.2: Social Work Values and Ethics</strong></td>
<td>Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>Apply strategies of ethical reasoning and decision-making to issues specific to clinical-community practice, integrating knowledge gained from classroom and field learning.</td>
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<td>Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.</td>
<td>Critically examine the intersection between personal values, beliefs, and expectations and community values, beliefs, and expectations as they affect the helping relationship.</td>
</tr>
<tr>
<td></td>
<td>Tolerate ambiguity in resolving ethical conflicts.</td>
<td>Demonstrate competency in managing value differences to practice in accordance with values and ethical principles of social work.</td>
</tr>
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<td></td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td></td>
</tr>
<tr>
<td><strong>EP 2.1.3: Critical Thinking</strong></td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td>Critically appraise, integrate, and apply theoretical, empirical, and experiential knowledge informing relationship-centered clinical-community practice.</td>
</tr>
<tr>
<td></td>
<td>Analyze models of assessment, prevention, intervention, and evaluation.</td>
<td>Conceptualize and effectively articulate complex clinical-community practice issues, both verbally and in writing, with clients, colleagues, policy makers, and community groups.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td></td>
</tr>
<tr>
<td><strong>EP 2.1.4: Diversity</strong></td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Address social worker-client differences and utilize strengths to promote positive helping relationships with diverse clients.</td>
</tr>
<tr>
<td></td>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases</td>
<td>Acquire and apply knowledge of diverse populations to enhance the appropriateness.</td>
</tr>
</tbody>
</table>
and values in working with diverse groups.

Recognize and communicate their understanding of the importance of difference in shaping life experiences.

View themselves as learners and engage those with whom they work as informants.

<table>
<thead>
<tr>
<th>EP 2.1.5: Human Rights and Social Justice</th>
<th>Understand the forms and mechanisms of oppression and discrimination.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consider the effects of historical oppression, discrimination, and marginalization of vulnerable groups and utilize empowerment principles in clinical-community assessment and intervention.</td>
</tr>
<tr>
<td></td>
<td>Advocate for human rights and social and economic justice.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate skills to advocate for laws, policies, and resources that enhance individual human rights and promote social and economic justice for communities locally and globally.</td>
</tr>
<tr>
<td></td>
<td>Engage in practices that advance social and economic justice.</td>
</tr>
<tr>
<td>EP 2.1.6: Research</td>
<td>Use practice experience to inform scientific inquiry.</td>
</tr>
<tr>
<td></td>
<td>Use the evidence-based practice process to inform clinical-community practice in specific practice contexts.</td>
</tr>
<tr>
<td></td>
<td>Use research evidence to inform practice.</td>
</tr>
<tr>
<td></td>
<td>Accurately interpret results of qualitative and quantitative research to both appraise existing research evidence and draw conclusions from agency- or practice-based research.</td>
</tr>
<tr>
<td>EP 2.1.7: Human Behavior and Social Environment</td>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
</tr>
<tr>
<td></td>
<td>Synthesize and appropriately apply both human development and community theories and research knowledge to guide clinical-community assessment and intervention.</td>
</tr>
<tr>
<td></td>
<td>Critique and apply knowledge to understand person and environment.</td>
</tr>
<tr>
<td></td>
<td>Pursue knowledge of human development and community life in cross-cultural settings to engage in respectful and effective clinical-community practice.</td>
</tr>
<tr>
<td>EP 2.1.8: Policy Practice</td>
<td>Analyze, formulate, and advocate for policies that advance social well-being.</td>
</tr>
<tr>
<td></td>
<td>Assess and communicate the impact of legislative or administrative policies on individual clients and communities.</td>
</tr>
<tr>
<td></td>
<td>Collaborate with colleagues and clients for effective policy action.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate policy practice skills to facilitate institutional or structural changes that advance the well-being of vulnerable groups and individuals.</td>
</tr>
<tr>
<td>EP 2.1.9: Respond to Contexts</td>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
</tr>
<tr>
<td></td>
<td>Propose and implement projects to address changing knowledge, resource, organizational, or programmatic needs of clients or agencies.</td>
</tr>
<tr>
<td></td>
<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate understanding of the local/global context that shapes professional clinical-community social work practice.</td>
</tr>
<tr>
<td><strong>EP 2.1.10a: Engagement</strong></td>
<td>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</td>
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<tr>
<td>----------------------------</td>
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</tr>
<tr>
<td></td>
<td>Use empathy and other interpersonal skills.</td>
</tr>
<tr>
<td></td>
<td>Develop a mutually agreed-on focus of work and desired outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EP 2.1.10a: Assessment</strong></th>
<th>Collect, organize, and interpret client data.</th>
<th>Integrate relationship and information-gathering to conduct clinical-community assessments and to modify assessments as new information becomes available.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assess client strengths and limitations.</td>
<td>Assess clients’ interpersonal and environmental strengths and vulnerabilities and how these contribute to individual and community well-being.</td>
</tr>
<tr>
<td></td>
<td>Develop mutually agreed-on intervention goals and objectives.</td>
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<td></td>
<td>Select appropriate intervention strategies.</td>
<td></td>
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<tr>
<td></td>
<td>Demonstrate familiarity with DSM-IV-TR classifications and their uses and limitations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EP 2.1.10a: Intervention</strong></th>
<th>Initiate actions to achieve organizational goals.</th>
<th>Identify, critically evaluate, and apply interventions informed by clinical-community assessment, research evidence, and theory for relationship-centered clinical-community practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Implement prevention interventions that enhance client capacities.</td>
<td>Collaborate with other professionals and systems to coordinate clinical-community interventions.</td>
</tr>
<tr>
<td></td>
<td>Help clients resolve problems.</td>
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<td></td>
<td>Negotiate, mediate, and advocate for clients.</td>
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<td></td>
<td>Facilitate transitions and endings.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EP 2.1.10a: Evaluation</strong></th>
<th>Critically analyze, monitor, and evaluate interventions</th>
<th>Develop intervention plans based on clinical-community assessment that specify measurable objectives and outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Identify and utilize appropriate, ethical, clinical-community evaluation strategies to assess progress, barriers, outcomes, and support beyond the termination of the helping relationship.</td>
</tr>
</tbody>
</table>
**Curriculum Sequence**

The Tulane MSW program is a 60 hour program completed in four sequential semesters. Students begin in the Fall and continue every semester, graduating at the end of the second Fall semester.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall – 16 credits</td>
<td></td>
<td>SOWK 7110</td>
<td>Professional Foundations – Skills Lab</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7120</td>
<td>Social Work History and Policy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7130</td>
<td>Diversity and Social Justice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7140</td>
<td>Intro to Org and Community Practice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7210</td>
<td>Theory I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7310</td>
<td>Intro to Direct SW Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7410</td>
<td>Tools I</td>
<td>3</td>
</tr>
<tr>
<td>Spring – 15 credits</td>
<td></td>
<td>SOWK 7220</td>
<td>Theory II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7230</td>
<td>Community Org and Policy Advocacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7320</td>
<td>SW Practice with Ind Fam Grps</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7420</td>
<td>Tools II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7520</td>
<td>Field Practicum I – 22 hours</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7580</td>
<td>Field Seminar</td>
<td>0</td>
</tr>
<tr>
<td>Summer – 15 credits</td>
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<td>SOWK 7330</td>
<td>Advanced Methods</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7430</td>
<td>Data Analysis &amp; Interpretation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7530</td>
<td>Field Practicum II – 22 hours</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7580</td>
<td>Field Seminar</td>
<td>0</td>
</tr>
<tr>
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<td></td>
<td>SW Elective</td>
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<tr>
<td>Fall – 14 credits</td>
<td></td>
<td>SOWK 7440</td>
<td>Capstone Seminar</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7470</td>
<td>Professional Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7540</td>
<td>Field Practicum III – 22 hours</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOWK 7580</td>
<td>Field Seminar</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>SW elective</td>
<td>2</td>
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<td></td>
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<td></td>
<td>SW elective</td>
<td>2</td>
</tr>
</tbody>
</table>

Revised as of Fall 2014.
MSW Curriculum: Part-Time Study

Our part-time program requires 60 credit hours. Students can complete the program in two options:

- Eight semesters (32 months with 6 part-time field placements) or
- Four part-time semesters and two full-time semesters (24 months with 2 part-time and 2 full-time field placements)

Note: Starting Fall I, you are required to have at least one weekday each week available for field placement*.

Foundation Courses I
First Semester – Spring I - 2016 (Credit Hours – 7.5)
SOWK 7110 Professional Foundations .5 cr.
SOWK 7120 Social Welfare History & Policy 3 cr.
SOWK 7130 Diversity and Social Justice 2 cr.
SOWK 7210 Theory I 2 cr.

Second Semester – Summer I - 2016 (Credit Hours – 7.5)
SOWK 7110 Professional Foundations .5 cr.
SOWK 7310 Intro to Direct SW Practice 3 cr.
SOWK 7220 Theory II 2 cr.
SOWK 7140 Intro to Org and Comm Practice 2 cr

Foundation Courses II
Third Semester – Fall I - 2016 (Credit Hours – 8.5)
SOWK 7410 Tools I 3 cr.
SOWK 7320 SW Practice with Ind Fam Grps 3 cr.
SOWK 7910 Field Practicum* 2.5 cr.
SOWK 7580 Field Seminar (bimonthly seminar) 0 cr.

Fourth Semester – Spring II - 2017 (Credit Hours – 7.5)
SOWK 7420 Tools II 2 cr.
SOWK 7230 Community Organizing and Policy Advocacy 3 cr.
SOWK 7920 Field Practicum II* 2.5 cr.
SOWK 7580 Field Seminar (bimonthly seminar included in Field Practicum II) 0 cr.

Advanced Courses I
Fifth Semester – Summer II - 2017 (Credit Hours – 7.5)
SOWK 7330 Advanced Methods 5 cr.
SOWK 7930 Field Practicum III* 2.5 cr.
SOWK 7580 Field Seminar (bimonthly seminar included in Field Practicum III) 0 cr.

Sixth Semester – Fall II - 2017 (Credit Hours – 7.5)
SOWK 7430 Data Management, Analysis & Interpretation 3 cr.
SOWK 7940 Field Practicum IV* 2.5 cr.
SOWK 7580 Field Seminar (bimonthly seminar included in Field Practicum IV) 0 cr.
Elective 2 cr.

Seventh Semester – Spring III – 2018 (Credit Hours – 6.5)
SOWK 7440 Capstone Seminar 2 cr.
SOWK 7950 Field Practicum V* 2.5 cr.
SOWK 7580 Field Seminar (bimonthly seminar included in Field Practicum IV) 0 cr.
Elective 2 cr.

Eighth Semester – Summer III – 2018 (Credit Hours - 7.5 hours)
SOWK 7470 Professional Project 3 cr.
SOWK 7960 Field Practicum VI* 2.5 cr.
SOWK 7580 Field Seminar (bimonthly seminar included in Field Practicum IV) 0 cr.
Elective 2 cr

****Transfer Point to the Fulltime Program
Joint Degrees

MSW/MPH - GCHB

Mission Statement
A combined Master of Social Work (MSW) and Master of Public Health (MPH) degrees is offered through the collaboration of the Tulane School of Social Work (SSW) and the Department of Global Community Health Sciences and Behavioral Sciences (GCHB) in the Tulane School of Public Health and Tropical Medicine (SPHTM). Through this program, a student can prepare for a career in social work as well as receive training in the methods and practice of public health. The flexibility resulting from both degrees allows the student to fill a professional role in the planning, management and delivery of human services within communities and public health organizations.

MSW/MPH - GCHBS Program Description
This joint-degree program is designed for those wishing to pursue a career that emphasizes family and child health. This program requires completion of 89-90 credits: 75 credits in coursework (detailed below) and 15 credit hours in field instruction. The program begins in the fall semester and takes at least five continuous semesters, including the summer. In the beginning of the program students take courses primarily in social work, and as the semesters progress students take an increasing proportion of their courses in the school of public health. In the last semester students take all of their courses in public health.

Students should meet with their respective advisors in both the School of Social Work and Department of Global Community Health and Behavioral Sciences to review course requirements and map out the best plan to suit their specific career interests.

Admission Requirements
The prospective student must apply to and be accepted separately by each of the two schools, the Tulane School of Social Work and the Tulane School of Public Health and Tropical Medicine. Note: the GRE is required for the SPHTM. We strongly urge students to apply to SPHTM before beginning the MSW in the Fall, but application to the SPHTM can be made no later than October 15th for the spring semester. Students who begin the MPH in their second term may require an additional semester to finish all required coursework.

Information on admission to the Tulane School of Public Health and Tropical Medicine, including requirements and submission dates, may be found here -- http://www.sph.tulane.edu/publichealth/chs/admissions_chs.cfm.

Information on admission to the Tulane School of Social Work may be found here -- http://tulane.edu/socialwork/prospective/admissions.cfm.

Program Competencies
It is expected that students will acquire both social work practice skills and core public health competencies through successful completion of core coursework in both schools. Upon completion of the program, the graduate should be able to:
Assess individual and community needs for public health programs
Courses -- GCBH Courses: 6110, 6120, 6130, 6610, 6750, 6270; SOWK 7410

Demonstrate competence in planning community-based public health programs and research projects
Courses -- GCBH Courses: 6110, 6130, 6210, 6270, 6750

Implement and manage preventive strategies, interventions and programs at the community level
Courses -- GCBH 6030; 6110, 6210; SOWK Courses: 7310, 7320, 7330

Acquire the ability to identify and use various methods of evaluating community-based public health programs
Courses -- GCBH Courses: 6120, 6130, 6750; SOWK Courses: 7410, 7430

Communicate and advocate for community health programs and policies
Courses -- GCBH Courses: 6100, 6120, 6130, 6140, 6210, 6220, 6260, 6270, 6770; SOWK Courses: 7310, 7320, 7330

Serve as a resource person for community-based programs in public health
Courses -- GCBH 6030, 6120, 6140

Promote cultural competence within diverse community settings
Courses -- GCBH 6030, 6100, 6460, 6140, 6510; SOWK 7120

Utilize clinical social work skills to affect individual and community health behavior change
Courses -- SOWK Courses: 7310, 7320, 7330

Incorporate knowledge of the Public Health core areas of epidemiology, biostatistics, environmental health, health systems management, and the biological, social, and cultural aspects of health and disease in addressing and solving problems
Courses--EPID 6030; BIOS 6030; GEHS 6030; GHSD 6030; TRMD 6010; GCHB 6030

Program Requirements
Completion of the dual degree requires the following credit hours:

<table>
<thead>
<tr>
<th></th>
<th>SPH – GCHBS*</th>
<th>SSW</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Core Required</td>
<td>18</td>
<td>36</td>
<td>54</td>
</tr>
<tr>
<td>Department Core Required</td>
<td>9</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Elective</td>
<td>11-12</td>
<td></td>
<td>11-12</td>
</tr>
<tr>
<td>Field (300 hrs in PH field)</td>
<td>38-39</td>
<td>51</td>
<td>89-90 credit hrs</td>
</tr>
<tr>
<td>Req’d if Degrees Separate</td>
<td>45 hours</td>
<td>60 hours</td>
<td>105 credit hours</td>
</tr>
</tbody>
</table>

A sample course schedule for the 2-year MSW/MPH program, for students beginning both programs concurrently in the fall term, may be downloaded here -- http://tulane.edu/socialwork/upload/MSW-MPH-GCHBS-Curriculum-Plan-7-2014.pdf.
Additional Requirements

Students must fulfill several additional degree requirements:

- **Practicum:** The SSW requires a 990 hour Field Practicum (330 hours x 3 semesters). 300 of these hours may be used to meet the SPHTM Practicum requirement, provided those work hours are invested in public health oriented activities (for example, population-based and prevention-oriented program planning, intervention, and/or evaluation). Both the SSW and SPH GCHBS have specific learning goals and requirements that students must fulfill and document regarding their practicum. Information about the GCHBS requirements may be found in the student practicum handbook, information about the SSW requirements may be obtained through the School of Social Work Field Handbook.

- **Culminating Experience:** The SPH GCHBS department requires students to choose one of two options for their culminating experience, either complete a Public Health Analysis or take a Comprehensive Examination. Information about these requirements may be found at the GCHBS web site -- http://tulane.edu/publichealth/chs/index.cfm.

- **Capstone Professional Project:** SSW students are required to produce a body of work that extends what they have learned in coursework into a practical application for social work practice, referred to as the Professional Project, or Capstone Project. The format of the project is shaped by students’ interests and abilities, and is presented during a poster session held during the last weeks of the fourth semester. Information about these requirements may be found at the School of Social Work web site.

For more information

- Students should research both the School of Social Work and the Department of Health Systems Management within the School of Public Health to understand the requirements of both degrees.
- The School of Social Work web site -- http://tulane.edu/socialwork/
- Information about the dual MSW/MPH in the Department of Global Community Health Systems and Development -- http://tulane.edu/publichealth/chs/masterofsocialwork.cfm
- Additional information for all GCHBD- MPH students -- http://tulane.edu/publichealth/chs/index.cfm
- For information related to the dual MSW/MPH within the School of Social Work, please contact: Cindy Sykes at csykes@tulane.edu or at 504.862.3481
- For advising related to the dual MSW/MPH within the School of Public Health, please contact: Cathy Taylor at ctaylor5@tulane.edu or at 504.988.5391.
Joint MSW/JD Degree with the School of Law

Overview
The MSW/JD program is particularly suited for students with an interest in the law as well as social work. Graduates may work in forensic social work, juvenile justice, corrections, child advocacy, legislative advocacy and public policy. Students who plan to primarily practice law benefit from a social work education in working with families and couples, victims of domestic violence, and other groups and individuals whose legal issues have strong psychosocial correlations. A legal education gives social work professionals many of the tools they need to effect change essential to assisting their clients. Similarly, a social work background provides attorneys with the tools needed to understand their clients.

Program Structure and Admission
A separate application must be submitted to each of the schools, and applicants must meet the requirements for admission to each school. The point of entry to this dual degree program is the School of Social Work in the first (Fall) semester. Students continue in social work until the second Fall semester, at which time they enroll full-time into the Law School through the Spring II semester.

Students return to the School of Social Work in the Summer II semester, continuing through Fall III to graduate in December with their MSW. Students continue in the Law School through three more semesters thereafter to complete all requirements for the Juris Doctor.

The School of Social Work, which normally requires 60 credit hours (45 in class and 15 in field internship), grants six hours as electives for work completed at the Law School therefore students graduate after completing 54 credit hours. Further, certain summer clerkships may qualify as social work field internship hours (up to 10 hours in a block placement).

The placement requires pre-approval by the School of Social Work Director of Field Education in order to receive social work credit. Students should consult with their advisors both at the School of Social Work and the Law School for course planning.

In the Law School, students graduate with 79 credit hours versus the regular program requirement of 88 credit hours as nine credit hours are completed via the School of Social Work. Completion of both degrees takes four years.
MSW/JD Degree Program
Full-Time Study -- (123 Hours)

The MSW/JD dual degree requires students to take a total of 10 semesters split between the School of Social Work and the Law School.

First Semester – Fall I (Social Work)
SOWK 7110  Professional Foundations 1 cr.
SOWK 7120  Social Work History and Policy 3 cr.
SOWK 7130  Diversity and Social Justice 2 cr.
SOWK 7140  Intro to Org and Community Practice 2 cr.
SOWK 7210  Theory I 2 cr.
SOWK 7310  Intro to Direct SW Practice 3 cr.
SOWK 7410  Tools I 3 cr.

Second Semester – Spring I (Social Work)
SOWK 7220  Theory II 2 cr.
SOWK 7230  Community Org and Policy Advocacy 3 cr.
SOWK 7320  SW Practice with Individuals, Family & Groups 3 cr.
SOWK 7420  Tools II 2 cr.
SOWK 7520  Field Practicum I 5 cr.
SOWK 7580  Field Seminar (bimonthly) 0 cr.

Third Semester – Summer I (Social Work)
SOWK 7330  Advanced Methods 5 cr.
SOWK 7430  Data Management, Analysis & Interpretation 3 cr.

Fourth Semester – Fall II (Law)
14 credit hours of required Law courses

Fifth Semester – Spring II (Law)
15 credit hours of required law courses

Sixth Semester – Summer II (Social Work)
5 credit hours of Social Work field placement

Seventh Semester – Fall III (Law/Social Work)
SOWK 7440  Capstone Professional Seminar 2 cr.
SOWK 7480  Capstone Professional Project 3 cr.
10 hours of Law electives

Eighth Semester – Spring III (Law)
14 credit hours of required Law courses

Ninth Semester – Summer III (Law)
12 credit hours of Law electives

Tenth Semester – Fall IV (Law)
14 credit hours of Law electives
MSW/MS DRL Dual Degree Program

Mission Statement
The Master of Social Work (MSW) and Master of Science in Disaster Resilience Leadership (MS DRL) dual degree is a partnership of two programs within the Tulane School of Social Work. Through this five semester academic program, a graduate student can prepare for a career in social work as well as receive interdisciplinary training in disaster resilience and global humanitarian leadership. The competencies achieved upon completion of the dual degree allow the student to fill a professional role in the planning, management, and delivery of human services within communities vulnerable to natural and manmade disasters.

MSW/MS DRL Program Description
The MSW/MS in Disaster Resilience Leadership dual degree program is designed for motivated students wishing to pursue a career that supports the capacity of vulnerable populations to address the root causes of humanitarian crises. The joint degree’s focus is on the development of robust leadership capacity to facilitate effective resilient programs, and creative empowerment-centered social work education promoting the integration of person and community approaches. It is the first academic program of its kind with such a dynamic and innovative purpose. The five semester curriculum requires completion of 77 credit hours: 53 credit hours in social work and 24 hours in disaster resilience leadership studies. Students take courses primarily in social work during the first academic year, with enrollment in disaster resilience leadership courses increasing over the course of the remaining four semesters. Individuals pursuing the dual degree will also be engaged in a field internship program that joins real-world social work practice with disaster risk management.

Students may choose to add a social work certificate in Disaster Mental Health or Global Social Work, which focuses your coursework in these related areas. The curriculum would vary slightly to complete the certificates, but still can be completed within five semesters.

Admission Requirements
The prospective student must apply to and be accepted separately by both the Tulane School of Social Work and the Disaster Resilience Leadership Academy. Note: the Graduate Record Examination (GRE) is required for admission in the MS DRL program. For more information regarding the GRE, visit the GRE website at http://www.gre.org.

Non-US citizens applying for admission must present satisfactory evidence of sufficient competence in English to read, write, speak and understand. The Test of English as a Foreign Language (TOEFL) score report is required for each applicant whose native language is not English or if English was not the language of instruction at the institution where the applicant received his or her degree(s). We also accept the International English Language Testing System (IELTS) in lieu of the TOEFL examination. For information about these exams, see http://web1.toefl.org.
## MSW/MS DRL Dual Degree Program Requirements

### Fall – 16+3 credits (SSW Classes MWF)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SSW</th>
<th>DRL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 7110</td>
<td>Professional Foundations</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>SOWK 7120</td>
<td>Social Work History and Policy</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7210</td>
<td>Theory I</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7310</td>
<td>Intro to Direct Social Work Practice</td>
<td></td>
<td>3</td>
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<tr>
<td>SOWK 7140</td>
<td>Intro to Org and Communities Practice</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7410</td>
<td>Tools I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7130</td>
<td>Diversity and Social Justice</td>
<td></td>
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<tr>
<td>DRLS 6020</td>
<td>Disaster Risk Management and Leadership</td>
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### Spring – 14+3 credits (SSW Classes T/TH; Field MWF)

<table>
<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>SOWK 7220</td>
<td>Theory II</td>
<td></td>
<td>2</td>
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<tr>
<td>SOWK 7320</td>
<td>SW Practice with Ind Fam Grps</td>
<td></td>
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</tr>
<tr>
<td>SOWK 7230</td>
<td>Community Organization and Policy Advocacy</td>
<td></td>
<td>3</td>
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<tr>
<td>SOWK 7420</td>
<td>Tools II</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7520</td>
<td>Field Practicum I – 22 hours</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>SOWK 7580</td>
<td>Field Seminar</td>
<td></td>
<td>0</td>
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<tr>
<td>DRLS elective</td>
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### Summer – 13+3 credits (SSW Classes T/TH; Field MWF)

<table>
<thead>
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<th>DRL</th>
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<tbody>
<tr>
<td>SOWK 7330</td>
<td>Advanced Methods</td>
<td></td>
<td>5</td>
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<tr>
<td>SOWK 7430</td>
<td>Tools III Data Management, Analysis &amp; Interpretation</td>
<td></td>
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<tr>
<td>SOWK 7530</td>
<td>Field Practicum II – 22 hours</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>SOWK 7580</td>
<td>Field Seminar</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DRLS elective</td>
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### Fall – 10+6 credits (SSW Classes T/TH; Field MWF)

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>SOWK 7440</td>
<td>Capstone Seminar</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7470</td>
<td>Professional Project</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7540</td>
<td>Field Practicum III – 22 hours</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>SOWK 7580</td>
<td>Field Seminar</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DRLA 6040</td>
<td>Environmental Hazards Science (T5:30-8:30)</td>
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<td>3</td>
</tr>
<tr>
<td>DRLS elective</td>
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</table>

### Spring – 0+9 credits (DRLA only)

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<th>DRL</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRLS 6030</td>
<td>Leadership Analytics</td>
<td></td>
<td>3</td>
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<tr>
<td>DRLS 6110</td>
<td>Research and Evaluation in Crisis and Disaster Settings</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>DRLS elective</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
**Field Practicum:**
Students spend three days weekly (MWF) in field instruction for three consecutive semesters beginning with the first Spring term. MSW/MS DRL field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills.

**Professional Project:**
TSSW students are required to produce a body of work that extends what they have learned in coursework into a practical application for social work practice, referred to as the Professional Project. Dual degree candidates may choose to have a disaster risk management focus, incorporating knowledge and methodologies found in both social work and disaster resilience leadership curricula. The format of the project is shaped by students’ interests and abilities, and is presented during a poster session held during the last weeks of the fourth semester.
Certificate Programs

Certificate in Disaster Mental Health & Trauma Studies

Our Program
Have you ever wondered how you can make a real impact on the world, a world beset by both natural and man-made disasters? The Tulane School of Social Work offers a unique Certificate in Disaster Mental Health & Trauma Studies (DMH&TS) that may be earned concurrently within your full-time or part-time MSW curriculum and field internship. As the city of New Orleans faces challenges of crime, economic and health care disparities and the Gulf Coast region continues to recover from Hurricanes Katrina and Rita as well as the BP Deep Water Horizon Oil Spill, Tulane School of Social Work students are on the ground helping in neighborhoods, health clinics and crisis intervention settings. Our students are bringing tremendous healing and encouraging the release of natural resilience in our citizens and organizations to make our region even stronger.

In the Disaster Mental Health & Trauma Studies Certificate Program, students learn about trauma, its effects, and current interventions that can transfer to other social work settings. This knowledge helps not only New Orleans residents, but residents of any city that may experience a traumatic event or natural disaster because our students graduate with the knowledge to aid those in need around the globe.

Chance of a Lifetime
In addition to the exciting clinical-community content of our MSW degree, certificate program students reap the benefits of a curriculum of learning that is transferable across the life of our students’ careers. Whether working with an acute disaster event, a family dealing with catastrophic illness, or a neighborhood oppressed by extreme poverty and violence, the MSW graduate with the DMH & TS focus has a foundation for professional intervention in tragedy and harsh conditions.

Professional social workers are the experts in human relations, in bringing order to chaos, and in thoughtful, planned change. The Certificate in Disaster Mental Health & Trauma Studies can launch your career in crisis counseling, in being a disaster response team member and in being a leader in helping communities gather the resources that promote the mental health of its citizens who are adversely affected by a range of disasters.

MSW students in the DMH & TS Certificate program take specialized courses in crisis intervention, disaster mental health and treatment approaches with certain mental disorders. Additionally, you will engage in a professional project to leave a lasting psychosocial health product, policy or program in the community. Our students’ field internships are conducted in a setting to help people in crisis or in the post-crisis recovery phase.

Application Process
Visit us at tulane.edu/socialwork to apply for the MSW program online, or contact Cindy Sykes at (504) 865-5314 or at csykes@tulane.edu for more information about the DMH certificate program.
## Certificate in Disaster Mental Health
### Curriculum – Full-Time Study

### First Semester – Fall I
- **SOWK 7110** Professional Foundations 1 credit
- **SOWK 7120** Social Welfare History and Policy 3 credits
- **SOWK 7130** Diversity and Social Justice* 2 credits
- **SOWK 7140** Intro to Organization & Community Practice* 2 credits
- **SOWK 7210** Theory I* 2 credits
- **SOWK 7310** Intro to Direct Social Work Practice* 3 credits
- **SOWK 7410** Tools I* 3 credits

**Total – 16 credits**

### Second Semester – Spring I
- **SOWK 7220** Theory II* 2 credits
- **SOWK 7230** Community Organizing & Policy Advocacy* 3 credits
- **SOWK 7320** Social Work Practice with Ind., Family, and Groups* 3 credits
- **SOWK 7420** Tools II* 2 credits
- **SOWK 7520** Field Practicum I** 5 credits
- **SOWK 7580** Field Seminar (bimonthly) 0 credits

**Total – 15 credits**

### Third Semester – Summer I
- **SOWK 7330** Advanced Methods* 5 credits
- **SOWK 7430** Data Management, Analysis & Interpretation* 3 credits
- **SOWK 7530** Field Practicum II** 5 credits
- **SOWK 7580** Field Seminar (bimonthly) 0 credits
- **SOWK 7070** Psychosocial Aspects of Disasters (Elective) *** 2 credits

**Total – 15 credits**

### Fourth Semester – Fall II
- **SOWK 7480** Capstone Professional Project* 3 credits
- **SOWK 7440** Capstone Professional Seminar* 2 credits
- **SOWK 7540** Field Practicum III** 5 credits
- **SOWK 7580** Field Seminar (bimonthly) 0 credits
- **TBD** Elective*** 2 credits
- **TBD** Elective*** 2 credits

**Total – 14 credits**

* Assignments must have Disaster Mental Health focus. Professional Project must be related to disaster mental health, crisis intervention or trauma.

** Must be in a disaster mental health-related setting.

*** SOWK 7070 Psychosocial Aspects of Disasters is a required elective. Most electives are approved for DMH&TS. Please contact Dr. Jane Parker or Miriam Campbell for more information.
## Certificate in Disaster Mental Health Curriculum – Part-time

### First Semester – Spring I
- **SOWK 7110** Professional Foundations 0.5 credit
- **SOWK 7120** Social Welfare History and Policy 3 credits
- **SOWK 7130** Diversity and Social Justice* 2 credits
- **SOWK 7210** Theory I* 2 credits

Total – 7.5 credits

### Second Semester – Summer I
- **SOWK 7110** Professional Foundations 0.5 credit
- **SOWK 7140** Intro to Organization & Community Practice* 2 credits
- **SOWK 7220** Theory II* 2 credits
- **SOWK 7310** Intro to Direct Social Work Practice* 3 credits

Total – 7.5 credits

### Third Semester – Fall I
- **SOWK 7410** Tools I* 3 credits
- **SOWK 7320** Social Work Practice with Ind., Family, and Groups* 3 credits
- **SOWK 7910** Field Practicum I** 2.5 credits
- **SOWK 7580** Field Seminar (bimonthly) 0 credits

Total – 8.5 credits

### Fourth Semester – Spring II
- **SOWK 7420** Tools II* 2 credits
- **SOWK 7230** Community Organizing & Policy Advocacy* 3 credits
- **SOWK 7920** Field Practicum II** 2.5 credits
- **SOWK 7580** Field Seminar (bimonthly) 0 credits

Total – 7.5 credits

### Fifth Semester – Summer II
- **SOWK 7330** Advanced Methods* 5 credits
- **SOWK 7930** Field Practicum III** 2.5 credits
- **SOWK 7580** Field Seminar (bimonthly) 0 credits

Total – 7.5 credits

### Sixth Semester – Fall II
- **SOWK 7430** Data Management, Analysis & Interpretation* 3 credits
- **SOWK 7940** Field Practicum IV** 2.5 credits
- **SOWK 7580** Field Seminar (bimonthly) 0 credits
- **SOWK 7070** Psychosocial Aspects of Disasters (Elective) *** 2 credits

Total – 7.5 credits

### Seventh Semester – Spring III
- **SOWK 7440** Capstone Professional Seminar* 2 credits
- **SOWK 7950** Field Practicum V** 2.5 credits
- **SOWK 7580** Field Seminar (bimonthly) 0 credits
- **TBD** Elective*** 2 credits

Total – 6.5 credits

### Eighth Semester – Summer III
- **SOWK 7480** Capstone Professional Project* 3 credits
- **SOWK 7960** Field Practicum VI** 2.5 credits
- **SOWK 7580** Field Seminar (bimonthly) 0 credits
- **TBD** Elective*** 2 credits

Total – 7.5 credits

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* Assignments must have a Disaster Mental Health & Trauma focus.
** Must be in a disaster mental health-related setting.
*** SOWK 7070 Psychosocial Aspects of Disasters is a required elective. Most electives are approved for DMH&TS. Please contact Dr. Jane Parker or Miriam Campbell for more information.
Certificate in Family Practice

Our Program
The Tulane School of Social Work offers one of only a handful of family practice certificate programs in the United States. Our program involves a rigorous combination of coursework, family practice-related field placements, and a family-based professional project. This program, affiliated with and funded by the Porter-Cason Institute, was developed as a result of a large private contribution from a Tulane MSW alumnus for the purpose of training advanced family practitioners. This gift helps us to fund lectures from local and national experts as well as advanced training of counselors in our community, many of whom will be supervising you in your field placements. Many of these resources will represent an exciting integral part of your unique training.

Increased Skills and Knowledge
Acquiring a Certificate in Family Practice represents an important addition to your social work education. As part of your training, you will gain state-of-the-art expertise in various types of family intervention including Structural, Narrative, Cognitive-Behavioral, Multisystemic, Collaborative, Family Systems, Emotionally Focused and Functional Family Therapy. This program will help you to empower and strengthen families with diverse cultural and ethnic backgrounds. Role plays will represent an important tool to practice new skills and to receive guidance from instructors through careful feedback. Lectures and demonstrations by family therapy experts will present innovative practices to expand your repertoire of treatment approaches. Most assignments require that you infuse family content. With the addition of required coursework in family practice and family related fields, the certificate provides an intensive comprehensive and unique learning experience.

Exciting, Fun & Marketable
Last, but certainly not least, the Certificate in Family Practice offers an addition to your educational experience that is exciting, fun and marketable. Attending special workshops or trainings in evidence-based family practice technologies will be intellectually stimulating and offer new ways to address treatment challenges. Learning from the national experts who write the actual articles and books you read in class is not only entertaining, but can provide interesting insights and deeper understanding not offered in other educational experiences. Tulane’s Family Practice Certificate program not only gives you unique and exciting resources for learning not offered in other certificate programs; but, it will position you for increased career opportunities and job satisfaction in a fast-growing field.

Application Process
This certificate is earned concurrently with your MSW degree. Students must be accepted into the MSW program through the regular School of Social Work admissions process to qualify for the certificate. Visit us at http://tulane.edu/socialwork to apply for the MSW program online, or call Parker Sternbergh, Assistant Director of the Porter-Cason Institute, at (504) 862-3475 with any questions about the Certificate in Family Practice.
Certificate in Global Social Work  
Curriculum – Full-Time Study

Foundation Courses (30 credits)

<table>
<thead>
<tr>
<th>First Semester – Fall</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
<td>SOWK 7110 Professional Foundations</td>
<td>1 cr.</td>
</tr>
<tr>
<td>SOWK 7120 Social Welfare History and Policy</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOWK 7130 Diversity and Social Justice*</td>
<td>2 cr.</td>
</tr>
<tr>
<td>SOWL 7140 Intro to Organizing and Community Practice</td>
<td>2 cr.</td>
</tr>
<tr>
<td>SOWK 7210 Theory I*</td>
<td>2 cr.</td>
</tr>
<tr>
<td>SOWK 7310 Intro to Direct Social Work Practice*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOWK 7410 Tools I*</td>
<td>3 cr.</td>
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<td><strong>Total</strong></td>
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<thead>
<tr>
<th>Second Semester – Spring</th>
<th>Credit</th>
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<tbody>
<tr>
<td>SOWK 7220 Theory II*</td>
<td>2 cr.</td>
</tr>
<tr>
<td>SOWK 7230 Community Org and Policy Advocacy*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOWK 7320 SW Practice with Individuals, Families &amp; Groups*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOWK 7420 Tools II*</td>
<td>2 cr.</td>
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<tr>
<td>SOWK 7520 Field Practicum I**</td>
<td>5 cr.</td>
</tr>
<tr>
<td>SOWK 7580 Field Seminar (bimonthly)*</td>
<td>0 cr.</td>
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<td><strong>Total</strong></td>
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Advanced Courses (30 credits)

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<tr>
<th>Third Semester – Summer</th>
<th>Credit</th>
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<tbody>
<tr>
<td>SOWK 7330 Advanced Methods*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>SOWK 7430 Data Management, Analysis &amp; Interpretation</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOWK 7530 Field Practicum II**</td>
<td>5 cr.</td>
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<tr>
<td>TBD Family Practice Elective***</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Fourth Semester – Fall</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 7440 Capstone Professional Seminar*</td>
<td>2 cr.</td>
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<tr>
<td>SOWK 7480 Capstone Professional Project*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOWK 7540 Field Practicum III****</td>
<td>5 cr.</td>
</tr>
<tr>
<td>SOWK 7580 Field Seminar (bimonthly)*</td>
<td>0 cr.</td>
</tr>
<tr>
<td>SOWK 7360 Contemporary Practice with Couples &amp; Families***</td>
<td>2 cr.</td>
</tr>
<tr>
<td>TBD Family Practice Elective***</td>
<td>2 cr.</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15 cr.</strong></td>
</tr>
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</table>

* Assignments and the Professional Project must have family practice focus.
** Must involve significant degree of family practice.
*** SOWK 7360: Contemporary Practice with Couples and Families is required. Two further electives with family content and approved as appropriate are required. Wherever possible, tailor assignments to family practice issues.
Certificate in Global Social Work

Our Program
In a world of increasing global interconnectedness, social workers in the USA and abroad witness every day the impact of world affairs on diverse clients and communities. The Tulane School of Social Work offers the Global Social Work Certificate as an opportunity for you to gain the knowledge and skills necessary to be able to effect change from a local to global scale.

As a participant in the Global Social Work Certificate Program, you will be encouraged to explore your global interests in and out of the classroom. From the needs of immigrants and refugees to post-conflict and natural disaster situations, you may pursue a range of topics critical to our global profession. In addition, you will have course content which includes the following:

• Theories underlying international social work practice;
• The role and impact of globalization;
• International policies, frameworks and institutions;
• Global, human rights, ecological and social development perspectives and approaches;
• The impact of culture, societal values, and power structures on vulnerable populations in an international context;
• The skills needed to address injustice and effectively work within the nonprofit, development and humanitarian aid sectors.

Along with coursework with a global focus, the Global Social Work Certificate program provides you with the opportunity to apply what is learned in the program in local, national, and/or international settings. The Tulane School of Social Work has partnerships with local agencies, foreign universities, and international non-governmental organizations for field placements, student and faculty exchanges, training programs, and cross-national research. While the list continues to grow, these collaborative relationships include sites in Africa, India, Latin America, the Middle East, and across the USA.

Application Process
To participate in the Global Social Work Certificate program, students must complete an application process which involves: 1) an orientation session, 2) an application with essay responses, a current resume, and reference letters, and 3) an interview. This process provides full details about the certificate program, explores suitability for program and/or international field placement, and allows for an opportunity to identify areas of interest in global social work practice. Please note: Acceptance into the Global Social Work Certificate program does not guarantee an international field placement.

To apply for the MSW program, please visit tulane.edu/socialwork. To learn more about the Global Social Work Certificate, go to Global Programs on the website and/or contact the Office of Global Programs at (504) 862-3472 or at globalsocialwork@tulane.edu.
### Certificate in Global Social Work
#### Curriculum – Full-Time Study

#### Foundation Courses (30 credits)

**First Semester – Fall**
- SOWK 7110  Professional Foundations* 1 cr.
- SOWK 7120  Social Welfare History and Policy* 3 cr.
- SOWK 7130  Diversity and Social Justice* 2 cr.
- SOWL 7140  Intro to Organizing and Community Practice 2 cr.
- SOWK 7210  Theory I* 2 cr.
- SOWK 7310  Intro to Direct Social Work Practice 3 cr.
- SOWK 7410  Tools I* 3 cr.

Total -- 16 cr.

**Second Semester – Spring**
- SOWK 7220  Theory II* 2 cr.
- SOWK 7230  Community Org and Policy Advocacy* 3 cr.
- SOWK 7320  SW Practice with Individuals, Families & Groups* 3 cr.
- SOWK 7420  Tools II* 2 cr.
- SOWK 7520  Field Practicum I** 5 cr.
- SOWK 7580  Field Seminar (bimonthly)* 0 cr.
- SOWK 7700  Global Perspectives in Social Work Practice*** 2 cr.

Total -- 17 cr.

#### Advanced Courses (30 credits)

**Third Semester – Summer**
- SOWK 7330  Advanced Methods* 5 cr.
- SOWK 7430  Data Management, Analysis & Interpretation 3 cr.
- SOWK 7530  Field Practicum II** 5 cr.
- TBD  Elective*** 2 cr.

Total -- 15 cr.

**Fourth Semester – Fall**
- SOWK 7440  Capstone Professional Seminar* 2 cr.
- SOWK 7480  Capstone Professional Project* 4 cr.
- SOWK 7540  Field Practicum III**** 5 cr.
- SOWK 7580  Field Seminar (bimonthly)* 0 cr.
- TBD  Elective*** 2 cr.

Total -- 13 cr.

* Professional Project and selected course assignments include a focus on global issues/populations.
** Local field placement with emphasis on global issues/populations.
*** Related to global issues/populations. Electives must be taken prior to Fourth Semester if in an international field placement.
**** If eligible, student may be selected for an international field placement.
Chapter X

POLICIES AND PROCEDURES FOR THE APPROVAL AND EVALUATION OF FIELD INSTRUCTION AGENCIES AND FIELD INSTRUCTORS

Criteria for Selection of Agency Settings for Field Instruction
There is an interrelationship between schools of social work and the agencies that provide field instruction. They have a mutual commitment to the advancement of the social work profession through the education of professional social workers. Agencies are dependent on schools for the production of new professional practitioners and schools have resources within the community where students can learn the practice component. The goal of the Tulane School of Social Work is to promote and develop this partnership to the mutual satisfaction, growth and enhancement of the agencies that provide social services and field instruction and the School. The philosophical and pragmatic bases for partnership of School and agencies spell out the basic dimensions for collaboration. Specific criteria for the selection of agencies for field instruction are as follows:

1. Agency receptivity and commitment to graduate social work education that supports the professional foundation and field specific concentration;
2. Agency staff interest, ability and willingness to participate in an educational program. This includes the allocation of adequate time for instruction and supervision.
3. The agency provides social work services and functions which meets the educational needs and professional goals of students;
4. New and expanding social services delivery systems, and systems with an adequate array of social work activities appropriate for student involvement;
5. With the above four criteria as reference points, selection of specific individuals as field instructors will be the responsibility of the School and will be done in consultation with the agency executive or a designated staff member;
6. Space and physical supports to provide for student presence three days weekly on a 12-month basis; and
7. Compliance with equal opportunity/affirmative action provisions as prescribed by federal guidelines.

School-Placement Agreement
Prior to placing students in an agency, an agreement is signed by the executive director of the placement agency, the Director of Field Education, and the Dean of the School. The agreement outlines expectations of the School, Agency, and the Student. Agreements are reviewed annually to monitor currency and applicability. Instructors are encouraged to review these agreements with their students as a tool to assist in clarification of roles and expectations.

Criteria for Selection of Field Instructors
Potential field instructors come to the attention of the School in various ways. Most often, a continuing relationship over the years between School and agency yields the best results. The agency and School understand each other, are united in the educational endeavor and have
worked productively over time. Often agency staff includes graduates of the School who identify with the School and its program and, with time and experience, are themselves interested in doing field instruction. Open communication between interested parties reveals names of staff members who are ready for and interested in becoming field instructors. At times, agency administrators suggest staff members who they think should take on this assignment as a step in professional development. Often agency social workers themselves take the initiative and contact the School to express interest in becoming field instructors. Readiness, qualification, interest and supportive administration are the necessary backdrop for successful field instruction. The minimum criteria for consideration as a field instructor are:

1. A Master of Social Work degree from an accredited program;
2. Two to five years’ work experience as a social work practitioner, licensure by the Louisiana State Board of Social Work Examiners, recommendations by agency superiors, and positive review by the Field Education Office;
3. An interest in participating in the education of students;
4. Submission of a current curriculum vitae;
5. Agreement and commitment to participate in a training program at least annually to enable the staff member to make the transition from the role of practitioner to that of educator, if the prospective appointee is new to field instruction; and
6. Agreement to participate in meetings, institutes and workshops essential to the ongoing operation of field instruction and the continuing development of the field instructor.
7. If the field agency is unable to provide an appropriately credentialed field instructor on-site, TSSW will provide an off-site licensed social work supervisor to provide weekly supervision and coordinate the field placement.

**University Perquisites Offered to Field Instructors**

Field instructors receive the University appointment of adjunct instructor. As such, their names appear in the faculty roster in the School of Social Work Bulletin. Certain University perquisites are provided field instructors as a quid pro quo for their services to students. These include the following:

1. A faculty identification card which provides access to the University library and ability to attend certain entertainment and cultural activities presented by the University at a reduced rate;
2. Access the Reily Student Recreation Center at a reduced rate
3. A 10% discount at the University bookstore.
4. Attendance at a reduced charge at continuing education seminars sponsored solely by Tulane School of Social Work.

**Relationship of Field Faculty to School**

Administratively, the Tulane Field Education Program includes field instructors as members of the Adjunct Faculty. Faculty field visits and contact at the annual Field Instructors’ Workshop provide means for communication on program design, continuing education planning, curriculum updates, and methods for evaluating student progress, accreditation and other pertinent issues. All field instructors are required to attend at least one field instruction workshop per year, offered by the School. Field instructors are frequently involved in classroom presentations.
**Field Advisory Board**
Field instructors are invited by the Field team to participate on the Field Advisory Board. The Board consists of instructors representing diverse areas of practice and approaches. The purpose of the Board is to advise the Field team on program design and improvement, curriculum needs, student supervision and training.

**Evaluation of the Field Practicum and Field Instructors**
Evaluation of the field practicum and field faculty is an ongoing process and is a major responsibility of the Office of Field Education. The evaluation includes the perspectives of the School, the agency and the student. Factors under scrutiny include quality of agencies, field instructors and assurance that learning experiences provided are congruent with the field practicum requirements mandated by the School.

Regular and as needed conferences by faculty field liaisons with the agencies ensure continuous communication. At the end of the field year faculty field liaisons provide an evaluation of each agency and the quality of instruction provided. The agency field instructor is asked to complete an evaluation form on the quality of service provided by the School and the faculty field liaison. Each of these evaluations is directed to the Director of Field Education. At the end of the 12-month placement the student is asked to complete an evaluation of the agency. It is the student’s choice to share the evaluation with the field instructor or keep it confidential. The evaluation guides are provided in the Appendix.

The strength and quality of the field practicum at this School is assured by: the number and range of agencies which constitute the professional community in the metropolitan New Orleans area and surrounding parishes; the commitment of the agencies to participation in the graduate professional education of social work students; the competence of staff; and the quality of the carefully nurtured relationship between agencies and the School, based on trust, mutual understanding and mutual need.

Students never supplant staff or fill gaps in personnel in agencies. However, their presence augments agency services as a quid pro quo for the major investment by the agencies in student education. The value placed by agencies on this relationship with the School is evidenced by the fact that agencies continue to offer placements over time. The changing number of students and variability in practice interest from year to year may pose a dilemma for the School in regard to utilization of agencies. The School may not be in a position to utilize all of the excellent agencies each year. This could strain the relationship. To mitigate this situation and to maintain agency ties, some agencies which have afforded primary placements are asked to provide "secondary or supplementary placements" as needed. Further, if there is a hiatus in the utilization of an agency, the faculty field liaison and Director of Field Education will maintain ongoing communication with that setting for possible future use.

The design of the field practicum is valued by the School, the practice community and the students. The 12-month continuous placement affords an opportunity to move the student into increasing service responsibility within the agency structure and to gain experience within the full range of agency programs and services.
Chapter XI

FIELD
INSTRUCTION
SYLLABI

The following syllabi are listed in this section:

1. SOWK 7520
2. SOWK 7530 & 7540
3. SOWK 7910 & 7920
4. SOWK 7930, 7940, 7950 & 7960
SOWK 7520
FOUNDATION FIELD PRACTICUM
5.0 Credit Hours
Completed at designated agency field placement
22 Hours per Week

CATALOGUE DESCRIPTION
Students spend three days weekly in field instruction for three consecutive semesters. Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student’s stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

COURSE DESIGN AND PURPOSES
This is the foundation field practicum and is designed to provide students with a generalist perspective of social work practice. Through involvement with individuals, families, groups, and communities, students apply theory to practice in a professionally supervised setting, which is educationally designed to meet the needs of the learner and the professional requirements of the School. Students must meet academic and behavioral standards in order to enter field placement. The values and ethics of the social work profession and a commitment to social and economic justice provide the conceptual framework for SOWK 7520.

SPECIFIC LEARNING OBJECTIVES
Upon completion of the foundation field practicum, the students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly by demonstrating professional demeanor in behavior, appearance, and communication.
2. Maintain appropriate professional boundaries with clients and colleagues.
3. Participate actively in available opportunities for learning such as workshops, case conferences, and trainings.
5. Identify and manage personal values as they reflect or conflict with the values of the profession.
6. Identify models of assessment, prevention, intervention, and evaluation appropriate to the problems, strengths, and contexts of agency clients.
7. Identify special concerns in meeting the needs of individuals and communities in relation to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation within the agency context.
8. Demonstrate an ability to work with special populations and clients who are experiencing discrimination in some form.
9. Assess each client or client system for advocacy needs within the agency or community and include in intervention plan as appropriate.
10. Identify assessment tools and procedures used at the agency and search for research evidence to evaluate their validity and reliability.

11. Demonstrate a beginning ability to integrate and apply individual theories of human growth and development and knowledge of community development to the assessment process.

12. Collaborate with colleagues and clients to advocate for agency or social policies that advance social well-being.

13. Demonstrate flexibility and resourcefulness in response to changing agency or client needs, goals, and resources.

14. Demonstrate use of empathy and other interpersonal skills to engage agency clients.

15. Demonstrate an ability to gather and organize information from the client or client system and other appropriate sources relevant to the problem or goal for which help is sought.

16. Demonstrate an ability to intervene with clients or client systems at the individual, family, group, organizational, or community level as indicated by client needs and circumstances.

17. Analyze progress in a given practice situation and explore ways to modify behavior and increase skills to enhance the helping process.

REQUIRED TEXTS
There is no specific text associated with SOWK 7520. Throughout the field placement, students may be required by field instructor or faculty field coordinator to read materials related to their specific field placement.

ASSIGNMENTS, GRADING and COURSE REQUIREMENTS
Students will be evaluated on their successful completion of the stated learning objectives of this course, their own learning goals, timely receipt of materials, and successful completion of the above course requirements. Satisfactory completion will result in a grade of “S” while unsatisfactory completion will result in a grade of “U.” Students with a “U” will not be permitted to continue in field practicum without an Academic Standards and Professional Review. If an Incomplete (“I”) is given, a written plan must be prepared setting forth conditions for removal of the “I” and the time by which these conditions must be met.

Specifically the student is expected to
• Meet with the agency field instructor for at least one hour of meaningful supervision each week;
• Complete the required hours in field placement;
• Meet with the faculty field coordinator and field instructor in the agency at least once during the semester;
• Provide proof of liability insurance while in the field practicum. Students will not be able to enter field until proof of insurance is received.

Accommodations for Students with Disabilities
Any student with a disability in need of course accommodation should request accommodation through the University Office of Disability Services. The school is committed to working with the Office of Disability Services to provide for all approved accommodation for students with documented disability.

Tulane University School of Social Work acts in compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973. TUSSW does not discriminate in its admission policies and procedures, educational programs, policies or other activities on the basis of disability.
students at the School of Social Work are not allowed to discriminate on the basis of disability and will serve any clients served by the agency providing field instruction.

The School of Social Work expects agencies participating in field education to follow federal guidelines related to employees with disabilities and to make reasonable accommodation to meet the needs of students with disabilities. The School of Social Work will work with agencies to plan and arrange ADA accommodations and where appropriate, will share the cost of accommodations. However, accommodation applies only to students who are registered with the University’s Office of Disability Services and whose need to accommodation in the field setting is verified by that office.

CLASS CALENDAR
Students complete 22 hours per week for each 15 week semester (SOWK 7520, 7530 and 7540). Schedule is determined mutually by the student and field instructor and approved by the Office of Field Education.
SOWK 7530 & SOWK 7540
ADVANCED FIELD PRACTICUM

5.0 Credit Hours
Completed at designated agency field placement
22 Hours per Week

CATALOGUE DESCRIPTION
Students spend three days weekly in field instruction for three consecutive semesters. Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student’s stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

COURSE DESIGN AND PURPOSES
This two semester sequence is The Advanced Field Practicum and is designed to provide students with an advanced perspective of clinical-community, relationship centered social work practice. Clinical-Community Social Work is an interactive process that highlights the dual context of understanding and working with people and groups within their communities. It recognizes the interrelatedness, strengths, and needs of the individual, family, organization and community as the focus of growth and change. Areas that give meaning to people and which are of primary importance for work include the physical, spiritual, psychological, interpersonal, and community dimensions, as well as social and economic justice. Clinical-Community practitioners assess clients or client systems at the individual and community level and intervene at the level appropriate to client problems, goals, and context. Thus, when a student assesses a client or family, the focus is not only on intrapsychic or inter-relationship phenomena, but also on contextual influences such as community, church/synagogue, social oppression, and other mezzo or macro sources of stress or resource. Likewise, when a student assesses a community or organization, individual and interpersonal factors which may facilitate or impede change are considered when planning strategies. Agencies may provide primarily micro, mezzo, or macro services. Students should be encouraged to intervene at a variety of levels when feasible (e.g., policy development, clinical work, research, community intervention, organizational evaluation or change, etc.).

Relationship-Centered Practice is a collaborative approach that values and utilizes the relationship as the primary vehicle for maximizing opportunities for growth and change, both within the practice setting and in the clients’ environments. The relationship with the target system (system to be changed) is the centerpiece of change regardless of whether the student is developing policy, working with communities, evaluating organizations, or providing counseling. It is a value-based practice process that engages others through active, genuine, empathic communication and understanding and places a primary value on the dynamic exchange at information and support between the social worker and the client and among the clients’ own systems.

SPECIFIC LEARNING OBJECTIVES
Upon completion of the advanced field practicum, the students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly by demonstrating professional demeanor in behavior, appearance, and communication.
2. Develop authentic and empathic relationships to facilitate change while maintaining professional boundaries appropriate to clinical community practice.
3. Engage productively in supervision through thoughtful preparation, reflection, and active inquiry promoting integration of classroom and field learning.
4. Demonstrate understanding and manage the impact of value differences or conflicts among client, social worker, their communities, and the larger society.

5. Clearly articulate the complexities of clinical-community practice situations in supervision, case presentations, professional meetings, and/or written reports.

6. Utilize knowledge of diverse populations to identify and apply culturally appropriate interventions.

7. Assist clients in developing skills to mitigate the impact of oppression and discrimination.

8. Identify and apply practice evaluation methods to assess client outcomes.

9. Select and apply appropriate human development and community theories to guide clinical-community assessments and interventions.

10. Advocate for agency policies that facilitate clinical-community practice and support the empowerment of clients.

11. Demonstrate skills in establishing mutually respectful, collaborative helping relationships with clients.

12. Propose and implement a project to address an agency need for knowledge, resources, program development, or organizational change.

13. Gather thorough and relevant information for clinical-community assessment in a manner that is responsive to the client’s immediate concerns and builds relationship.

14. Demonstrate in-depth understanding of one identified practice approach for clinical-community practice and the ability to implement practice strategies consistent with this approach.

15. Identify and utilize appropriate, ethical practice evaluation strategies to assess progress, barriers, outcomes, and continuity of care in clinical-community practice with agency clients.

REQUIRED TEXTS
There is no specific text associated with SOWK 7530 or 7540. Throughout the field placement, students may be required by field instructor or faculty field coordinator to read materials related to their specific field placement.

ASSIGNMENTS, GRADING and COURSE REQUIREMENTS
Students will be evaluated on their successful completion of the stated learning objectives of this course, their own learning goals, timely receipt of materials, and successful completion of the above course requirements. Satisfactory completion will result in a grade of “S” while unsatisfactory completion will result in a grade of “U.” Students with a “U” will not be permitted to continue in field practicum without an Academic Standards and Professional Review. If an Incomplete (“I”) is given, a written plan must be prepared setting forth conditions for removal of the “I” and the time by which these conditions must be met.

Specifically the student is expected to
• Meet with the agency field instructor for at least one hour of meaningful supervision each week;
• Complete the required hours in field placement;
• Meet with the faculty field coordinator and field instructor in the agency at least once during the semester;
• Provide proof of liability insurance while in the field practicum. Students will not be able to
enter field until proof of insurance is received.

- www.cphins.com & http://www.americanprofessional.com/sitemap.htm are the 2 sources for insurance.

Accommodations for Students with Disabilities
Any student with a disability in need of course accommodation should request accommodation through the University Office of Disability Services. The school is committed to working with the Office of Disability Services to provide for all approved accommodation for students with documented disability.

Tulane University School of Social Work acts in compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973. TUSSW does not discriminate in its admission policies and procedures, educational programs, policies or other activities on the basis of disability. Likewise, students at the School of Social Work are not allowed to discriminate on the basis of disability and will serve any clients served by the agency providing field instruction.

The School of Social Work expects agencies participating in field education to follow federal guidelines related to employees with disabilities and to make reasonable accommodation to meet the needs of students with disabilities. The School of Social Work will work with agencies to plan and arrange ADA accommodations and where appropriate, will share the cost of accommodations. However, accommodation applies only to students who are registered with the University's Office of Disability Services and whose need to accommodation in the field setting is verified by that office.

CLASS CALENDAR
Students complete 22 hours per week for each 15 week semester (SOWK 7520, 7530 and 7540). Schedule is determined mutually by the student and field instructor and approved by the Office of Field Education.
CATALOGUE DESCRIPTION
The first two field courses for Extended Program Students (SOWK 7910 and 7920) comprise the Foundation Field Practicum. Students spend eleven hours per week in the field for each of these two foundation courses. Placements are in community agencies where professional social work supervision is provided. Students learn clinical and community practice skills and how to assume a professional social work role. The School maintains close ties with agencies to assure the educational focus of field instruction.

COURSE DESIGN AND PURPOSES
SOWK 7910 and 7920 comprise the foundation field practicum and are designed to provide students with a generalist perspective of social work practice. Within the clinical community context of the curriculum, students are involved in practice with individuals, families, groups and communities, and apply theory to practice in a professionally supervised setting which is educationally designed to meet the needs of the learner and the professional requirements of the School. Students must meet academic and behavioral standards in order to enter field placement. The values and ethics of the social work profession and a commitment to social and economic justice provide the conceptual framework for SOWK 7910 and 7920.

SPECIFIC LEARNING OBJECTIVES
Upon completion of the foundation field practicum, the students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly by demonstrating professional demeanor in behavior, appearance, and communication.

2. Maintain appropriate professional boundaries with clients and colleagues.

3. Participate actively in available opportunities for learning such as workshops, case conferences, and trainings.


5. Identify and manage personal values as they reflect or conflict with the values of the profession.

6. Identify models of assessment, prevention, intervention, and evaluation appropriate to the problems, strengths, and contexts of agency clients.

7. Identify special concerns in meeting the needs of individuals and communities in relation to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation within the agency context.

8. Demonstrate an ability to work with special populations and clients who are experiencing discrimination in some form.
9. Assess each client or client system for advocacy needs within the agency or community and include in intervention plan as appropriate.

10. Identify assessment tools and procedures used at the agency and search for research evidence to evaluate their validity and reliability.

11. Demonstrate a beginning ability to integrate and apply individual theories of human growth and development and knowledge of community development to the assessment process.

12. Collaborate with colleagues and clients to advocate for agency or social policies that advance social well-being.

13. Demonstrate flexibility and resourcefulness in response to changing agency or client needs, goals, and resources.

14. Demonstrate use of empathy and other interpersonal skills to engage agency clients.

15. Demonstrate an ability to gather and organize information from the client or client system and other appropriate sources relevant to the problem or goal for which help is sought.

16. Demonstrate an ability to intervene with clients or client systems at the individual, family, group, organizational, or community level as indicated by client needs and circumstances.

17. Analyze progress in a given practice situation and explore ways to modify behavior and increase skills to enhance the helping process.

REQUIRED TEXTS
There is no specific text associated with SOWK 7910 or SOWK 7920. Throughout the field placement, students may be required by field instructor or faculty field coordinator to read materials related to their specific field placement.

ASSIGNMENTS, GRADING and COURSE REQUIREMENTS
Students will be evaluated on their successful completion of the stated learning objectives of this course, their own learning goals, timely receipt of materials, and successful completion of the above course requirements. Satisfactory completion will result in a grade of “S” while unsatisfactory completion will result in a grade of “U.” Students with a “U” will not be permitted to continue in field practicum without an Academic Standards and Professional Review. If an Incomplete (“I”) is given, a written plan must be prepared setting forth conditions for removal of the “I” and the time by which these conditions must be met.

Specifically the student is expected to
• Meet with the agency field instructor for at least one hour of meaningful supervision each week;
• Complete the required hours in field placement;
• Meet with the faculty field coordinator and field instructor in the agency at least once during the semester;
• Provide proof of liability insurance while in the field practicum. Students will not be able to enter field until proof of insurance is received.

Accommodations for Students with Disabilities
Any student with a disability in need of course accommodation should request accommodation through the University Office of Disability Services. The school is committed to working with the Office of Disability Services to provide for all approved accommodation for students with documented disability.
Tulane University School of Social Work acts in compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973. TUSSW does not discriminate in its admission policies and procedures, educational programs, policies or other activities on the basis of disability. Likewise, students at the School of Social Work are not allowed to discriminate on the basis of disability and will serve any clients served by the agency providing field instruction.

The School of Social Work expects agencies participating in field education to follow federal guidelines related to employees with disabilities and to make reasonable accommodation to meet the needs of students with disabilities. The School of Social Work will work with agencies to plan and arrange ADA accommodations and where appropriate, will share the cost of accommodations. **However, accommodation applies only to students who are registered with the University’s Office of Disability Services and whose need of accommodation in the field setting is verified by that office.**

**CLASS CALENDAR**  
Students complete 11 hours per week for each 15 week semester (SOWK 7910, 7920, 7930, 7940, 7950 and 7960). Schedule is determined mutually by the student and field instructor and approved by the Office of Field Education.
SOWK 7930, 7940, 7950 & 7960
ADVANCED FIELD PRACTICUM

2.5 Credit Hours
Completed at designated agency field placement
11 Hours per Week

CATALOGUE DESCRIPTION
The four field courses for Extended Program Students (SOWK 7910 and 7920) comprise the Advanced Field Practicum. Students spend eleven hours per week in the field for each of these two foundation courses. Placements are in community agencies where professional social work supervision is provided. Students learn clinical and community practice skills and how to assume a professional social work role. The School maintains close ties with agencies to assure the educational focus of field instruction.

COURSE DESIGN AND PURPOSES
This four semester sequence is The Advanced Field Practicum and is designed to provide students with an advanced perspective of clinical-community, relationship centered social work practice. Clinical-Community Social Work is an interactive process that highlights the dual context of understanding and working with people and groups within their communities. It recognizes the interrelatedness, strengths, and needs of the individual, family, organization and community as the focus of growth and change. Areas that give meaning to people and which are of primary importance for work include the physical, spiritual, psychological, interpersonal, and community dimensions, as well as social and economic justice. Clinical-Community practitioners assess clients or client systems at the individual and community level and intervene at the level appropriate to client problems, goals, and context. Thus, when a student assesses a client or family, the focus is not only on intrapsychic or inter-relationship phenomena, but also on contextual influences such as community, church/synagogue, social oppression, and other mezzo or macro sources of stress or resource. Likewise, when a student assesses a community or organization, individual and interpersonal factors which may facilitate or impede change are considered when planning strategies. Agencies may provide primarily micro, mezzo, or macro services. Students should be encouraged to intervene at a variety of levels when feasible (e.g., policy development, clinical work, research, community intervention, organizational evaluation or change, etc.).

Relationship-Centered Practice is a collaborative approach that values and utilizes the relationship as the primary vehicle for maximizing opportunities for growth and change, both within the practice setting and in the clients’ environments. The relationship with the target system (system to be changed) is the centerpiece of change regardless of whether the student is developing policy, working with communities, evaluating organizations, or providing counseling. It is a value-based practice process that engages others through active, genuine, empathic communication and understanding and places a primary value on the dynamic exchange at information and support between the social worker and the client and among the clients’ own systems.

SPECIFIC LEARNING OBJECTIVES
Upon completion of the advanced field practicum, the students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly by demonstrating professional demeanor in behavior, appearance, and communication.
2. Develop authentic and empathic relationships to facilitate change while maintaining professional boundaries appropriate to clinical community practice.
3. Engage productively in supervision through thoughtful preparation, reflection, and active inquiry promoting integration of classroom and field learning.
4. Demonstrate understanding and manage the impact of value differences or conflicts among client, social worker, their communities, and the larger society.

5. Clearly articulate the complexities of clinical-community practice situations in supervision, case presentations, professional meetings, and/or written reports.

6. Utilize knowledge of diverse populations to identify and apply culturally appropriate interventions.

7. Assist clients in developing skills to mitigate the impact of oppression and discrimination.

8. Identify and apply practice evaluation methods to assess client outcomes.

9. Select and apply appropriate human development and community theories to guide clinical-community assessments and interventions.

10. Advocate for agency policies that facilitate clinical-community practice and support the empowerment of clients.

11. Demonstrate skills in establishing mutually respectful, collaborative helping relationships with clients.

12. Propose and implement a project to address an agency need for knowledge, resources, program development, or organizational change.

13. Gather thorough and relevant information for clinical-community assessment in a manner that is responsive to the client’s immediate concerns and builds relationship.

14. Demonstrate in-depth understanding of one identified practice approach for clinical-community practice and the ability to implement practice strategies consistent with this approach.

15. Identify and utilize appropriate, ethical practice evaluation strategies to assess progress, barriers, outcomes, and continuity of care in clinical-community practice with agency clients.

REQUIRED TEXTS
There is no specific text associated with SOWK 7930, 7940, 7950 or 7540. Throughout the field placement, students may be required by field instructor or faculty field coordinator to read materials related to their specific field placement.

ASSIGNMENTS, GRADING and COURSE REQUIREMENTS
Students will be evaluated on their successful completion of the stated learning objectives of this course, their own learning goals, timely receipt of materials, and successful completion of the above course requirements. Satisfactory completion will result in a grade of “S” while unsatisfactory completion will result in a grade of “U.” Students with a “U” will not be permitted to continue in field practicum without an Academic Standards and Professional Review. If an Incomplete (“I”) is given, a written plan must be prepared setting forth conditions for removal of the “I” and the time by which these conditions must be met.

Specifically the student is expected to
- Meet with the agency field instructor for at least one hour of meaningful supervision each week;
- Complete the required hours in field placement;
- Meet with the faculty field coordinator and field instructor in the agency at least once during the semester;
- Provide proof of liability insurance while in the field practicum. Students will not be able to enter field until proof of insurance is received.
Accommodations for Students with Disabilities
Any student with a disability in need of course accommodation should request accommodation through the University Office of Disability Services. The school is committed to working with the Office of Disability Services to provide for all approved accommodation for students with documented disability.

Tulane University School of Social Work acts in compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973. TUSSW does not discriminate in its admission policies and procedures, educational programs, policies or other activities on the basis of disability. Likewise, students at the School of Social Work are not allowed to discriminate on the basis of disability and will serve any clients served by the agency providing field instruction.

The School of Social Work expects agencies participating in field education to follow federal guidelines related to employees with disabilities and to make reasonable accommodation to meet the needs of students with disabilities. The School of Social Work will work with agencies to plan and arrange ADA accommodations and where appropriate, will share the cost of accommodations. However, accommodation applies only to students who are registered with the University's Office of Disability Services and whose need to accommodation in the field setting is verified by that office.

CLASS CALENDAR
Students complete 11 hours per week for each 15 week semester (SOWK 7930, 7940, 7950 and 7960). Schedule is determined mutually by the student and field instructor and approved by the Office of Field Education.
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TULANE UNIVERSITY SCHOOL OF SOCIAL WORK
APPLICATION FOR FIELD PRACTICUM

To facilitate the placement process, it is important that you answer every question as honestly as possible. Incomplete applications will be returned.

STUDENT’S NAME: _______________________________________________________________

LOCAL ADDRESS:__________________________________________CITY:___________________

PHONE: ____________________________________________________________________________

E-MAIL:____________________________________________________________________________

YES   NO

Do you have a car for transportation to/from field placement? ____  ____

Are you willing to travel outside New Orleans to a placement? ____  ____

If yes, how far?  ____________________________________

Geographic preference:
____ Metropolitan New Orleans
____ North Shore
____ No preference
____ Other, please specify_____________________________________________

List any conditions or limitations to be considered in arranging your field placement (such as days/hours, transportation, child care, ability issues):

___________________________________________________________________________________
___________________________________________________________________________________

Please state language abilities other than English and level of fluency:

___________________________________________________________________________________
Have you applied for an international field placement?  ____  ____

Are you:

An Advanced Standing Student?  ____  ____
A Part Time Program Student?  ____  ____
A Dual Degree (MSW/MPH) Student?  ____  ____
A Dual Degree (MSW/JD) Student?  ____  ____
Planning to go on the India Trip?  ____  ____
Pursuing a Global Social Work Certificate?  ____  ____
Pursuing a Disaster Mental Health Certificate?  ____  ____
Pursuing a Family Practice Certificate?  ____  ____

State your overall learning goals for the field practicum:

**PRACTICE INTERESTS**

Methods (Please prioritize where 1 = most important and 4 = least important – you do not need to mark all categories)

___ Individual Counseling
___ Case Management
___ Group Counseling
___ Outreach
___ Family Counseling
___ Community Organizing/Development
___ Couples Counseling
___ Advocacy/Policy Development
___ Administration/Management
___ Other, please identify: ..................................................

Field of Practice (Please prioritize where 1 = most important and 4 = least important – you do not need to mark all categories)

**A. POPULATIONS**

_____ Infants
_____ Older Persons
_____ Children
_____ Neighborhoods/Communities
_____ Adolescents
_____ Refugee/Immigrant
_____ Adults
_____ Various Populations

B. SETTINGS

_____ Hospital
_____ Family Services
_____ Mental Health In-Patient
_____ Corrections
_____ Mental Health Out-Patient
_____ Nursing Home
_____ Counseling Center
_____ School
_____ Community Development Organization
_____ HIV/AIDS Services
_____ Homeless Shelter
_____ Advocacy/Policy Development
_____ Other, please specify: ________________________________

C. AREAS OF SPECIAL INTEREST

_____ Health/Medical Social Work
_____ Gay, Lesbian, Bisexual and Transgender Issues
_____ Community Health Services
_____ Poverty/Economic Justice
_____ Mental Health
_____ Women’s Issues
_____ Child/Adult Protection
_____ Substance Abuse
_____ Adoption/foster care
_____ Homelessness
_____ Teen pregnancy
_____ School Social Work
_____ Family development
_____ Refugee/Immigrant Issues
_____ Developmental Disabilities
_____ Other, please specify: ________________________________
Please indicate any agencies where you or your significant others have kinship or friendship ties with supervisory staff, where you have or are currently receiving services, etc.

Briefly describe your career goals. By career goals, we mean the population groups and areas of special interest with which you would like to work and the kinds of activities and services you would like to perform in the future.

State briefly your major concern about field practicum.

The major strength you bring to field is:

AGENCY PLACEMENT PREFERENCE

Review the placement options in the IPT system, at the Field Open House, and through discussions with faculty members and list three agencies that interest you. This does not guarantee placement at one of these agencies, but will be used as information by the Field team in making its decision. List the agencies and a brief reason why you are interested in the agency:

1.

2.

3.

ATTACH: Attach your current resume. Advanced standing students should also attach a summary evaluation of their BSW practicum experience.

SIGN: _____________________________ Date _____________________________

Print Your Name: ____________________________________________________________
Tulane School of Social Work Full-time Program

LEARNING GOALS – FOUNDATION FIELD SEMESTER
(SOWK 7520)

Please Print

STUDENT’S NAME: ______________________________________________________________

FACULTY FIELD ADVISOR: ______________________________________________________

AGENCY: _______________________________________________________________________

DATE GOALS WERE ESTABLISHED: ______________________________________________

In the Foundation Field Practicum (SOWK 7520) students are evaluated on their performance in 10 areas of core competence as established by the Council on Social Work Education. Under each competency are practice tasks that specify your goals for this field semester. With your field instructor you are to describe your specific work plan that your field instructor will use to evaluate your performance at the end of the semester.

❖ We expect you to utilize this plan weekly as you progress through the semester.

A. PROFESSIONAL IDENTITY: Identify as a professional social worker and conduct oneself accordingly.

Practice Tasks:

1. Discuss with field instructor methods of advocating for client systems or services within the agency.

2. In supervision, identify how one’s own biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one’s behavior accordingly.

3. Define a professional social work relationship and explain how it differs from other relationships.

4. Maintain appropriate professional boundaries with clients and colleagues.

5. Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.

6. Communicate responsibly, sensitively, and with respect toward colleagues, field instructors, administrators, staff, and clients.

7. Participate actively in available opportunities for learning such as workshops, case conferences, and trainings.
8. Participate in discussion of supervisory feedback and incorporate results of discussion into one’s practice.

Work Plan:

B. VALUES AND ETHICS: Apply social work ethical principles to guide professional practice.

Practice Tasks:

1. Identify and manage personal values as they reflect or conflict with the values of the profession.


3. Identify conflicting values in an ethical dilemma.

4. Discuss and document the reasoning process utilized to address an ethical question.

Work Plan:

C. CRITICAL THINKING: Apply critical thinking to inform and communicate professional judgments.

Practice Tasks

1. Identify the roles of research evidence, theory, agency practices, and experience in providing knowledge for practice.

2. Engage field instructor in discussion when one’s current knowledge or understanding is challenged by new circumstances or evidence.

3. Identify models of assessment, prevention, intervention, and evaluation appropriate to the problems, strengths, and contexts of agency clients.

4. Demonstrate an ability to raise important questions related to social work practice and to formulate them clearly and precisely.

5. Communicate agency practice information effectively through clear documentation and oral presentation.

Work Plan:
D. **DIVERSITY:** Engage diversity and difference in practice.

**Practice Tasks**

1. Identify special concerns in meeting the needs of individuals and communities in relation to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation within the agency context.

2. Articulate how one’s own stereotypes, misinformation, and biases might impact assessment with diverse cultures and population groups.

3. Demonstrate an ability to work with special populations and clients who are experiencing discrimination in some form.

4. Recognize and communicate how difference in shapes the life experiences of clients and community members.

5. Seek out information through client interviews, consultation, professional literature, and/or community resources to better understand a client’s or community’s culture, perspectives, and experiences.

**Work Plan:**

E. **HUMAN RIGHTS AND SOCIAL JUSTICE:** Advance human rights and social and economic justice.

**Practice Tasks**

1. Consider and assess the impact of oppression or marginalization on client problems and capacities.

2. Review the agency’s mission and policies for their consistency with and influence on social, political, and economic justice.

3. Assess each client or client system for advocacy needs within the agency or community and include in intervention plan as appropriate.

**Work Plan:**
F. RESEARCH: Engage in research-informed practice and practice-informed research.

**Practice Tasks**

Assess agency research practices and needs and discuss research opportunities with supervisor or other appropriate agency personnel.

Identify assessment tools and procedures used at the agency and search for research evidence to evaluate their validity and reliability.

**Work Plan:**

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G. HBSE/THEORY: Apply knowledge of human behavior and the social environment.

**Practice Tasks**

1. Demonstrate a beginning ability to integrate and apply individual theories of human growth and development and knowledge of community development to the assessment process.

2. Identify and critique theoretical frameworks used for practice within the agency setting.

**Work Plan:**

---

H. SOCIAL POLICY: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**Practice Tasks**

1. Identify a social policy that impacts agency clients and discuss its benefits and/or challenges to the client system.

2. Collaborate with colleagues and clients to advocate for agency or social policies that advance social well-being.

**Work Plan:**

---
I. **PROFESSIONAL CONTEXT:** Respond to the contexts that shape practice.

**Practice Tasks**

1. Describe the history of the agency, or of an agency department, and how its structure has evolved over time.

2. Describe the agency’s response to the changing demographics and service needs following recent local disasters (hurricane/flood, gulf oil spill).

3. Demonstrate flexibility and resourcefulness in response to changing agency or client needs, goals, and resources.

4. Identify gaps and opportunities for service provision for the agency.

**Work Plan:**

J. **PRACTICE:** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Practice Tasks: ENGAGEMENT**

1. Demonstrate use of empathy and other interpersonal skills to engage agency clients.

2. Provide information on agency services, policies, and procedures to clients or client systems to determine the appropriateness of agency services to meet the client’s needs.

**Work Plan:**

**Practice Tasks: ASSESSMENT**

1. Demonstrate an ability to gather and organize information from the client or client system and other appropriate sources relevant to the problem or goal for which help is sought.

2. Use assessment procedures established by the agency to assess both specific strengths and challenges faced by the client system.

3. Collaborate with agency clients or client systems to develop intervention goals, objectives and plan.

4. Demonstrate a beginning ability to construct intervention plans that use methods and strategies based on client systems’ needs and strengths.

**Work Plan:**
Practice Tasks: INTERVENTION

1. Demonstrate an ability to intervene with clients or client systems at the individual, family, group, organizational, or community level as indicated by client needs and circumstances.

2. Demonstrate beginning familiarity and skill with intervention strategies for prevention and amelioration of client problems.

3. Negotiate, mediate and advocate for agency clients as indicated within the agency or in the community.

4. Plan for cessation of the professional relationship by considering progress on goals, scope of agency services, and need for support following termination.

Work Plan:

Practice Tasks: EVALUATION

1. Assist clients and client systems in evaluating progress toward attaining goals.

2. Analyze progress in a given practice situation and explore ways to modify behavior and increase skills to enhance the helping process.

Work Plan:

SIGNATURES AND DATES

Student: _______________________________ Date: _____________

Field Instructor: ___________________________ Date: _____________

Faculty Liaison: ___________________________ Date: _____________
Tulane School of Social Work Full-time Program

LEARNING GOALS – ADVANCED FIELD SEMESTER (SOWK 7530 & 7540)

Please Print

STUDENT’S NAME: ______________________________________________________________

FACULTY FIELD ADVISOR: ______________________________________________________

AGENCY: _______________________________________________________________________

DATE GOALS WERE ESTABLISHED: ______________________________________________

In the Advanced Field Practicum (SOWK 7530 & 7540) students pursue training in the advanced concentration of Relationship-Centered Clinical-Community Practice.

Clinical-Community Social Work is an interactive process that highlights the dual context of understanding and working with people and groups within their communities. It recognizes the interrelatedness, strengths, and needs of the individual, family, organization and community as the focus of growth and change. Areas that give meaning to people and which are of primary importance for work include the physical, spiritual, psychological, interpersonal, and community dimensions, as well as social and economic justice. Clinical-Community practitioners assess clients or client systems at the individual and community level and intervene at the level appropriate to client problems, goals, and context. Thus, when a student assesses a client or family, the focus is not only on intrapsychic or inter-relationship phenomena, but also on contextual influences such as community, church/synagogue, social oppression, and other mezzo or macro sources of stress or resource. Likewise, when a student assesses a community or organization, individual and interpersonal factors which may facilitate or impede change are considered when planning strategies. Agencies may provide primarily micro, mezzo, or macro services. Students should be encouraged to intervene at a variety of levels when feasible (e.g., policy development, clinical work, research, community intervention, organizational evaluation or change, etc.).

Relationship-Centered Practice is a collaborative approach that values and utilizes the relationship as the primary vehicle for maximizing opportunities for growth and change, both within the practice setting and in the clients’ environments. The relationship with the target system (system to be changed) is the centerpiece of change regardless of whether the student is developing policy, working with communities, evaluating organizations, or providing counseling. It is a value-based practice process that engages others through active, genuine, empathic communication and understanding and places a primary value on the dynamic exchange at information and support between the social worker and the client and among the clients’ own systems.

Students are evaluated on their performance in 10 areas of core competence as established by the Council on Social Work Education. Under each competency are practice tasks that represent Relationship-Centered Clinical-Community practice which form your goals for each advanced field semester. With your field instructor you are to describe your specific work plan that your field instructor will use to evaluate your performance at the end of the semester

- We expect you to utilize this plan weekly as you progress through the semester.
A. **PROFESSIONAL IDENTITY:** Identify as a professional social worker and conduct oneself accordingly.

**Practice Tasks:**

1. Articulate the importance of relationship in facilitating change in the context of clinical-community practice.

2. Demonstrate understanding of the interrelatedness of the strengths and needs of individuals, families, and communities.

3. Demonstrate personal responsibility and accountability for one’s own time and actions in relation to his or her work.

4. Work effectively with others, regardless of level of authority.

5. Develop authentic and empathic relationships to facilitate change while maintaining professional boundaries appropriate to clinical community practice.


7. Identify areas of needed learning and proactively pursue learning activities relevant to refining clinical-community practice skills.

**Work Plan:**

B. **VALUES AND ETHICS:** Apply social work ethical principles to guide professional practice.

**Practice Tasks:**

1. Utilize multiple sources of information and consider multiple perspectives in addressing ethical dilemmas related to practice in the agency.

2. Demonstrate understanding and manage the impact of value differences or conflicts among client, social worker, their communities, and the larger society.

3. Analyze ethical issues related to the use of technology in clinical-community practice.

**Work Plan:**
C. **CRITICAL THINKING:** Apply critical thinking to inform and communicate professional judgments.

**Practice Tasks:**

1. Incorporate theoretical, empirical, and experiential knowledge in conceptualization of client strengths, problems and intervention planning.

2. Use well-reasoned conclusions and solutions, testing them against relevant criteria and standards.

3. Clearly articulate the complexities of clinical-community practice situations in supervision, case presentations, professional meetings, and/or written reports.

**Work Plan:**

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D. **DIVERSITY:** Engage diversity and difference in practice.

**Practice Tasks:**

1. Analyze the impact of social worker-client differences on the helping relationship.

2. Identify and practice strategies for addressing social-worker-client differences in ways that strengthen the professional relationship.

3. Utilize knowledge of diverse populations to identify and apply culturally appropriate interventions.

**Work Plan:**

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E. **HUMAN RIGHTS AND SOCIAL JUSTICE:** Advance human rights and social and economic justice.

**Practice Tasks:**

1. Assess the impact of societal and institutional structures on minorities-of-color, women, gay men, lesbians, the poor and other special groups in the community.

2. Assist clients in developing skills to mitigate the impact of oppression and discrimination.

3. Monitor agency practices for barriers to equal opportunity and access to services, and propose agency change as indicated.

**Work Plan:**
F. **RESEARCH:** Engage in research-informed practice and practice-informed research.

**Practice Tasks:**

1. Use the evidence-based practice process to answer practice questions of concern to agency clients and practitioners.

2. Critically appraise and interpret the results of research studies informing clinical-community practice in the agency.

3. Identify and apply practice evaluation methods to assess client outcomes.

**Work Plan:**

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G. **HBSE/THEORY:** Apply knowledge of human behavior and the social environment.

**Practice Tasks:**

1. Articulate multiple theoretical frameworks used in clinical-community practice.

2. Evaluate the degree to which each framework is supported by research literature and outcome studies, across diverse populations.

3. Select and apply appropriate human development and community theories to guide clinical-community assessments and interventions.

**Work Plan:**

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H. **SOCIAL POLICY:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**Practice Tasks:**

1. Advocate for agency policies that facilitate clinical-community practice and support the empowerment of clients.

2. Assess and discuss the impact of a social policy on an individual agency client or client system and on the client’s community.

**Work Plan**
I. PROFESSIONAL CONTEXT: Respond to the contexts that shape practice.

Practice Tasks:

1. Propose and implement a project to address an agency need for knowledge, resources, program development, or organizational change.

2. Discuss the impact of global events and policies and the local community context on clinical-community practice with agency clients or client systems.

Work Plan:

J. PRACTICE: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice Tasks: ENGAGEMENT

1. Demonstrate skills in establishing mutually respectful, collaborative helping relationships with clients.

2. Recognize differences in relationship and communication norms in diverse populations and modify interactions accordingly.

Work Plan:

Practice Tasks: ASSESSMENT

1. Gather thorough and relevant information for clinical-community assessment in a manner that is responsive to the client’s immediate concerns and builds relationship.

2. Assess agency clients’ interpersonal and environmental strengths and vulnerabilities and how these impact individual and community well-being.

Work Plan:

Practice Tasks: INTERVENTION

1. Discuss the rationale for selection of an intervention strategy with an agency client or client system based on clinical-community assessment, research knowledge, and theory.

2. Demonstrate in-depth understanding of one identified practice approach for clinical-community practice and the ability to implement practice strategies consistent with this approach.

3. Communicate and coordinate services with other professionals, agencies, or organizations as needed for clinical-community practice with agency clients or client systems.

Work Plan:


Practice Tasks: EVALUATION

1. Develop intervention plans that specify measurable objectives and outcomes appropriate to agency clients and services provided.

2. Identify and utilize appropriate, ethical practice evaluation strategies to assess progress, barriers, outcomes, and continuity of care in clinical-community practice with agency clients.

Work Plan:

SIGNATURES AND DATES

Student: __________________________ Date: ______________

Field Instructor: _____________________ Date: _____________

Faculty Liaison: ______________________ Date: _____________
In the Foundation Field Practicum (SOWK 7910) students are evaluated on their performance in 10 areas of core competence as established by the Council on Social Work Education. Under each competency are practice tasks that specify your goals for this field semester. With your field instructor you are to describe your specific work plan that your field instructor will use to evaluate your performance at the end of the semester.

- We expect you to utilize this plan weekly as you progress through the semester.

A. PROFESSIONAL IDENTITY: Identify as a professional social worker and conduct oneself accordingly.

Practice Tasks:

1. Discuss with field instructor methods of advocating for client systems or services within the agency.

2. Define a professional social work relationship and explain how it differs from other relationships.

3. Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.

4. Communicate responsibly, sensitively, and with respect toward colleagues, field instructors, administrators, staff, and clients.

5. Participate actively in available opportunities for learning such as workshops, case conferences, and trainings.

6. Participate in discussion of supervisory feedback and incorporate results of discussion into one’s practice.

Work Plan:
B. VALUES AND ETHICS: Apply social work ethical principles to guide professional practice.

Practice Tasks:

1. Identify and manage personal values as they reflect or conflict with the values of the profession.


Work Plan:

C. CRITICAL THINKING: Apply critical thinking to inform and communicate professional judgments.

Practice Tasks

1. Engage field instructor in discussion when one’s current knowledge or understanding is challenged by new circumstances or evidence.

2. Identify models of assessment, prevention, intervention, and evaluation appropriate to the problems, strengths, and contexts of agency clients.

3. Communicate agency practice information effectively through clear documentation and oral presentation.

Work Plan:
D. DIVERSITY: Engage diversity and difference in practice.

Practice Tasks

1. Identify special concerns in meeting the needs of individuals and communities in relation to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation within the agency context.

2. Articulate how one’s own stereotypes, misinformation, and biases might impact assessment with diverse cultures and population groups.

3. Demonstrate an ability to work with special populations and clients who are experiencing discrimination in some form.

Work Plan:


Practice Tasks

1. Consider and assess the impact of oppression or marginalization on client problems and capacities.

2. Review the agency’s mission and policies for their consistency with and influence on social, political, and economic justice.

Work Plan:

F. RESEARCH: Engage in research-informed practice and practice-informed research.

Practice Tasks

1. Assess agency research practices and needs and discuss research opportunities with supervisor or other appropriate agency personnel.

Work Plan:
G. **HBSE/THEORY:** Apply knowledge of human behavior and the social environment.

**Practice Tasks**

1. Identify and critique theoretical frameworks used for practice within the agency setting.

**Work Plan:**

---

H. **SOCIAL POLICY:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**Practice Tasks**

1. Identify a social policy that impacts agency clients and discuss its benefits and/or challenges to the client system.

**Work Plan:**

---

I. **PROFESSIONAL CONTEXT:** Respond to the contexts that shape practice.

**Practice Tasks**

1. Describe the history of the agency, or of an agency department, and how its structure has evolved over time.

2. Describe the agency’s response to the changing demographics and service needs following recent local disasters (hurricane/flood, gulf oil spill).

3. Identify gaps and opportunities for service provision for the agency.

**Work Plan:**
J. **PRACTICE**: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Practice Tasks: ENGAGEMENT**

1. Demonstrate use of empathy and other interpersonal skills to engage agency clients.

2. Provide information on agency services, policies, and procedures to clients or client systems to determine the appropriateness of agency services to meet the client’s needs.

**Work Plan:**

**Practice Tasks: ASSESSMENT**

1. Use assessment procedures established by the agency to assess both specific strengths and challenges faced by the client system.

2. Collaborate with agency clients or client systems to develop intervention goals, objectives and plan.

**Work Plan:**

**Practice Tasks: INTERVENTION**

1. Demonstrate an ability to intervene with clients or client systems at the individual, family, group, organizational, or community level as indicated by client needs and circumstances.

2. Negotiate, mediate and advocate for agency clients as indicated within the agency or in the community.

**Work Plan:**

**Practice Tasks: EVALUATION**
1. Assist clients and client systems in evaluating progress toward attaining goals.

Work Plan:

SIGNATURES AND DATES

Student: ___________________________ Date: _____________
Field Instructor: ___________________________ Date: _____________
Faculty Liaison: ___________________________ Date: _____________
LEARNING GOALS – FOUNDATION FIELD SEMESTER
(SOWK 7920)

Please Print

STUDENT’S NAME: __________________________________________________________

FACULTY FIELD ADVISOR: ___________________________________________________

AGENCY: ____________________________________________________________________

DATE GOALS WERE ESTABLISHED: _____________________________________________

In the Foundation Field Practicum (SOWK 7920) students are evaluated on their performance in 10 areas of core competence as established by the Council on Social Work Education. Under each competency are practice tasks that specify your goals for this field semester. With your field instructor you are to describe your specific work plan that your field instructor will use to evaluate your performance at the end of the semester.

❖ We expect you to utilize this plan weekly as you progress through the semester.

A. PROFESSIONAL IDENTITY: Identify as a professional social worker and conduct oneself accordingly.

Practice Tasks:

1. Discuss with field instructor methods of advocating for client systems or services within the agency.

2. In supervision, identify how one’s own biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one’s behavior accordingly.

3. Define a professional social work relationship and explain how it differs from other relationships.

4. Maintain appropriate professional boundaries with clients and colleagues.

5. Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.

6. Communicate responsibly, sensitively, and with respect toward colleagues, field instructors, administrators, staff, and clients.

7. Participate actively in available opportunities for learning such as workshops, case conferences, and trainings.
8. Participate in discussion of supervisory feedback and incorporate results of discussion into one’s practice.

Work Plan:

B. VALUES AND ETHICS: Apply social work ethical principles to guide professional practice.

Practice Tasks:

1. Identify and manage personal values as they reflect or conflict with the values of the profession.


3. Identify conflicting values in an ethical dilemma.

4. Discuss and document the reasoning process utilized to address an ethical question.

Work Plan:

C. CRITICAL THINKING: Apply critical thinking to inform and communicate professional judgments.

Practice Tasks

1. Identify the roles of research evidence, theory, agency practices, and experience in providing knowledge for practice.

2. Engage field instructor in discussion when one’s current knowledge or understanding is challenged by new circumstances or evidence.

3. Identify models of assessment, prevention, intervention, and evaluation appropriate to the problems, strengths, and contexts of agency clients.

4. Demonstrate an ability to raise important questions related to social work practice and to formulate them clearly and precisely.

5. Communicate agency practice information effectively through clear documentation and oral presentation.

Work Plan:
D. DIVERSITY: Engage diversity and difference in practice.

Practice Tasks

1. Identify special concerns in meeting the needs of individuals and communities in relation to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation within the agency context.

2. Articulate how one’s own stereotypes, misinformation, and biases might impact assessment with diverse cultures and population groups.

3. Demonstrate an ability to work with special populations and clients who are experiencing discrimination in some form.

4. Recognize and communicate how difference in shapes the life experiences of clients and community members.

5. Seek out information through client interviews, consultation, professional literature, and/or community resources to better understand a client’s or community’s culture, perspectives, and experiences.

Work Plan:


Practice Tasks

4. Consider and assess the impact of oppression or marginalization on client problems and capacities.

5. Review the agency’s mission and policies for their consistency with and influence on social, political, and economic justice.

6. Assess each client or client system for advocacy needs within the agency or community and include in intervention plan as appropriate.

Work Plan:
F. RESEARCH: Engage in research-informed practice and practice-informed research.

Practice Tasks

1. Assess agency research practices and needs and discuss research opportunities with supervisor or other appropriate agency personnel.

2. Identify assessment tools and procedures used at the agency and search for research evidence to evaluate their validity and reliability.

Work Plan:

G. HBSE/THEORY: Apply knowledge of human behavior and the social environment.

Practice Tasks

1. Demonstrate a beginning ability to integrate and apply individual theories of human growth and development and knowledge of community development to the assessment process.

2. Identify and critique theoretical frameworks used for practice within the agency setting.

Work Plan:

H. SOCIAL POLICY: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Tasks

1. Identify a social policy that impacts agency clients and discuss its benefits and/or challenges to the client system.

2. Collaborate with colleagues and clients to advocate for agency or social policies that advance social well-being.

Work Plan:
I. PROFESSIONAL CONTEXT: Respond to the contexts that shape practice.

Practice Tasks

1. Describe the history of the agency, or of an agency department, and how its structure has evolved over time.

2. Describe the agency’s response to the changing demographics and service needs following recent local disasters (hurricane/flood, gulf oil spill).

3. Demonstrate flexibility and resourcefulness in response to changing agency or client needs, goals, and resources.

4. Identify gaps and opportunities for service provision for the agency.

Work Plan:

J. PRACTICE: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice Tasks: ENGAGEMENT

1. Demonstrate use of empathy and other interpersonal skills to engage agency clients.

2. Provide information on agency services, policies, and procedures to clients or client systems to determine the appropriateness of agency services to meet the client’s needs.

Work Plan:

Practice Tasks: ASSESSMENT

1. Demonstrate an ability to gather and organize information from the client or client system and other appropriate sources relevant to the problem or goal for which help is sought.

2. Use assessment procedures established by the agency to assess both specific strengths and challenges faced by the client system.

3. Collaborate with agency clients or client systems to develop intervention goals, objectives and plan.

4. Demonstrate a beginning ability to construct intervention plans that use methods and strategies based on client systems’ needs and strengths.

Work Plan:
Practice Tasks: INTERVENTION

5. Demonstrate an ability to intervene with clients or client systems at the individual, family, group, organizational, or community level as indicated by client needs and circumstances.


7. Negotiate, mediate and advocate for agency clients as indicated within the agency or in the community.

8. Plan for cessation of the professional relationship by considering progress on goals, scope of agency services, and need for support following termination.

Work Plan:

Practice Tasks: EVALUATION

3. Assist clients and client systems in evaluating progress toward attaining goals.

4. Analyze progress in a given practice situation and explore ways to modify behavior and increase skills to enhance the helping process.

Work Plan:

SIGNATURES AND DATES

Student: ____________________________ Date: ______________

Field Instructor: ____________________________ Date: ______________

Faculty Liaison: ____________________________ Date: ______________
LEARNING GOALS: ADVANCED FIELD SEMESTER  
(SOWK 7930, 7940, 7950 & 7960)

Please Print

STUDENT'S NAME: ___________________________________________________________________

FACULTY FIELD ADVISOR: ___________________________________________________________

AGENCY: _____________________________________________________________________________

DATE GOALS WERE ESTABLISHED: ___________________________________________________

In the Advanced Field Practicum (SOWK 7930, 7940, 7950 & 7960) students pursue training in the advanced concentration of Relationship-Centered Clinical-Community Practice.

Clinical-Community Social Work is an interactive process that highlights the dual context of understanding and working with people and groups within their communities. It recognizes the interrelatedness, strengths, and needs of the individual, family, organization and community as the focus of growth and change. Areas that give meaning to people and which are of primary importance for work include the physical, spiritual, psychological, interpersonal, and community dimensions, as well as social and economic justice. Clinical-Community practitioners assess clients or client systems at the individual and community level and intervene at the level appropriate to client problems, goals, and context. Thus, when a student assesses a client or family, the focus is not only on intrapsychic or inter-relationship phenomena, but also on contextual influences such as community, church/synagogue, social oppression, and other mezzo or macro sources of stress or resource. Likewise, when a student assesses a community or organization, individual and interpersonal factors which may facilitate or impede change are considered when planning strategies. Agencies may provide primarily micro, mezzo, or macro services. Students should be encouraged to intervene at a variety of levels when feasible (e.g., policy development, clinical work, research, community intervention, organizational evaluation or change, etc.).

Relationship-Centered Practice is a collaborative approach that values and utilizes the relationship as the primary vehicle for maximizing opportunities for growth and change, both within the practice setting and in the clients’ environments. The relationship with the target system (system to be changed) is the centerpiece of change regardless of whether the student is developing policy, working with communities, evaluating organizations, or providing counseling. It is a value-based practice process that engages others through active, genuine, empathic communication and understanding and places a primary value on the dynamic exchange of information and support between the social worker and the client and among the clients’ own systems.

Students are evaluated on their performance in 10 areas of core competence as established by the Council on Social Work Education. Under each competency are practice tasks that represent Relationship-Centered Clinical-Community practice which form your goals for each advanced field semester. With your field instructor you are to describe your specific
work plan that your field instructor will use to evaluate your performance at the end of the semester

- We expect you to utilize this plan weekly as you progress through the semester.

A. **PROFESSIONAL IDENTITY:** Identify as a professional social worker and conduct oneself accordingly.

**Practice Tasks:**

1. Articulate the importance of relationship in facilitating change in the context of clinical-community practice.

2. Demonstrate understanding of the interrelatedness of the strengths and needs of individuals, families, and communities.

3. Demonstrate personal responsibility and accountability for one’s own time and actions in relation to his or her work.

4. Work effectively with others, regardless of level of authority.

5. Develop authentic and empathic relationships to facilitate change while maintaining professional boundaries appropriate to clinical community practice.


7. Identify areas of needed learning and proactively pursue learning activities relevant to refining clinical-community practice skills.

**Work Plan:**
B. VALUES AND ETHICS: Apply social work ethical principles to guide professional practice.

Practice Tasks:

1. Utilize multiple sources of information and consider multiple perspectives in addressing ethical dilemmas related to practice in the agency.

2. Demonstrate understanding and manage the impact of value differences or conflicts among client, social worker, their communities, and the larger society.

3. Analyze ethical issues related to the use of technology in clinical-community practice.

Work Plan:

C. CRITICAL THINKING: Apply critical thinking to inform and communicate professional judgments.

Practice Tasks:

1. Incorporate theoretical, empirical, and experiential knowledge in conceptualization of client strengths, problems and intervention planning.

2. Use well-reasoned conclusions and solutions, testing them against relevant criteria and standards.

3. Clearly articulate the complexities of clinical-community practice situations in supervision, case presentations, professional meetings, and/or written reports.

Work Plan:

D. DIVERSITY: Engage diversity and difference in practice.

Practice Tasks:

1. Analyze the impact of social worker-client differences on the helping relationship.

2. Identify and practice strategies for addressing social-worker-client differences in ways that strengthen the professional relationship.

3. Utilize knowledge of diverse populations to identify and apply culturally appropriate interventions.

Work Plan:

Practice Tasks:

1. Assess the impact of societal and institutional structures on minorities-of-color, women, gay men, lesbians, the poor and other special groups in the community.

2. Assist clients in developing skills to mitigate the impact of oppression and discrimination.

3. Monitor agency practices for barriers to equal opportunity and access to services, and propose agency change as indicated.

Work Plan:

F. RESEARCH: Engage in research-informed practice and practice-informed research.

Practice Tasks:

1. Use the evidence-based practice process to answer practice questions of concern to agency clients and practitioners.

2. Critically appraise and interpret the results of research studies informing clinical-community practice in the agency.

3. Identify and apply practice evaluation methods to assess client outcomes.

Work Plan:

G. HBSE/THEORY: Apply knowledge of human behavior and the social environment.

Practice Tasks:

1. Articulate multiple theoretical frameworks used in clinical-community practice.

2. Evaluate the degree to which each framework is supported by research literature and outcome studies, across diverse populations.

3. Select and apply appropriate human development and community theories to guide clinical-community assessments and interventions.

Work Plan:
H. SOCIAL POLICY: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Tasks:

1. Advocate for agency policies that facilitate clinical-community practice and support the empowerment of clients.

2. Assess and discuss the impact of a social policy on an individual agency client or client system and on the client’s community.

Work Plan

I. PROFESSIONAL CONTEXT: Respond to the contexts that shape practice.

Practice Tasks:

1. Propose and implement a project to address an agency need for knowledge, resources, program development, or organizational change.

2. Discuss the impact of global events and policies and the local community context on clinical-community practice with agency clients or client systems.

Work Plan:

J. PRACTICE: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice Tasks: ENGAGEMENT

1. Demonstrate skills in establishing mutually respectful, collaborative helping relationships with clients.

2. Recognize differences in relationship and communication norms in diverse populations and modify interactions accordingly.

Work Plan:
Practice Tasks: ASSESSMENT

1. Gather thorough and relevant information for clinical-community assessment in a manner that is responsive to the client’s immediate concerns and builds relationship.

2. Assess agency clients’ interpersonal and environmental strengths and vulnerabilities and how these impact individual and community well-being.

Work Plan:

Practice Tasks: INTERVENTION

1. Discuss the rationale for selection of an intervention strategy with an agency client or client system based on clinical-community assessment, research knowledge, and theory.

2. Demonstrate in-depth understanding of one identified practice approach for clinical-community practice and the ability to implement practice strategies consistent with this approach.

3. Communicate and coordinate services with other professionals, agencies, or organizations as needed for clinical-community practice with agency clients or client systems.

Work Plan:

Practice Tasks: EVALUATION

1. Develop intervention plans that specify measurable objectives and outcomes appropriate to agency clients and services provided.

2. Identify and utilize appropriate, ethical practice evaluation strategies to assess progress, barriers, outcomes, and continuity of care in clinical-community practice with agency clients.

Work Plan:
SIGNATURES AND DATES

Student: __________________________ Date: ____________
Field Instructor: ______________________ Date: ____________
Faculty Liaison: ______________________ Date: ____________
APPENDIX A-3

TULANE UNIVERSITY SCHOOL OF SOCIAL WORK
Full-Time Program

Foundation Field Practicum: SOWK 7520
(5 credit hours)

EVALUATION OF STUDENT PERFORMANCE

STUDENT’S NAME: ________________________________________________________________

FIELD INSTRUCTOR’S NAME: _____________________________________________________

PHONE NUMBER: _______________ EMAIL: _________________________________

AGENCY NAME: ________________________________________________________________

AGENCY ADDRESS: _____________________________________________________________

GRADE FOR SEMESTER: (Please check one)

_____ “S” (Satisfactory)  _____ “U” (Unsatisfactory)  _____ ”I” (Incomplete)

____________________________________________________ Date:____________________

Field Instructor Signature

This document has been discussed with me by my field faculty. My signature does not mean I agree with its contents.

___________________________________________________ Date:____________________

Student Signature

*Please note: Both instructor and student must sign.
This evaluation instrument addresses the 10 core competencies and the practice behaviors associated with each competency for the Generalist Foundation Semester. It consists of practice tasks representing each behavior to be demonstrated by the end of the Foundation Field Practicum (SOWK 7520) semester.

On the scale provided after each practice task, please indicate level of performance by placing an X in the appropriate box.

1= Does Not Meet Expectations for the Semester
Does not consistently demonstrate awareness, knowledge and skills as a graduate social work intern.

2= Meets Expectations for Semester
Consistently demonstrates awareness, knowledge and skills as a graduate social work intern.

3= Exceeds Expectations for Semester
Expertly demonstrates awareness, knowledge and skills as a graduate social work intern.

Ratings under each competency should be supported by content in the “Evidence to support ratings” section for that particular competency. The “Strategies to increase competence” section should include ways in which the specific practice tasks can be further improved.

This form is to be filled out by the field instructor at the conclusion of the student’s first semester in field. Once completed, it must be signed by both the student and the field instructor. It then must be returned to the Director of Field Education. If this form is not returned on time, the student will get an Incomplete (“I”) grade for the semester. If the document is not signed by BOTH the student and the instructor, the student will get an Incomplete (“I”) grade for the semester. To remain in good standing, students MUST have 80% of their ratings at 2 or above on the following 3 point scale.

* The structure and some content of this instrument is based in part on instruments developed by the Office of Field Education at University of Texas at Austin and the field education program at the University of Houston Graduate College of Social Work. However, the content specifically reflects the field education program at Tulane University School of Social Work.
A. **PROFESSIONAL IDENTITY:** Identify as a professional social worker and conduct oneself accordingly.

**Practice Tasks:**

1. Discuss with field instructor methods of advocating for client systems or services within the agency.

2. In supervision, identify how one’s own biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one’s behavior accordingly.

3. Define a professional social work relationship and explain how it differs from other relationships.

4. Maintain appropriate professional boundaries with clients and colleagues.

5. Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.

6. Communicate responsibly, sensitively, and with respect toward colleagues, field instructors, administrators, staff, and clients.

7. Participate actively in available opportunities for learning such as workshops, case conferences, and trainings.

8. Participate in discussion of supervisory feedback and incorporate results of discussion into one’s practice.

**Evidence to support ratings:**

**Strategies to increase competence:**
B. **VALUES AND ETHICS:** Apply social work ethical principles to guide professional practice.

**Practice Tasks:**

1. Identify and manage personal values as they reflect or conflict with the values of the profession.


3. Identify conflicting values in an ethical dilemma.

4. Discuss and document the reasoning process utilized to address an ethical question.

**Evidence to support ratings:**

**Strategies to increase competence**
C. CRITICAL THINKING: Apply critical thinking to inform and communicate professional judgments.

Practice Tasks

1. Identify the roles of research evidence, theory, agency practices, and experience in providing knowledge for practice.  
2. Engage field instructor in discussion when one’s current knowledge or understanding is challenged by new circumstances or evidence.  
3. Identify models of assessment, prevention, intervention, and evaluation appropriate to the problems, strengths, and contexts of agency clients.  
4. Demonstrate an ability to raise important questions related to social work practice and to formulate them clearly and precisely.  
5. Communicate agency practice information effectively through clear documentation and oral presentation.

Evidence to support ratings:

Strategies to increase competence:
D. DIVERSITY: Engage diversity and difference in practice.

Practice Tasks

1. Identify special concerns in meeting the needs of individuals and communities in relation to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation within the agency context.

2. Articulate how one’s own stereotypes, misinformation, and biases might impact assessment with diverse cultures and population groups.

3. Demonstrate an ability to work with special populations and clients who are experiencing discrimination in some form.

4. Recognize and communicate how difference in shapes the life experiences of clients and community members.

5. Seek out information through client interviews, consultation, professional literature, and/or community resources to better understand a client’s or community’s culture, perspectives, and experiences.

Evidence to support ratings:

Strategies to increase competence:

Practice Tasks

1. Consider and assess the impact of oppression or marginalization on client problems and capacities.

2. Review the agency’s mission and policies for their consistency with and influence on social, political, and economic justice.

3. Assess each client or client system for advocacy needs within the agency or community and include in intervention plan as appropriate.

Evidence to support ratings:

Strategies to increase competence:
F. **RESEARCH**: Engage in research-informed practice and practice-informed research.

**Practice Tasks**

1. Assess agency research practices and needs and discuss research opportunities with supervisor or other appropriate agency personnel.

2. Identify assessment tools and procedures used at the agency and search for research evidence to evaluate their validity and reliability.

**Evidence to support ratings:**

**Strategies to increase competence:**
G. **HBSE/THEORY**: Apply knowledge of human behavior and the social environment.

**Practice Tasks**

1. Demonstrate a beginning ability to integrate and apply individual theories of human growth and development and knowledge of community development to the assessment process.  

2. Identify and critique theoretical frameworks used for practice within the agency setting.

**Evidence to support ratings:**

**Strategies to increase competence:**
H. SOCIAL POLICY: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Tasks

1. Identify a social policy that impacts agency clients and discuss its benefits and/or challenges to the client system.

2. Collaborate with colleagues and clients to advocate for agency or social policies that advance social well-being.

Evidence to support ratings:

Strategies to increase competence:
I. PROFESSIONAL CONTEXT: Respond to the contexts that shape practice.

Practice Tasks

1. Describe the history of the agency, or of an agency department, and how its structure has evolved over time.

2. Describe the agency’s response to the changing demographics and service needs following recent local disasters (hurricane/flood, gulf oil spill).

3. Demonstrate flexibility and resourcefulness in response to changing agency or client needs, goals, and resources.

4. Identify gaps and opportunities for service provision for the agency.

Evidence to support ratings:

Strategies to increase competence:
J. PRACTICE: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice Tasks: ENGAGEMENT

1. Demonstrate use of empathy and other interpersonal skills to engage agency clients.

2. Provide information on agency services, policies, and procedures to clients or client systems to determine the appropriateness of agency services to meet the client’s needs.

Practice Tasks: ASSESSMENT

1. Demonstrate an ability to gather and organize information from the client or client system and other appropriate sources relevant to the problem or goal for which help is sought.

2. Use assessment procedures established by the agency to assess both specific strengths and challenges faced by the client system.

3. Collaborate with agency clients or client systems to develop intervention goals, objectives and plan.

4. Demonstrate a beginning ability to construct intervention plans that use methods and strategies based on client systems’ needs and strengths.

Practice Tasks: INTERVENTION

1. Demonstrate an ability to intervene with clients or client systems at the individual, family, group, organizational, or community level as indicated by client needs and circumstances.

2. Demonstrate beginning familiarity and skill with intervention strategies for prevention and amelioration of client problems.

3. Negotiate, mediate and advocate for agency clients as indicated within the agency or in the community.

4. Plan for cessation of the professional relationship by considering progress on goals, scope of agency services, and need for support following termination.
Practice Tasks: EVALUATION

1. Assist clients and client systems in evaluating progress toward attaining goals.

2. Analyze progress in a given practice situation and explore ways to modify behavior and increase skills to enhance the helping process.

Evidence to support ratings:

Strategies to increase competence:

Additional Comments:
TULANE UNIVERSITY SCHOOL OF SOCIAL WORK
Full-Time Program

Advanced Field Practicum: SOWK 7530 & SOWK 7540
(5 credit hours)

EVALUATION OF STUDENT PERFORMANCE

STUDENT’S NAME: _______________________________________________________________

FIELD INSTRUCTOR’S NAME: ____________________________________________________

PHONE NUMBER: ________________ EMAIL: ________________________________

AGENCY NAME: _______________________________________________________________

AGENCY ADDRESS: _____________________________________________________________

GRADE FOR SEMESTER: (Please check one)

_____ “S” (Satisfactory)  _____ “U” (Unsatisfactory) _____ ”I” (Incomplete)

____________________________________________________ Date:____________________

Field Instructor Signature

This document has been discussed with me by my field faculty. My signature does not mean I agree with its contents.

____________________________________________________ Date:____________________

Student Signature

*Please note: Both instructor and student must sign.
Advanced Field Practicum: SOWK 7530 & SOWK 7540

Concentration in Clinical-Community, Relationship-Centered Practice

In the second year of the Tulane School of Social Work’s MSW program, students pursue training in the advanced concentration of **Relationship-Centered Clinical-Community Practice**, of which Advanced Field Practicum (SOWK 7530 & SOWK 7540) is a part.

**Clinical-Community Social Work** is an interactive process that highlights the dual context of understanding and working with people and groups within their communities. It recognizes the interrelatedness, strengths, and needs of the individual, family, organization and community as the focus of growth and change. Areas that give meaning to people and which are of primary importance for work include the physical, spiritual, psychological, interpersonal, and community dimensions, as well as social and economic justice. Clinical-Community practitioners assess clients or client systems at the individual and community level and intervene at the level appropriate to client problems, goals, and context. Thus, when a student assesses a client or family, the focus is not only on intrapsychic or interpersonal phenomena, but also on contextual influences such as community, church/synagogue, social oppression, and other mezzo or macro sources of stress or resource. Likewise, when a student assesses a community or organization, individual and interpersonal factors which may facilitate or impede change are considered when planning strategies. Agencies may provide primarily micro, mezzo, or macro services. Students should be encouraged to intervene at a variety of levels when feasible (e.g., policy development, clinical work, research, community intervention, organizational evaluation or change, etc.).

**Relationship-Centered Practice** is a collaborative approach that values and utilizes the relationship as the primary vehicle for maximizing opportunities for growth and change, both within the practice setting and in the clients’ environments. The relationship with the target system (system to be changed) is the centerpiece of change regardless of whether the student is developing policy, working with communities, evaluating organizations, or providing counseling. It is a value-based practice process that engages others through active, genuine, empathic communication and understanding and places a primary value on the dynamic exchange at information and support between the social worker and the client and among the clients’ own systems.
**Evaluation of Student Performance**

This evaluation instrument addresses the 10 core competencies and the practice behaviors associated with each competency for advanced practitioners in relationship-centered clinical-community practice. It consists of practice tasks representing each behavior to be demonstrated by the end of the two Advanced Field Practicum semesters. The rating for this semester, Advanced Field Practicum, should reflect expected progress for students at the midpoint of their advanced year in field.

On the scale provided after each practice task, please indicate level of performance by placing an X in the appropriate box.

1= Does Not Meet Expectations for the Semester
   Does not consistently demonstrate awareness, knowledge and skills as a graduate social work intern.

2= Meets Expectations for Semester
   Consistently demonstrates awareness, knowledge and skills as a graduate social work intern.

3= Exceeds Expectations for Semester
   Expertly demonstrates awareness, knowledge and skills as a graduate social work intern.

Ratings under each competency should be supported by content in the “Evidence to support rating” section for that particular competency. The “Strategies to increase competence” section should include ways in which the specific practice tasks can be further improved.

This form is to be filled out by the field instructor at the conclusion of the student’s second semester in field. Once completed, it must be signed by both the student and the field instructor. It then must be returned to the Director of Field Education. If this form is not returned on time, the student will get an Incomplete (“I”) grade for the semester. If the document is not signed by BOTH the student and the instructor, the student will get an Incomplete (“I”) grade for the semester. To remain in good standing, students MUST have 80% of their ratings at 2 or above on the following 3 point scale.

* The structure and some content of this instrument is based in part on instruments developed by the Office of Field Education at University of Texas at Austin and the field education program at the University of Houston Graduate College of Social Work. However, the content specifically reflects the field education program at Tulane University School of Social Work.
A. PROFESSIONAL IDENTITY: Identify as a professional social worker and conduct oneself accordingly.

Practice Tasks:

1. Articulate the importance of relationship in facilitating change in the context of clinical-community practice.

2. Demonstrate understanding of the interrelatedness of the strengths and needs of individuals, families, and communities.

3. Demonstrate personal responsibility and accountability for one’s own time and actions in relation to his or her work.

4. Work effectively with others, regardless of level of authority.

5. Develop authentic and empathic relationships to facilitate change while maintaining professional boundaries appropriate to clinical community practice.


7. Identify areas of needed learning and proactively pursue learning activities relevant to refining clinical-community practice skills.

Evidence to support rating:

Strategies to increase competence:
B. VALUES AND ETHICS: Apply social work ethical principles to guide professional practice.

Practice Tasks:

1. Utilize multiple sources of information and consider multiple perspectives in addressing ethical dilemmas related to practice in the agency.

2. Demonstrate understanding and manage the impact of value differences or conflicts among client, social worker, their communities, and the larger society.

3. Analyze ethical issues related to the use of technology in clinical-community practice.

Evidence to support rating:

Strategies to increase competence:
C. CRITICAL THINKING: Apply critical thinking to inform and communicate professional judgments.

Practice Tasks:

1. Incorporate theoretical, empirical, and experiential knowledge in conceptualization of client strengths, problems and intervention planning.

2. Use well-reasoned conclusions and solutions, testing them against relevant criteria and standards.

3. Clearly articulate the complexities of clinical-community practice situations in supervision, case presentations, professional meetings, and/or written reports.

Evidence to support rating:

Strategies to increase competence:
D. **DIVERSITY:** Engage diversity and difference in practice.

**Practice Tasks:**

1. Analyze the impact of social worker-client differences on the helping relationship.

2. Identify and practice strategies for addressing social-worker-client differences in ways that strengthen the professional relationship.

3. Utilize knowledge of diverse populations to identify and apply culturally appropriate interventions.

**Evidence to support rating:**

**Strategies to increase competence:**

Practice Tasks:

1. Assess the impact of societal and institutional structures on minorities-of-color, women, gay men, lesbians, the poor, and other special groups in the community.

2. Assist clients in developing skills to mitigate the impact of oppression and discrimination.

3. Monitor agency practices for barriers to equal opportunity and access to services, and propose agency change as indicated.

Evidence to support rating:

Strategies to increase competence:
F. RESEARCH: Engage in research-informed practice and practice-informed research.

Practice Tasks:

1. Use the evidence-based practice process to answer practice questions of concern to agency clients and practitioners.

2. Critically appraise and interpret the results of research studies informing clinical-community practice in the agency.

3. Identify and apply practice evaluation methods to assess client outcomes.

Evidence to support rating:

Strategies to increase competence:
G. **HBSE/THEORY**: Apply knowledge of human behavior and the social environment.

**Practice Tasks:**

1. Articulate multiple theoretical frameworks used in clinical-community practice.

2. Evaluate the degree to which each framework is supported by research literature and outcome studies, across diverse populations.

3. Select and apply appropriate human development and community theories to guide clinical-community assessments and interventions.

**Evidence to support rating:**

**Strategies to increase competence:**
H. SOCIAL POLICY: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Tasks:

1. Advocate for agency policies that facilitate clinical-community practice and support the empowerment of clients.

2. Assess and discuss the impact of a social policy on an individual agency client or client system and on the client’s community.

Evidence to support rating:

Strategies to increase competence:
I. PROFESSIONAL CONTEXT: Respond to the contexts that shape practice.

Practice Tasks:

1. Propose and implement a project to address an agency need for knowledge, resources, program development, or organizational change.

2. Discuss the impact of global events and policies and the local community context on clinical-community practice with agency clients or client systems.

Evidence to support rating:

Strategies to increase competence:
J. **PRACTICE**: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Practice Tasks: ENGAGEMENT**

1. Demonstrate skills in establishing mutually respectful, collaborative helping relationships with clients.

2. Recognize differences in relationship and communication norms in diverse populations and modify interactions accordingly.

**Practice Tasks: ASSESSMENT**

1. Gather thorough and relevant information for clinical-community assessment in a manner that is responsive to the client’s immediate concerns and builds relationship.

2. Assess agency clients’ interpersonal and environmental strengths and vulnerabilities and how these impact individual and community well-being.

**Practice Tasks: INTERVENTION**

1. Discuss the rationale for selection of an intervention strategy with an agency client or client system based on clinical-community assessment, research knowledge, and theory.

2. Demonstrate in-depth understanding of one identified practice approach for clinical-community practice and the ability to implement practice strategies consistent with this approach.

3. Communicate and coordinate services with other professionals, agencies, or organizations as needed for clinical-community practice with agency clients or client systems.
Practice Tasks: EVALUATION

1. Develop intervention plans that specify measureable objectives and outcomes appropriate to agency clients and services provided.

2. Identify and utilize appropriate, ethical practice evaluation strategies to assess progress, barriers, outcomes, and continuity of care in clinical-community practice with agency clients.

Evidence to support ratings:

Strategies to increase competence:

Additional Comments:
EVALUATION OF STUDENT PERFORMANCE

STUDENT’S NAME: ________________________________________________________________

FIELD INSTRUCTOR’S NAME: ____________________________________________________

PHONE NUMBER: _________________ EMAIL: _________________________________

AGENCY NAME: ________________________________________________________________

AGENCY ADDRESS: _____________________________________________________________

GRADE FOR SEMESTER: (Please check one)

_____ “S” (Satisfactory)  _____ “U” (Unsatisfactory)  _____ ”I” (Incomplete)

___________________________________________________ Date:____________________
Field Instructor Signature

This document has been discussed with me by my field faculty. My signature does not mean I agree with its contents.

___________________________________________________ Date:____________________
Student Signature

*Please note: Both instructor and student must sign.
Foundation Field Practicum I: SOWK 7910

Evaluation of Student Performance*

This evaluation instrument addresses the 10 core competencies and the practice behaviors associated with each competency for the Generalist Foundation Semester. It consists of practice tasks representing each behavior to be demonstrated by the end of the Foundation Field Practicum I (SOWK791) semester.

On the scale provided after each practice task, please indicate level of performance by placing an X in the appropriate box.

1= Does Not Meet Expectations for the Semester
Does not consistently demonstrate awareness, knowledge and skills as a graduate social work intern.

2= Meets Expectations for Semester
Consistently demonstrates awareness, knowledge and skills as a graduate social work intern.

3= Exceeds Expectations for Semester
Expertly demonstrates awareness, knowledge and skills as a graduate social work intern.

Ratings under each competency should be supported by content in the “Evidence to support ratings” section for that particular competency. The “Strategies to increase competence” section should include ways in which the specific practice tasks can be further improved.

This form is to be filled out by the field instructor at the conclusion of the student’s first semester in field. Once completed, it must be signed by both the student and the field instructor. It then must be returned to the Director of Field Education. If this form is not returned on time, the student will get an Incomplete (“I”) grade for the semester. If the document is not signed by BOTH the student and the instructor, the student will get an Incomplete (“I”) grade for the semester. To remain in good standing, students MUST have 80% of their ratings at 2 or above on the following 3 point scale.

* The structure and some content of this instrument is based in part on instruments developed by the Office of Field Education at University of Texas at Austin and the field education program at the University of Houston Graduate College of Social Work. However, the content specifically reflects the field education program at Tulane University School of Social Work.
A. PROFESSIONAL IDENTITY: Identify as a professional social worker and conduct oneself accordingly.

Practice Tasks:

1. Discuss with field instructor methods of advocating for client systems or services within the agency.  
   Evidence to support ratings:

2. Define a professional social work relationship and explain how it differs from other relationships.

3. Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.

4. Communicate responsibly, sensitively, and with respect toward colleagues, field instructors, administrators, staff, and clients.

5. Participate actively in available opportunities for learning such as workshops, case conferences, and trainings.

6. Participate in discussion of supervisory feedback and incorporate results of discussion into one’s practice.

Evidence to support ratings:

Strategies to increase competence:
B. VALUES AND ETHICS: Apply social work ethical principles to guide professional practice.

Practice Tasks:

1. Identify and manage personal values as they reflect or conflict with the values of the profession.


Evidence to support ratings:

Strategies to increase competence
C. **CRITICAL THINKING:** Apply critical thinking to inform and communicate professional judgments.

**Practice Tasks**

1. Engage field instructor in discussion when one’s current knowledge or understanding is challenged by new circumstances or evidence.

2. Identify models of assessment, prevention, intervention, and evaluation appropriate to the problems, strengths, and contexts of agency clients.

3. Communicate agency practice information effectively through clear documentation and oral presentation.

**Evidence to support ratings:**

**Strategies to increase competence:**
D. **DIVERSITY:** Engage diversity and difference in practice.

**Practice Tasks**

1. Identify special concerns in meeting the needs of individuals and communities in relation to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation within the agency context.

2. Articulate how one’s own stereotypes, misinformation, and biases might impact assessment with diverse cultures and population groups.

3. Demonstrate an ability to work with special populations and clients who are experiencing discrimination in some form.

**Evidence to support ratings:**

**Strategies to increase competence:**

Practice Tasks

1. Consider and assess the impact of oppression or marginalization on client problems and capacities.

2. Review the agency’s mission and policies for their consistency with and influence on social, political, and economic justice.

Evidence to support ratings:

Strategies to increase competence:
F. **RESEARCH**: Engage in research-informed practice and practice-informed research.

**Practice Tasks**

1. Assess agency research practices and needs and discuss research opportunities with supervisor or other appropriate agency personnel.

**Evidence to support ratings:**

**Strategies to increase competence:**
G. HBSE/THEORY: Apply knowledge of human behavior and the social environment.

Practice Tasks

1. Identify and critique theoretical frameworks used for practice within the agency setting.

Evidence to support ratings:

Strategies to increase competence:
H. SOCIAL POLICY: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Tasks

1. Identify a social policy that impacts agency clients and discuss its benefits and/or challenges to the client system.

Evidence to support ratings:

Strategies to increase competence:
I. PROFESSIONAL CONTEXT: Respond to the contexts that shape practice.

Practice Tasks

1. Describe the history of the agency, or of an agency department, and how its structure has evolved over time.

2. Describe the agency’s response to the changing service needs following recent local disasters (hurricane/flood, gulf oil spill).

3. Identify gaps and opportunities for service provision for the agency.

Evidence to support ratings:

Strategies to increase competence:
J. **PRACTICE:** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Practice Tasks: ENGAGEMENT**

1. Demonstrate use of empathy and other interpersonal skills to engage agency clients.
2. Provide information on agency services, policies, and procedures to clients or client systems to determine the appropriateness of agency services to meet the client’s needs.

**Practice Tasks: ASSESSMENT**

1. Use assessment procedures established by the agency to assess both specific strengths and challenges faced by the client system.
2. Collaborate with agency clients or client systems to develop intervention goals, objectives and plan.

**Practice Tasks: INTERVENTION**

1. Demonstrate beginning familiarity and skill with intervention strategies for prevention and amelioration of client problems.
2. Negotiate, mediate and advocate for agency clients as indicated within the agency or in the community.
Practice Tasks: EVALUATION

1. Assist clients and client systems in evaluating progress toward attaining goals.

Evidence to support ratings:

Strategies to increase competence:

Additional Comments:
TULANE UNIVERSITY SCHOOL OF SOCIAL WORK  
Extended Program

Foundation Field Practicum II: SOWK 7920  
(2.5 credit hours)

EVALUATION OF STUDENT PERFORMANCE

STUDENT’S NAME: _______________________________________________________________

FIELD INSTRUCTOR’S NAME: _____________________________________________________

PHONE NUMBER: ____________ EMAIL: ________________________________

AGENCY NAME: _______________________________________________________________

AGENCY ADDRESS: _____________________________________________________________

GRADE FOR SEMESTER: (Please check one)

_____ “S” (Satisfactory)  _____ “U” (Unsatisfactory)   _____ ”I” (Incomplete)

___________________________________________________ Date:____________________

Field Instructor Signature

This document has been discussed with me by my field faculty. My signature does not mean I agree with its contents.

___________________________________________________ Date:____________________

Student Signature

*Please note: Both instructor and student must sign.
Foundation Field Practicum II: SOWK 7920

Evaluation of Student Performance*

This evaluation instrument addresses the 10 core competencies and the practice behaviors associated with each competency for the Generalist Foundation Semester. It consists of practice tasks representing each behavior to be demonstrated by the end of the Foundation Field Practicum II (SOWK 7920) semester.

On the scale provided after each practice task, please indicate level of performance by placing an X in the appropriate box.

1= Does Not Meet Expectations for the Semester
Does not consistently demonstrate awareness, knowledge and skills as a graduate social work intern.

2= Meets Expectations for Semester
Consistently demonstrates awareness, knowledge and skills as a graduate social work intern.

3= Exceeds Expectations for Semester
Expertly demonstrates awareness, knowledge and skills as a graduate social work intern.

Ratings under each competency should be supported by content in the “Evidence to support ratings” section for that particular competency. The “Strategies to increase competence” section should include ways in which the specific practice tasks can be further improved.

This form is to be filled out by the field instructor at the conclusion of the student’s second semester in field. Once completed, it must be signed by both the student and the field instructor. It then must be returned to the Director of Field Education. If this form is not returned on time, the student will get an Incomplete (“I”) grade for the semester. If the document is not signed by BOTH the student and the instructor, the student will get an Incomplete (“I”) grade for the semester. To remain in good standing, students MUST have 80% of their ratings at 2 or above on the following 3 point scale.

* The structure and some content of this instrument is based in part on instruments developed by the Office of Field Education at University of Texas at Austin and the field education program at the University of Houston Graduate College of Social Work. However, the content specifically reflects the field education program at Tulane University School of Social Work.
A. PROFESSIONAL IDENTITY: Identify as a professional social worker and conduct oneself accordingly.

Practice Tasks:

1. Discuss with field instructor methods of advocating for client systems or services within the agency.

2. In supervision, identify how one’s own biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one’s behavior accordingly.

3. Define a professional social work relationship and explain how it differs from other relationships.

4. Maintain appropriate professional boundaries with clients and colleagues.

5. Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.

6. Communicate responsibly, sensitively, and with respect toward colleagues, field instructors, administrators, staff, and clients.

7. Participate actively in available opportunities for learning such as workshops, case conferences, and trainings.

8. Participate in discussion of supervisory feedback and incorporate results of discussion into one’s practice.

Evidence to support ratings:

Strategies to increase competence:
B. VALUES AND ETHICS: Apply social work ethical principles to guide professional practice.

Practice Tasks:

1. Identify and manage personal values as they reflect or conflict with the values of the profession.  


3. Identify conflicting values in an ethical dilemma.  

4. Discuss and document the reasoning process utilized to address an ethical question.  

Evidence to support ratings:  

Strategies to increase competence
C. CRITICAL THINKING: Apply critical thinking to inform and communicate professional judgments.

Practice Tasks

1. Identify the roles of research evidence, theory, agency practices, and experience in providing knowledge for practice.

2. Engage field instructor in discussion when one’s current knowledge or understanding is challenged by new circumstances or evidence.

3. Identify models of assessment, prevention, intervention, and evaluation appropriate to the problems, strengths, and contexts of agency clients.

4. Demonstrate an ability to raise important questions related to social work practice and to formulate them clearly and precisely.

5. Communicate agency practice information effectively through clear documentation and oral presentation.

Evidence to support ratings:

Strategies to increase competence:
D. DIVERSITY: Engage diversity and difference in practice.

Practice Tasks

1. Identify special concerns in meeting the needs of individuals and communities in relation to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation within the agency context.

2. Articulate how one’s own stereotypes, misinformation, and biases might impact assessment with diverse cultures and population groups.

3. Demonstrate an ability to work with special populations and clients who are experiencing discrimination in some form.

4. Recognize and communicate how difference in shapes the life experiences of clients and community members.

5. Seek out information through client interviews, consultation, professional literature, and/or community resources to better understand a client’s or community’s culture, perspectives, and experiences.

Evidence to support ratings:

Strategies to increase competence:

Practice Tasks

1. Consider and assess the impact of oppression or marginalization on client problems and capacities.  
   Evidence to support ratings:
   | 1 | 2 | 3 |

2. Review the agency’s mission and policies for their consistency with and influence on social, political, and economic justice.  
   Evidence to support ratings:
   | 1 | 2 | 3 |

3. Assess each client or client system for advocacy needs within the agency or community and include in intervention plan as appropriate.  
   Evidence to support ratings:
   | 1 | 2 | 3 |

Strategies to increase competence:
F. RESEARCH: Engage in research-informed practice and practice-informed research.

Practice Tasks

1. Assess agency research practices and needs and discuss research opportunities with supervisor or other appropriate agency personnel.

2. Identify assessment tools and procedures used at the agency and search for research evidence to evaluate their validity and reliability.

Evidence to support ratings:

Strategies to increase competence:
G. HBSE/THEORY: Apply knowledge of human behavior and the social environment.

Practice Tasks

1. Demonstrate a beginning ability to integrate and apply individual theories of human growth and development and knowledge of community development to the assessment process.

2. Identify and critique theoretical frameworks used for practice within the agency setting.

Evidence to support ratings:

Strategies to increase competence:
H. SOCIAL POLICY: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Tasks

1. Identify a social policy that impacts agency clients and discuss its benefits and/or challenges to the client system.

2. Collaborate with colleagues and clients to advocate for agency or social policies that advance social well-being.

Evidence to support ratings:

Strategies to increase competence:
I. PROFESSIONAL CONTEXT: Respond to the contexts that shape practice.

Practice Tasks

1. Describe the history of the agency, or of an agency department, and how its structure has evolved over time.

2. Describe the agency’s response to the changing demographics and service needs following recent local disasters (hurricane/flood, gulf oil spill).

3. Demonstrate flexibility and resourcefulness in response to changing agency or client needs, goals, and resources.

4. Identify gaps and opportunities for service provision for the agency.

Evidence to support ratings:

Strategies to increase competence:
J. **PRACTICE**: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Practice Tasks: ENGAGEMENT**

1. Demonstrate use of empathy and other interpersonal skills to engage agency clients.
2. Provide information on agency services, policies, and procedures to clients or client systems to determine the appropriateness of agency services to meet the client’s needs.

**Practice Tasks: ASSESSMENT**

1. Demonstrate an ability to gather and organize information from the client or client system and other appropriate sources relevant to the problem or goal for which help is sought.
2. Use assessment procedures established by the agency to assess both specific strengths and challenges faced by the client system.
3. Collaborate with agency clients or client systems to develop intervention goals, objectives and plan.
4. Demonstrate a beginning ability to construct intervention plans that use methods and strategies based on client systems’ needs and strengths.

**Practice Tasks: INTERVENTION**

1. Demonstrate an ability to intervene with clients or client systems at the individual, family, group, organizational, or community level as indicated by client needs and circumstances.
2. Demonstrate beginning familiarity and skill with intervention strategies for prevention and amelioration of client problems.
3. Negotiate, mediate and advocate for agency clients as indicated within the agency or in the community.
4. Plan for cessation of the professional relationship by considering progress on goals, scope of agency services, and need for support following termination.
Practice Tasks: EVALUATION

1. Assist clients and client systems in evaluating progress toward attaining goals.

2. Analyze progress in a given practice situation and explore ways to modify behavior and increase skills to enhance the helping process.

Evidence to support ratings:

Strategies to increase competence:

Additional Comments:
TULANE UNIVERSITY SCHOOL OF SOCIAL WORK
Extended Program

Advanced Field Practicum: SOWK 7930, 7940, 7950 & 7960
(2.5 credit hours)

EVALUATION OF STUDENT PERFORMANCE

STUDENT’S NAME: ________________________________________________________________

FIELD INSTRUCTOR’S NAME: _____________________________________________________

PHONE NUMBER: _________________ EMAIL: ________________________________

AGENCY NAME: ________________________________________________________________

AGENCY ADDRESS: _____________________________________________________________

GRADE FOR SEMESTER:  (Please check one)

_____ “S” (Satisfactory)  _____ “U” (Unsatisfactory)  _____ ”I” (Incomplete)

__________________________________________________________________________
Date: ______________________

Field Instructor Signature

This document has been discussed with me by my field faculty. My signature does not mean I agree with its contents.

__________________________________________________________________________
Date: ______________________

Student Signature

*Please note: Both instructor and student must sign.
Advanced Field Practicum: SOWK 7930, 7940, 7950 & 7960

Concentration in Clinical-Community, Relationship-Centered Practice

In the second year of the Tulane School of Social Work’s MSW program, students pursue training in the advanced concentration of **Relationship-Centered Clinical-Community Practice**, of which Advanced Field Practicum (SOWK 7930, 7940, 7950 & 7960) is a part.

**Clinical-Community Social Work** is an interactive process that highlights the dual context of understanding and working with people and groups within their communities. It recognizes the interrelatedness, strengths, and needs of the individual, family, organization and community as the focus of growth and change. Areas that give meaning to people and which are of primary importance for work include the physical, spiritual, psychological, interpersonal, and community dimensions, as well as social and economic justice. Clinical-Community practitioners assess clients or client systems at the individual and community level and intervene at the level appropriate to client problems, goals, and context. Thus, when a student assesses a client or family, the focus is not only on intrapsychic or interpersonal phenomena, but also on contextual influences such as community, church/synagogue, social oppression, and other mezzo or macro sources of stress or resource. Likewise, when a student assesses a community or organization, individual and interpersonal factors which may facilitate or impede change are considered when planning strategies. Agencies may provide primarily micro, mezzo, or macro services. Students should be encouraged to intervene at a variety of levels when feasible (e.g., policy development, clinical work, research, community intervention, organizational evaluation or change, etc.).

**Relationship-Centered Practice** is a collaborative approach that values and utilizes the relationship as the primary vehicle for maximizing opportunities for growth and change, both within the practice setting and in the clients’ environments. The relationship with the target system (system to be changed) is the centerpiece of change regardless of whether the student is developing policy, working with communities, evaluating organizations, or providing counseling. It is a value-based practice process that engages others through active, genuine, empathic communication and understanding and places a primary value on the dynamic exchange at information and support between the social worker and the client and among the clients’ own systems.
Evaluation of Student Performance*

This evaluation instrument addresses the 10 core competencies and the practice behaviors associated with each competency for advanced practitioners in relationship-centered clinical-community practice. It consists of practice tasks representing each behavior to be demonstrated by the end of the four Advanced Field Practicum semesters. The rating for this semester, Advanced Field Practicum I, should reflect expected progress for students at the quarter point of their advanced year in field.

On the scale provided after each practice task, please indicate level of performance by placing an X in the appropriate box.

1= Does Not Meet Expectations for the Semester
Does not consistently demonstrate awareness, knowledge and skills as a graduate social work intern.

2= Meets Expectations for Semester
Consistently demonstrates awareness, knowledge and skills as a graduate social work intern.

3= Exceeds Expectations for Semester
Expertly demonstrates awareness, knowledge and skills as a graduate social work intern.

Ratings under each competency should be supported by content in the “Evidence to support rating” section for that particular competency. The “Strategies to increase competence” section should include ways in which the specific practice tasks can be further improved.

This form is to be filled out by the field instructor at the conclusion of the student’s third, fourth, fifth, and sixth semester in field. Once completed, it must be signed by both the student and the field instructor. It then must be returned to the Director of Field Education. If this form is not returned on time, the student will get an Incomplete (“I”) grade for the semester. If the document is not signed by BOTH the student and the instructor, the student will get an Incomplete (“I”) grade for the semester. To remain in good standing, students MUST have 80% of their ratings at 2 or above on the following 3 point scale.

* The structure and some content of this instrument is based in part on instruments developed by the Office of Field Education at University of Texas at Austin and the field education program at the University of Houston Graduate College of Social Work. However, the content specifically reflects the field education program at Tulane University School of Social Work.
A. PROFESSIONAL IDENTITY: Identify as a professional social worker and conduct oneself accordingly.

Practice Tasks:

1. Articulate the importance of relationship in facilitating change in the context of clinical-community practice.

2. Demonstrate understanding of the interrelatedness of the strengths and needs of individuals, families, and communities.

3. Demonstrate personal responsibility and accountability for one’s own time and actions in relation to his or her work.

4. Work effectively with others, regardless of level of authority.

5. Develop authentic and empathic relationships to facilitate change while maintaining professional boundaries appropriate to clinical community practice.


7. Identify areas of needed learning and proactively pursue learning activities relevant to refining clinical-community practice skills.

Evidence to support rating:

Strategies to increase competence:
B. VALUES AND ETHICS: Apply social work ethical principles to guide professional practice.

Practice Tasks:

1. Utilize multiple sources of information and consider multiple perspectives in addressing ethical dilemmas related to practice in the agency.

2. Demonstrate understanding and manage the impact of value differences or conflicts among client, social worker, their communities, and the larger society.

3. Analyze ethical issues related to the use of technology in clinical-community practice.

Evidence to support rating:

Strategies to increase competence:
C. CRITICAL THINKING: Apply critical thinking to inform and communicate professional judgments.

Practice Tasks:

1. Incorporate theoretical, empirical, and experiential knowledge in conceptualization of client strengths, problems and intervention planning.  
   
2. Use well-reasoned conclusions and solutions, testing them against relevant criteria and standards.  
   
3. Clearly articulate the complexities of clinical-community practice situations in supervision, case presentations, professional meetings, and/or written reports.  

Evidence to support rating:

Strategies to increase competence:
D. DIVERSITY: Engage diversity and difference in practice.

Practice Tasks:

1. Analyze the impact of social worker-client differences on the helping relationship.

2. Identify and practice strategies for addressing social-worker-client differences in ways that strengthen the professional relationship.

3. Utilize knowledge of diverse populations to identify and apply culturally appropriate interventions.

Evidence to support rating:

Strategies to increase competence:
E. **HUMAN RIGHTS AND SOCIAL JUSTICE**: Advance human rights and social and economic justice.

**Practice Tasks**:

1. Assess the impact of societal and institutional structures on minorities-of-color, women, gay men, lesbians, the poor, and other special groups in the community.

2. Assist clients in developing skills to mitigate the impact of oppression and discrimination.

3. Monitor agency practices for barriers to equal opportunity and access to services, and propose agency change as indicated.

**Evidence to support rating**:

**Strategies to increase competence**:
F. RESEARCH: Engage in research-informed practice and practice-informed research.

Practice Tasks:

1. Use the evidence-based practice process to answer practice questions of concern to agency clients and practitioners.

2. Critically appraise and interpret the results of research studies informing clinical-community practice in the agency.

3. Identify and apply practice evaluation methods to assess client outcomes.

Evidence to support rating:

Strategies to increase competence:
G. HBSE/THEORY: Apply knowledge of human behavior and the social environment.

Practice Tasks:

1. Articulate multiple theoretical frameworks used in clinical-community practice.

2. Evaluate the degree to which each framework is supported by research literature and outcome studies, across diverse populations.

3. Select and apply appropriate human development and community theories to guide clinical-community assessments and interventions.

Evidence to support rating:

Strategies to increase competence:
H. SOCIAL POLICY: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Tasks:

1. Advocate for agency policies that facilitate clinical-community practice and support the empowerment of clients.

2. Assess and discuss the impact of a social policy on an individual agency client or client system and on the client’s community.

Evidence to support rating:

Strategies to increase competence:
I. PROFESSIONAL CONTEXT: Respond to the contexts that shape practice.

Practice Tasks:

1. Propose and implement a project to address an agency need for knowledge, resources, program development, or organizational change.

2. Discuss the impact of global events and policies and the local community context on clinical-community practice with agency clients or client systems.

Evidence to support rating:

Strategies to increase competence:
J. **PRACTICE:** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Practice Tasks: ENGAGEMENT**

1. Demonstrate skills in establishing mutually respectful, collaborative helping relationships with clients.
2. Recognize differences in relationship and communication norms in diverse populations and modify interactions accordingly.

**Practice Tasks: ASSESSMENT**

1. Gather thorough and relevant information for clinical-community assessment in a manner that is responsive to the client’s immediate concerns and builds relationship.
2. Assess agency clients’ interpersonal and environmental strengths and vulnerabilities and how these impact individual and community well-being.

**Practice Tasks: INTERVENTION**

1. Discuss the rationale for selection of an intervention strategy with an agency client or client system based on clinical-community assessment, research knowledge, and theory.
2. Demonstrate in-depth understanding of one identified practice approach for clinical-community practice and the ability to implement practice strategies consistent with this approach.
3. Communicate and coordinate services with other professionals, agencies, or organizations as needed for clinical-community practice with agency clients or client systems.
Practice Tasks: EVALUATION

1. Develop intervention plans that specify measureable objectives and outcomes appropriate to agency clients and services provided.

3. Identify and utilize appropriate, ethical practice evaluation strategies to assess progress, barriers, outcomes, and continuity of care in clinical-community practice with agency clients.

Evidence to support ratings:

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Strategies to increase competence:

Additional Comments:
TULANE SCHOOL OF SOCIAL WORK

STUDENT EVALUATION OF FIELD PLACEMENT

This evaluation was developed to assist faculty, students and field instructors of the Tulane University School of Social Work in assessing the various aspects of respective field placements. Please circle the appropriate number and respond as you wish to the narrative questions. Upon completion, this form is to be returned to the Director of Field Education. The Director will, after graduation, share this data with your field agency and field instructor.

NAME: ________________________________________________________ DATE: __________

FIELD PLACEMENT: _____________________________________________________________

FIELD INSTRUCTOR: _____________________________________________________________

FACULTY FIELD ADVISOR: _______________________________________________________

SCALE: 1 = POOR, 2 = FAIR, 3 = ACCEPTABLE, 4 = GOOD, 5 = EXCELLENT

<table>
<thead>
<tr>
<th>I. INSTRUCTOR</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1. The instructor’s competency as a professional role model:</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<td>2. The instructor’s consistency in her/his approach to you as a student:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>3. The instructor’s accessibility:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>4. The instructor’s ability to assess the student and give accurate feedback:</td>
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<td>3</td>
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<td>5. The instructor’s willingness to serve as an advocate for student:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>6. The instructor’s clarity about expectations of student:</td>
<td>1</td>
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<td>3</td>
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<td>5</td>
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<td>7. The instructor’s flexibility:</td>
<td>1</td>
<td>2</td>
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<td>8. The instructor’s focus on the student’s learning goals:</td>
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<td>2</td>
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<td>9. Would you recommend this instructor to another student? Yes _____ No ______</td>
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<td>10. What type of student do you feel would work best with this instructor?</td>
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II. THE AGENCY

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<th>Rating</th>
<th>Poor</th>
<th>2</th>
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<th>5</th>
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</table>
1. The agency’s receptivity to students: | 1 | 2 | 3 | 4 | 5 |
2. The agency’s innovations in providing services: | 1 | 2 | 3 | 4 | 5 |
3. The general competency of the agency staff: | 1 | 2 | 3 | 4 | 5 |
4. The flexibility of the agency (rules, structure, etc.): | 1 | 2 | 3 | 4 | 5 |
5. The physical setting of the agency: | 1 | 2 | 3 | 4 | 5 |
6. The conduciveness of the agency’s atmosphere to learning: | 1 | 2 | 3 | 4 | 5 |
7. The openness of the agency to examination by the student: | 1 | 2 | 3 | 4 | 5 |
8. The availability of a variety of learning experiences: | 1 | 2 | 3 | 4 | 5 |
9. Would you want to work in this agency? If yes, why? If no, why not? |
10. Would you recommend this placement to another student? If yes, why? If no, why not? |

Additional Comments:
III. MEETING THE SCHOOL’S GOALS OF PLACEMENT

<table>
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<tr>
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<th>Poor</th>
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<td>10.</td>
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<td>11.</td>
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Additional Comments:
IV. LEARNING EPISODES

1. Identify one of your most productive and interesting learning experiences:

2. Were you able to meet your learning objectives? If yes, why? If no, why not?

Additional Comments:
ADMINISTRATIVE POLICIES

Included in this section are:

1. Protocol for Field Related Problem Solving
2. Procedures for Problem Resolution
3. Contract Regarding Incomplete Work
4. Academic Standards and Professional Review Procedures
PROcedures for Problem Resolution

General Information

A problem that surfaces in the field practicum setting may be identified initially by either the student or the field instructor. Regardless of who identifies the problem, the first step should be a face to face meeting between the student and field instructor to discuss the situation. It is anticipated that the majority of problems related to the field practicum can be resolved at this level. However, if the situation is not resolved between the field instructor and the student, either the field instructor or the student should promptly bring the problem to the attention of the field liaison.

Once a problem has been brought to the attention of the field liaison, the field liaison will meet with both the student and the field instructor attempt to mediate and address the problem. When the field liaison holds the meeting with the student and field instructor, the field liaison will document the meeting, including the identified problems, and the proposed methods to remedy the problems. This document (which can be an email) will be sent to the Director of Field Education for review and then shared with the student and field instructor.

Notwithstanding the process outlined above, both the agency and the School have the unfettered discretion to immediately remove a student from the agency setting if either the agency of School believes such removal is warranted.

Identifying the Student who is Experiencing Problems in the Field Practicum

Students have different learning styles and subsequently progress at different rates in development and skill attainment. Despite varied learning patterns, it is expected by the time any student has completed the Foundation and Advanced field semesters, she/he will be capable of providing MSW level practice intervention, as indicated by satisfactory ratings on the Core Competency standards on the Field Performance Evaluation.

When there is concern about a student's progress (for whatever reason), the field instructor must hold a face to face meeting with the student to attempt to resolve the concern. If this does not rectify the problem, the process above should be followed.

Some areas of performance which may cause concern include, but are not limited to the following:
• Failure of a student to meet the expected level of performance at any given stage in the curriculum;
• Excessive absences or tardiness;
• Failure to keep records current;
• Failure to prepare appropriately for supervision;
• Apathy or failure to engage and invest in the field placement learning opportunities;
• Inappropriate or questionable professional behavior.

Possible Outcomes
A student's failure to meet the minimum number of satisfactory ratings Core Competency standards on the Field Performance Evaluation in:

1. The grade of Unsatisfactory "U" can be given if the problem is sufficiently serious or if the student does not meet expectations on more than 20 percent of the Competency standards on the Performance Evaluation. This grade automatically requires that the student be reviewed and evaluated by the Academic and Professional Standards Review Committee. But, at a minimum, the student will have to repeat the course for which the "U" was earned.

2. The grade of Incomplete "I" is used in the following situations:
   a. If due to illness or extraordinary circumstances, the student lacks the required time to meet expectations according to the Performance Evaluation and must make up the time and work;
   b. If the work completed is less than totally satisfactory but the Director Field Education has reason to believe that a Satisfactory grade can be achieved with more time;
   c. If the student's evaluation is not signed by both the student and the field instructor by the given deadline of the semester;

If the "I" was awarded for reasons a) or b) above, a written agreement must be drawn up between the student, field instructor and field liaison setting forth the conditions necessary for removal of the Incomplete and the time period by which these requirements must be completed. An Incomplete must be converted into an "S" or a "U" during the semester following the one in which it was given.

Removal of a Student From Field

Reasons for Removal
A student may be removed from the field placement if either the agency or School believes such removal is warranted. Situations where removal will be considered warranted include but are not limited to the following:

1. Level of student performance in the placement is below standards. Using the Competency standards on the Field Performance Evaluation for the appropriate level of field practicum (Foundation or Advanced), the field instructor determines that the student is far below standards and has little or no chance of achieving a level of "Satisfactory" for
the semester. The field instructor and field liaison attempted to remedy sub-standard performance areas, but those efforts were unsuccessful in bringing the student up to the ‘Satisfactory’ level for that given semester and its Competency standards. For either semester, evidence to the contrary of the above expectations, given appropriate efforts by the field instructor and field liaison to remedy deficiencies, will constitute grounds for an Academic and Professional Standards Review to determine the student's continuation in the MSW program.

2. A student's failure to meet the expected standards for ethical practice as outlined in the NASW Code of Ethics, Louisiana Professional and Occupational Standards, assigned agency policies or procedures and TSSW policies and procedures;

3. An agency's failure to provide learning experiences and/or appropriate supervision to allow the student the opportunity to meet the Competency standards as defined on the Field Performance Evaluation;

4. Unexpected events in the life of the student or in the agency which prevent the attainment of the Competency standards as defined on the Field Performance Evaluation;

5. The student has demonstrated an inability to work positively and instructively with other students, faculty, staff, clients and other professionals.

6. The student has attempted to harm himself or someone else;

7. Inappropriate behavior which is inconsistent with the principles and practices of the social work profession and is not limited to the classroom or the field placement;

8. Repeated tardiness or absences from the field site without notification or approval.

Procedures for Removal of a Student From Field

The student, field liaison and field instructor work together as a team to address issues as they arise. It is incumbent upon the student and the field instructor to identify, discuss and attempt to mediate problems as they occur. If they are unable to reach a solution, they are to contact the field liaison as soon as possible for further assistance.

Upon notification that there are problems with the field placement that need further assistance, the field liaison will:

1. Apprise the Director of Field Education of the situation;

2. Meet with the student and field instructor to determine the specific problems and attempt to remediate the situation with a plan for corrective action, specifically articulating the behavioral indicators that would show that the problems are being resolved.

3. Document the findings of the meeting and send that document to the Director of Field Education, the student, and the field instructor;

4. If a solution cannot be worked out that will allow the student to remain in the field setting, then the field liaison will convey this in writing to the Director, who can attempt further remediation efforts or terminate the placement. The Director of Field Education will then
a. Initiate appropriate "next-steps" with the student and the Field Office to facilitate placement in another setting or

b. Request an Academic and Professional Standards Review to determine the student’s standing in the MSW program.

To protect students, agencies and the School from prematurely changing field placements, every effort will be made to ensure a student will not be removed from the field placement without going through the above mentioned process. If necessary, the student may be placed on leave from the field placement by the field liaison and Director of Field Education during this process. Field instructors are notified of the process for addressing concerns during orientation and receive a copy of the Field Manual outlining procedures. If the field instructor and agency believe that immediate dismissal of the student without prior notification is warranted, the field liaison and Director of Field Education will obtain information from the field instructor and student to determine appropriate next steps.

Dismissal from a second field placement will result in a request for an Academic and Professional Review Standards and could result in immediate dismissal from the program.

A student who terminates a field practicum without the knowledge and permission of the field liaison and Director of Field Education may receive a failing grade for the semester, lose credit for the hours worked and be subject to an Academic and Professional Standards Review to determine the student’s standing in the MSW program. The Director of Field Education, in collaboration with the field liaison and field instructor, will determine if any credit will be given for field hours completed if the student transitions to another field placement.
CONTRACT REGARDING INCOMPLETE WORK

Course No. _______ Course Name _____________________________________________

I understand that I will receive an Incomplete for my work in this course since I have not yet met all of its requirements.

I understand the School’s policy statement regarding Incompletes:

1. It is the responsibility of the Student to contact the instructor when incomplete work in a course is anticipated, or occurs, to reach an agreement as to when the assignment will be completed. The time may not exceed six weeks from the last day of class in which the “I” occurred. This agreement should be confirmed in writing by the instructor and signed both by the instructor and the student, with a copy for the student’s file.

2. Once the extension of time has been agreed upon, all further responsibility for meeting deadlines, contact with the instructor, etc., rests with the student.

3. If the agreed-upon date passes without the necessary assignment being completed, or an extension being approved by the Coordinator of Student Affairs, a failure is given for the course.

4. The imposition, if any, of a grade penalty because of the delay in completing the assignments is determined by the instructor. The student should be apprised of this in the original discussion around the INCOMPLETE. This should be included in the written agreement referred to in (1) above.

To have the grade of Incomplete for this course removed from my transcript, I shall complete the following work:

Paper_____ Exam_____ Other____________________________________________________

Field Assignment______________________________________________________________
(Hours per Week) (Number of Weeks)

This work will be completed by _____________________________________________

I understand that the grade assigned to this work will/will not reflect a penalty for its delay.

If I fail to complete the assignment by the agreed-upon date, I understand that the course grade of INCOMPLETE will be changed to FAILURE.

Date signed_____________________ Signature______________________________
(Student)

Signature______________________________
(Faculty)
Name of Policy: **Academic and Professional Standards Review Committee**
(Termination or Conditional Continuance of Enrollment)

**POLICY STATEMENT:**

The **Academic and Professional Standards Review Committee** has the authority to determine whether or not a student should continue in the School, and, if so, under what condition(s). A student may be brought to Review when his/her performance raises questions regarding continuation in the School for academic or professional performance issues.

**Academic Performance Issues**
A Fulltime student must be brought to Review when a student receives any of the following during the course of a single semester:
1. one or more “F” or “U” (unsatisfactory) grades;
2. two or more “C’s”;
3. three or more “B” minuses.
4. two or more Incomplete (I) grades in any semester may be brought to Review. The circumstances surrounding the “I” grades will be reviewed by the Director of Student Affairs with the student’s advisor and the student prior to determining whether a Review is warranted.

A Part-time student must be brought to Review when a student receives any of the following during the course of a single semester:
1. one or more “F” or “U” (unsatisfactory) grades;
2. one or more “C’s”;
3. two or more “B-”;
4. two or more Incomplete (I) grades in any semester may be brought to Review. The circumstances surrounding the “I” grades will be reviewed by the Director of Student Affairs with the student’s advisor and the student prior to determining whether a Review is warranted.

**Automatic Dismissal** A student will be automatically dismissed if she/he receives any of the following grade combinations in one semester: Two “F’s”; one “F” and two “C’s”; three “C’s”; one Unsatisfactory (“U”) plus one “F” or one “U” plus two “C’s”.

**Professional Performance Issues**
According to the Council on Social Work Education (CSWE), **Guidelines for Termination for Academic and Professional Reasons**, Programs are encouraged to differentially define academic and professional performance in their policies. However, knowledge, skill and value expectations are **all academic in a professional program** as they relate to a student’s ‘likely performance as a social work practitioner.’ They are ‘professional’ (in the language of the accreditation standard) to differentiate between termination for deficiencies in academic standing and inadequacies in a student’s ability to demonstrate professional conduct and relationship skills and behavior consistent with the values and ethics of the profession.” (Revised May, 2003)

Accordingly, the Tulane School of Social Work framework for professional termination is broad and inclusive of language taken directly from the CSWE guidelines. Students may be terminated from the
program, following due process and procedures of the Academic and Professional Review Standards Committee, for “failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty or staff at school or field placement (CSWE, May, 2003).

This includes failure to comply with the TSSW’s Field Policy Manual, Professional Conduct Expectations, Code of Academic Conduct or with the National Association of Social Worker’s Code of Ethics. If at any point, there is a suggestion of discrimination of race, gender, sexual orientation, religion, disability or age, the situation must be immediately referred to the Tulane Office of Institutional Equity.

Examples of professional performance issues that may result in termination include, but are not limited to:

- scholastic dishonesty through cheating, plagiarism or other confirmed breaches of student ethics such as giving or receiving unauthorized aid during an examination or any work for which academic credit will be assigned;
- professional disrespect of the personal rights and dignity of all persons including students, faculty, supervisors and clients receiving services from the student
- discrimination or harassment related to race, sexual orientation, gender, religion, age
- violating confidentiality of the professional relationship;
- verbal hostility and disrespect for the opinions of students, faculty, or others at school or in field;
- consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships;
- unable to demonstrate a nonjudgmental attitude;
- unable to allow client self-determination; or
- any other violations of the NASW Code of Ethics.

PROCEDURES:
The Director of Student Affairs has the responsibility of convening an Academic and Professional Standards Review Committee (APSRC) any time there is a question regarding the continuation of a student in the School of Social Work, unless there are grounds for AUTOMATIC DISMISSAL.

When the student has demonstrated academic challenges as described above, the Academic Review is automatic and convened by The Director of Student Affairs or a designee. When a student has demonstrated professional conduct violations in or outside of class, either the Director of Student Affairs, or a faculty (full or part-time) or staff person can request that an APSRC be held and is convened by the Director of Student Affairs.

The APSRC consists of three faculty members who are not directly involved in the performance evaluation of the student during that particular semester.

I. Preparing for the Review
   1. The Director or designee consults with the Instructor or Concerned Party to ascertain the circumstances and/or final grade.
   2. The Director or designee completes the internal Reporting Form. If at any point, there is a suggestion of discrimination of race, gender, sexual orientation, religion, age, or any form of harassment or retaliation connected to these issues, the situation must be immediately referred to the Office of Institutional Equity (OIE).
   3. If justified and not referred to OIE, the Director or designee proceeds with the Review process. If OIE finds there has been no discrimination, then the Review process can proceed.
   4. Notifications are made to the following parties:
a. The Director of Student Affairs or designee notifies the student in writing of the decision to bring him/her to Review at least three days before the hearing. The written notification (mail or email) must include:
   • A copy of this full policy as well as the appeal/grievance policy
   • The specific reasons for the meeting including evidence for the Review; i.e. documentation of grade, a field report, etc.
   • Notice of the right to select a representative of his/her choice (TSSW student or faculty) but not a member of the Review Committee to counsel and advise the student as to what he/she can do in his/her own interest. The person should be available immediately and remain available to the student throughout the process.
b. The Director or designee recruits the Review Committee which consists of three faculty who are not directly involved in the performance evaluation of the student during that semester. The APSR Committee is advised of the date of the meeting and the student(s) involved.
c. The Director of Student Affairs or designee notifies the faculty or staff that has brought the concern resulting in the Review of the date the Committee is to meet and is invited to participate (if applicable).
d. The student’s Advisor is notified of the date the Committee is to meet and is invited to participate. The Advisor sometimes acts as the student’s support person.

II. Procedures for the Review Meeting
5. The Review meeting includes 3 faculty, the student, the party who has brought the concern, the support person for the student, and the Director of Student Affairs. The Director of Student Affairs briefly opens the meeting by presenting the reason for the Review and then facilitates a structured information gathering process.
6. The party that has brought the concern is first given the opportunity to explain what happened, express their views and answer questions with the student present, including what a supportive satisfactory resolution should be. The student can ask questions of clarity or make a related comment to the instructor.
7. The student is invited to express their understanding of what happened and answer questions, including what a supportive satisfactory resolution should be. The faculty can ask questions of clarity or make related comment to the student. Following the presentations, both the student and faculty can be asked to leave. The student may sit outside to hear the results of the decision.
8. The members of the Review Committee discuss the facts and reach a decision.

III. Notification to the Student of the Committee’s Decision
9. If possible, the Director of Student Affairs meets with the student immediately and discusses the Committee’s decision, including their right to appeal within 10 days.
10. Within seven days, one written copy of the Academic and Professional Standards Review Committee decision shall be provided to the student either in person, by email, or regular mail; one copy is provided to the Dean of the School and one copy is placed in the student’s folder.

The written notification must include their right to appeal to the Dean through activation of the grievance procedure within 10 days and, if dissatisfied, to the Senate Committee on Academic Freedom and Responsibility of Students. See the policy on “Academic Grievance,” below in the Student Handbook.
STUDENT FIELD PLACEMENT AGREEMENT
Between

And

TULANE SCHOOL OF SOCIAL WORK

I. _______________________________ (hereafter, Agency)

And Tulane University School of Social Work (hereafter, School) do hereby agree to a student field placement in accordance with the Field Instruction Handbook of the School and the policies and procedures of the Agency to contribute to the advancement of the procedures of the Agency to contribute to the advancement of the social work profession, the personal and professional growth of the student, and the mutual benefit of the Agency and the School.

II. RESPONSIBILITIES OF THE AGENCY/CLINICAL INSTRUCTOR

A. To provide a learning environment, learning experiences, and supervision and instruction to prepare the student for beginning professional employment. The agency must deliver professional social work services to clients, and provide TSSW with a description of agency services, populations served, and anticipated experiences for students. The proposed supervisor must submit a current resume, including any professional license numbers prior to being appointed to Tulane faculty as a Clinical Instructor.

B. To provide a qualified field instructor, as defined in the Handbook, who is capable of meeting the needs of students and School in relation to the placement curriculum, subject to approval by the School. The agency must have an LCSW (or eligible) available to regularly observe and supervise the student and provide a minimum of one hour per week of face-to-face supervision. Agency should notify TSSW immediately in the event of personnel changes, agency reorganization, or pending closure.

C. To provide thorough orientation and training regarding the roles and responsibilities of the social worker in the agency setting. Agency must provide and/or coordinate adequate caseload and learning opportunities for a well-rounded student experience. Agencies recognize that the field placement is an educational arrangement, not a job service or staff replacement arrangement, and provide clinical supervision to ensure quality of client service. The agency is responsible for thoroughly orienting students to safety issues and appropriate agency procedures concerning fire, disaster, emergency, home visits, use of equipment, infection control, etc. (The student has the right and responsibility to refuse any assignment that is potentially hazardous to safety or which violates accepted School or Agency policy or professional ethics.)

D. To provide working space, equipment, supplies, and safe working conditions necessary to perform assigned duties.

E. To provide ongoing evaluation of student performance, including complete documentation of same in written evaluation as provided by School each semester. Agency must provide a written student evaluation by each semester deadline as indicated. Failure to do so will result in an incomplete grade for the student and termination of clinical instructor status.
F. To be available for pre-placement interviews to determine appropriateness, as well as for
compliance with affirmative action and equal opportunity guidelines.

G. To provide a negotiable stipend, where funds are available, for the students placed in the Agency.

H. Agency is not expected to provide Workman’s Compensation or professional liability benefits.

I. To request the School engage in joint evaluation of any student whose performance is seriously
questionable despite instructor conferences; whose personal characteristics or behaviors seem to
prevent appropriate staff or client relationships; or whose health status becomes a detriment to the
successful completion of the placement. The instructor/Agency is expected to engage in problem
solving, and conflict resolution in a professional manner with the student and/or School as
needed.

J. To permit the visiting of the Agency facilities, review of services available for the placement
experience, and student records by the School designee.

K. To fully respect the University academic calendar as it pertains to students, as well as the
scheduled class days.

L. To immediately notify the Director of Field Education in writing of any change or proposed
changes in its program which would affect the placement.

M. To exhibit ethical behavior as outline in the NASW CODE OF ETHICS in conduct, teaching, and
practice with clients, peers, and students. (Examples of violations include critical or judgmental
conversations about clients or students, entering into deeply personal relationships with students
or clients to validate self, consistently attempting to “do therapy” with students, exhibiting overly
controlling or rigid behavior, or the opposite extreme of a passive relationship in which the
student is not offered direction.)

N. To familiarize self with policies and procedures as outlined in the Field Instruction Handbook of
TSSW and to attend at least one training or networking event per year for clinical field instructors
offered by Tulane. All new instructors are required to attend the training for new field instructors
offered in the fall.

O. To take consistent advantage of opportunities for interchange with the School through
agency/school visits, telephone, training events, faculty meetings, written surveys, and other
means of communication to constantly upgrade the student experience and the School/Agency
relationship.

III. RESPONSIBILITIES OF THE SCHOOL:

A. To administer and coordinate the field education program.

B. To familiarize Agency with field education requirements, providing new instructors with a
packet containing the Handbook personnel information, School-Agency Agreement form,
letter of appointment, and instructions regarding same.

C. To designate a faculty member to be available for the clinical instructor and/or student as
needed.

D. To prescreen students before recommending placement.
E. To mediate student/Agency problems, after student and clinical instructor have unsuccessfully attempted same.

F. To provide malpractice liability insurance coverage for all students placed in the Agency.

G. To provide thorough academic preparation and support for the students’ field placement responsibilities.

H. To make available the teaching administrative personnel of the School to the Agency for consultation as appropriate.

I. To offer annual training in field instruction.

J. To engage field representatives in collaborative curriculum review and policy development.

K. To offer the following benefits/privileges* to the Clinical Instructor:

1. Official appointment by Dean and Director of Field Education as a “Clinical Instructor,” including listing in faculty section if School Bulletin;
2. Library privileges;
3. Use of certain recreation facilities;
4. Reduced charge for continuing education events sponsored solely by TSSW;
5. 10% discount on cash purchases except for sale items at the bookstore;
6. Discounts on tickets to certain athletic and cultural events.

*In order to take advantage of these benefits, the instructor must take his/her letter of appointment to the Tulane Card Services at Bruff Commons and get a current faculty I.D. card.

IV. RESPONSIBILITIES OF THE STUDENT:

A. To demonstrate the capacity, willingness, and motivation to be a responsible learner and an active participant in his/her professional development.

B. To abide by all Agency policies, procedures, and Standards of Ethical Conduct, including confidentiality, formal protocol, staff rules, and infection control procedures.

C. To carry out assigned responsibilities in accordance with Agency’s treatment philosophy within reasonable limits of safety and professional ethics. The student has the right and responsibility to refuse any assignment that is hazardous to personal or safety of others, which violates School and agency policy or professional ethics.

D. To produce documentation, if required, that student is free of infectious diseases and is medically capable of functioning in the Agency setting.

E. To provide his/her own professional liability insurance.

F. To provide his/her own health insurance coverage.

G. To advise field instructor of any anticipated absences or unavoidable tardiness, and to provide the instructor with a copy of the School calendar.
H. To fulfill 22 hours of field practicum, reporting to Agency regularly and on time.

I. To bring appropriately to the clinical instructor’s attention any placement problems, concerns, questions, and personal evaluation of progress in the agency.

J. To engage in problem solving in a mature, respectful manner, utilizing appropriate protocol of instructor, then faculty field advisor, then Director of Field Education.

K. To provide School and Agency a general evaluation of the placement upon completion.

L. To complete a confidential written evaluation survey of the field placement and School field instruction program after graduation.

IV. TERMS AND CONDITIONS:

It is mutually agreed that the School and the Agency will indemnify, defend, and hold each other harmless against any and all losses, damages, expenses or other liabilities, including attorneys’ fees, court costs, and related costs of defense arising from or in any way connected with claims for personal injury, death, property damage, or contractual liability that may be asserted against the School or the Agency by any parties, which arise or allegedly arise out the action, failure to act or breach of duty by their own employee, student, agent, or representative while in the conduct of the placement experience.

Neither the Agency nor the School shall discriminate against any student during this placement affiliation because of race, color, disability, gender, sexual orientation or ethnicity.

This agreement shall be effective as of ________________, and shall apply to current and future student placement assignments. This agreement shall only be binding insofar as School and Agency policy permit and may be modified, terminated, or renegotiated by either party with 30 days written notice. In the event of termination during a student placement term, Agency and School shall make every effort to fulfill their respective obligations to the student.

_________________________________________  _________________________
Ronald Marks, Dean        Date
Tulane School of Social Work

__________________________________________  _________________________
Executive Director         Date
SCHOOL OF SOCIAL WORK

Dear ___________________________:

Thank you for participating in our mission of professional social work by joining the Tulane University School of Social Work as an adjunct clinical field faculty member. While your greatest rewards will be in teaching and being part of a student’s professional development, the appointment also offers the following benefits.

a) appointment as an adjunct clinical instructor, including listing in the faculty section of the School’s bulletin;
b) library privileges;
c) the use of certain recreational facilities;
d) participation at a reduced charge in continuing education sponsored solely by TSSW;
e) a ten percent discount on all cash purchases (except sale items) at the University Bookstore; and,
f) discounts on tickets to certain athletic and cultural events.

In order to take advantage of these campus benefits, you must have a current faculty identification card. To obtain your card, you must personally take this letter to the Tulane University Card Services in Bruff Commons (504-865-5629) on the Uptown Campus.

Information which may be helpful in understanding the roles and responsibilities of the clinical field instructor, student, and School can be found in the Field Instruction Handbook. If you do not have a copy of this handbook, please let us know immediately. Please feel free to call either Bonnie Lister, Secretary for Field Education or Judith Lewis, Director of Field Education if you have any administrative questions. They can be reached at (504) 862-5314 or FAX (504) 862-8727. For specific placement or student issues please contact the field coordinator assigned as your faculty liaison.

Cordially,

Ron Marks, Dean

Heather Gillis, Director of Field Education
**Risk Management Strategies**

The following guidelines have been designed to make a student's time in the field safer. While it is impossible to identify all possible sources of potential risk to students, the following need to be considered when working with students in field settings.

**General**

1. Written agency policies should address working situations that entail potential risk. These may include policies about home visits, visits to high crime areas, services provided during the evening or weekend hours, and services to clients with infectious diseases. Further, if students are required to have special immunizations or medical tests, they need to be notified before beginning a field placement. If students are to be working around special equipment or hazardous chemicals they need to be forewarned. Generally, if students are to be involved in any services that may result in a potentially hazardous situation they need to be alerted to that risk. Each agency is responsible for determining its own level of risk and to take necessary precautions to alert students to these potential dangers.

2. When agencies have specific risk management training, please assure that students participate in that training.

3. According to the School-Agency Agreement signed by each agency and Tulane University, students have both a right and a responsibility to refuse any assignment they deem to be too dangerous to pursue. The Director of Field Instruction and Field liaison are available for problem solving regarding issues of risk management.

4. Do not have student interns meet with clients alone in your agency building. Be certain other personnel are nearby to provide assistance if needed.

5. Examine the arrangement of office furniture. Is the social worker's chair and desk in a position that allows for easy exit? Are there sharp objects or other potentially dangerous objects within easy grasp? Be cautious and arrange the office with the motto of "safety first."

6. Students should be made familiar with the agency routine and environment. All exits and entrances, evacuation routes, and potentially hazardous areas should be pointed out. Health care settings should be certain to alert students to infection control policies.

7. Supervision should be provided in a consistent manner so that the supervisor is fully apprised of the activities of the student. Students are not fully able to represent the agency in making crucial decisions about client disposition where legal or physical implications exist. Involuntary hospitalizations or client threats of suicide or homicide will require consultation between the supervisor and the student.

8. Students need to have specific instructions relating to agency policies surrounding confidentiality. Under most circumstances students should not be taking any identifying information related to clients out of an agency. The only possible exception to this might be that if a student was working with clients in an outreach center where records were kept in central locale. However, records must be protected at all times. Students are absolutely forbidden to take records home to complete agency paperwork.
**Home Visit Precautions**

1. Students should be oriented to agency policies related to making home visits. A staff member familiar with the area needs to orient students. It is always better to travel in pairs where on seasoned home visitor accompanies a novice.

2. Once in the field, become familiar with the environment. Be aware of exits, entrances, places to avoid. Do not "look lost" and project an image of knowing what you are doing and where you are going.

3. Be alert to your surroundings. Follow the "stop light color code" where green means you are totally relaxed (you should never feel this way in the field), yellow means you are on alert and aware of everything around you -what/who is in front of you, what/who is on either side of you, what/who is in back of you (you should be in yellow mode when in the field), or red for alarm and evasive action (red is used when you are facing imminent threat of harm).

4. Be alert to how those around you are dressed. Are they wearing clothes that could conceal a weapon?

5. Park your car a few spaces away from the home you are visiting. If you have to make an emergency exit it will give you a little time to out distance a pursuer. If you have to make a hasty exit and are not able to get into your car, head for the, nearest spot where there are people and hopefully security.

6. Always be certain that you have enough gas in your car and that it is in good working condition.

7. A cellular phone is an excellent security precaution. Often agencies have cellular phones for such purposes.

8. Time your visits to occur a high activity times such as between 8-10 a.m. or between 2-4 p.m. If you know there are violent persons in the home (who are not your clients), try and visit when they are not at home.

9. Be alert to the clothing you wear. Flashy jewelry, tight jeans, or provocative dress could be read as misinterpretation of your role.

10. It is helpful if you can be seen with your client sitting on a front porch or walking around the neighborhood. This allows others in the neighborhood to see you are there with the client's permission.

11. If it is not possible to meet with the client at home, arrange to meet at a nearby coffee shop or local restaurant for coffee.

12. If the neighbors ask you questions, answer honestly but do not violate a client's confidentiality. You do not want to be wrongly identified as a neighborhood salesperson, evangelist, police person, or drug dealer.

13. In all instances, let agency staff know where you are going, how you are getting there (and back), and when you plan on returning. If you will not be returning to the agency after your visit, after finishing your visit make arrangements to call your supervisor to report that you have completed your assignment in the field.
14. Always prearrange your visits by calling clients to let them know your plans. Request that the client call the agency if you fail to arrive at the appointed time.

15. When you arrive at the home, listen before you knock. If you hear any threatening, leave immediately. Rather than standing directly in front of the door when you knock, stand to one side of it. Do not respond to invitations of "Just come on in," but rather, identify yourself and ask the occupant to come to the door to let you in.

16. Once inside the home, be alert and observant of all that is going on around you. Are there potential weapons lying around, evidence of drug use, is someone drunk or acting out. If you encounter a situation that is not safe, explain to your primary client that you cannot stay and try and reschedule the meeting. Exit the situation immediately.

17. If a situation escalates to a dangerous situation, do not get involved in a physical altercation. In a verbal situation use these tips:

- **DIVERT**: Switch the attention to another subject. Ask for a glass of water, change seats, etc.
- **DIFFUSE**: Use a soft voice, focus on how the person feels she/he has been treated, and assure the person they are safe.
- **DELAY**: Ask to postpone, get back-up, practice strength in numbers.
- **LEAVE**: Get out of the situation any way you can.

While none of us likes to think that any of the issues discussed in this risk management guide will happen to us, it is always better to be safe than sorry. If students or field instructors have questions please contact the Field Liaison assigned to your agency or the Director of Field Education.
DATE: October 29, 2007

TO: Ronald F. Marks
    Dean, School of Social Work

FROM: William A. Schroeder, III
       Director of Insurance and Risk Management

RE: Liability Insurance for Social Work Students

Tulane carries General Liability insurance for faculty and students participating in practicums at institutions outside of Tulane, subject to any applicable policy exclusions. Coverage is only available for practicums approved by Tulane that are in connection with an academic program. The coverage does not apply to any other type of practicum, field work or professional service not connected with an academic program. Because these policies are subject to self-insured retentions, Tulane requires students to have personal professional liability insurance with limits of $1,000,000 per occurrence and $3,000,000 annual aggregate. Many of the practicum field sites require that students provide evidence of insurance coverage. Your students will need to demonstrate that they have the required personal professional liability insurance coverage by providing Tulane and the practicum field site with a current Certificate of Insurance.

Please contact Insurance and Risk Management if you need assistance or additional information.

cc: Meredith A. Whitten
Student Liability Insurance Coverage

Prior to beginning field placement, all students are required to carry professional liability insurance. A current certificate of Insurance must be submitted to the Office of Field Education before placement begins. Coverage at the $3-5 million limits is required. Options for coverage are:

1. CPH and Associates: [www.cphins.com](http://www.cphins.com)


   This option requires you to be a student member of NASW and have a BSW degree.