



**Tulane
University**

SCHOOL OF SOCIAL WORK

TSSW

Student Handbook

Effective

Summer 2024

for the

MSW & MS Degree Programs

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TULANE SCHOOL OF SOCIAL WORK (TSSW)

TULANE UNIVERSITY'S MISSION

Tulane's purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations, and communities to think, to learn, and to act and lead with integrity and wisdom.

MISSION STATEMENT

The Tulane School of Social Work's mission is to enhance the well-being and equitable treatment of diverse individuals and communities through transformative education, generation of knowledge, service, and community engagement.

VISON STATEMENT

TSSW strives to build innovative, world-class graduate programs through cutting-edge research and training future leaders to provide evidence-informed, interdisciplinary practice locally and globally that advances the behavioral health and health needs of individuals, families, and communities.

PROGRAM GOALS

The goals of the TSSW's Programs are to:

- Prepare students to engage in integrated clinical and community practice to enhance the well-being and resilience of individuals, families, groups, organizations, and communities.
- Provide a transformative educational experience that teaches students to value human diversity and work to promote social, racial, economic, and environmental justice.
- Nurture students in their identity formation as clinical and community practitioners through the collective act of modeling professional commitment among the staff, faculty, community partners, and stakeholders.
- Ensure students are self-efficacious and prepared using innovative, world-class knowledge and research to work as leaders in community-based settings to provide relevant, effective, and interdisciplinary social work services; and
- Promote integrative learning by drawing from and contributing to the diverse, culturally rich, and inspiring environment, locally and nationally, to advance the biopsychosocial-spiritual needs of individuals, families, and communities.

I. TSSW Graduate-Level Academic Programs

- Master of Social Work
- Master of Science in Disaster Resilience and Leadership
- Dual-Degree Options
 - Master of Social Work/Master of Science in Disaster Resilience and Leadership
 - Master of Social Work/Master of Public Health
 - Concentration in Social, Behavioral and Population Sciences - onground only
 - Master of Social Work/Juris Doctor - onground only
- MSW Focus Areas
 - MHAF: Mental Health Addiction and Family
 - DaCT: Disaster and Collective Trauma

II. Student Advising Team

For any concerns or questions related to your courses at TSSW, your professor should be your first point of contact. Other questions and concerns should be directed to one or more individuals below:

MSW Academic Advisor: An Academic Advisor is your first point of contact for any issues related to your academics at TSSW. They can offer direction about your curriculum plan and with course registration. They review your GPA and other academic materials to ensure compliance with TSSW academic policies. The Academic Advisor will also be your main point of contact for leaves of absence and/or withdrawal from the program. They will assist you through the graduation process, ensuring that all degree requirements are satisfied.

MSW Academic Success Coach: The Academic Success Coach is your first point of contact for support and to assist with accessing university services and resources as you navigate TSSW and Tulane University. They help students adapt to graduate school and guide them through the higher education maze. They coach students on time management and other problem-solving skills, provide orientation to the city of New Orleans for on ground students, and additional tips for thriving in an academic and professional setting. They review your GPA and other academic materials to ensure compliance with TSSW academic policies.

MSW Program Manager: The Program Manager is an alternate point of contact for issues related to your academics at TSSW. They will communicate with you regarding academic matters such as Academic Alerts, the process around any Student Accountability and Standards Reviews, Grade Appeals, and other academic matters. Your Program Manager will also assist you with the process of completing an application and registration for any Independent Study course that is approved.

III. Registration and Continued Enrollment

Academic Calendar

The **TSSW Academic Calendar** is the calendar that should be followed by all TSSW students. The TSSW calendar is different than academic calendars for other programs or for undergraduate schools at Tulane. The TSSW Academic Calendar can be accessed on the TSSW website. The following information can be found on the academic calendar:

- First and last dates of the semester;
- University observed holidays/no class;
- Registration dates;
- Last date to add a course;
- Last date to drop a course without academic penalty;
- Last date to drop a course for a full or partial refund; and
- Final grade due dates

Continuous Registration Requirements

The TSSW academic year includes three semesters, fall, spring, and summer. A student admitted to a degree program must be continuously registered in a degree-granting division of the university during the academic year in either full-time or part-time status from the date of first registration until the awarding of the degree, unless the student takes a Leave of Absence, voluntarily withdraws from school, takes a Medical Withdrawal, or is suspended or dismissed for academic or disciplinary reasons. Students must provide written documentation informing TSSW if continuous enrollment will be affected. Failure to be continuously registered in the program shall be considered a withdrawal. TSSW reserves the right to not allow students to be readmitted to the program.

Add & Drop Policy

Students wishing to adjust their course schedule must consult the TSSW Academic Calendar for deadlines and instructions. Failure to make schedule adjustments promptly and accurately may result in financial or academic penalties. Schedule adjustments can be done online by the student during the two weeks following the first day of the semester. The last day to add/drop a course is listed on the academic calendar each semester. If a student wishes to drop all or any one of their courses during a semester, they must do so by the dates outlined in the academic calendar. TSSW will follow the academic calendar and refund schedule. Students will not be allowed to switch sections after the drop/add period, except under extenuating

circumstances as decided by the Associate Dean of Academic Affairs (Director of MSW Programs in lieu of).

Due to the fixed nature of the MSW curriculum, dropping a single course can result in a significant delay in earning the required Field Education hours as well as completion of the program. Students must discuss any changes with their Academic Advisor to fully understand the potential consequences. Information regarding the final date to drop out of a course or withdraw from the program can be found on the TSSW Academic Calendar. Please note, these dates will have an impact on whether a student will receive a grade of "W" or "WF" on a transcript.

- "W" = Withdraw
- "WF" = Withdraw Fail – if past the date to drop without academic penalty.

Transfer Credit - MSW Program

To obtain your social work license, you must have completed a Council on Social Work Education (CSWE) accredited Master of Social Work (MSW) Program. Only credits from other Master of Social Work Programs accredited by the Council on Social Work Education (CSWE) at the time you attended the program will be reviewed as credit hours to potentially be accepted as transfer credits. The credit must have been earned within the last five (5) years with a final grade of at least a "B". TSSW reserves the right to contact the dean or other authorities from the former school(s) to verify that the applicant left the institution in good academic and professional standing. TSSW does not give academic credit for life or work experience. TSSW considers each request to transfer credits on a case-by-case basis.

No more than a total of fifteen (15) credit hours will be accepted as transfer credits by TSSW. Additionally, a maximum number of credits in the below categories will be accepted:

- Any transfer credits regarding Field Education hours will be reviewed on a case-by-case basis.
- A maximum of three (3) courses or nine (9) credit hours (whichever is less) of foundation courses will be accepted. These courses include:
 - SOWK 7120 Social Welfare History & Policy (3 cr.),
 - SOWK 7211 Human Behavior and the Social Environment I (3 cr.),
 - and
 - SOWK 7310 Introduction to Direct Social Work Practice (3 cr.).
 - No other courses besides electives will be accepted.
- SOWK 7130 Diversity and Social Justice MAY NOT BE SUBSTITUTED UNDER ANY CIRCUMSTANCES
- A maximum of nine (9) credit hours of electives courses will be accepted.
- Regardless of the above composition, only a maximum of fifteen (15) total transfer credit hours will be accepted.
- A syllabus must be submitted for review for transfer credits to be applied.

- No credit will be given for partial course completion. Credits will not be considered for transfer to TSSW if the student did not complete the course.
- Any questions surrounding transfer credits should be sent to the TSSW Admissions Office at msw@tulane.edu.

Modality/Curriculum Path

If a student wishes to change their modality (from online to on-campus or vice versa), or curriculum path (full-time to part-time or vice versa) they must meet with their Academic Advisor and/or Program Manager to update their curriculum plan. After this is completed, the Academic Advisor and/or Program Manager will review the request with the Director of MSW Programs. The Director of MSW Programs can grant or deny a student's request to switch modalities. Please note, a student may make this change only once during the Program.

Independent Study Policy

An "Independent Study" course can promote a student's deeper learning and integration of content relevant to their current field practice or area of specialty. Eligible students must demonstrate academic and personal capacity to perform at the graduate level without close supervision as evaluated by TSSW and are in their third semester full time, second semester advanced standing, third semester part-time advanced standing, or fifth semester part-time or beyond. Independent Studies are not a part of the standard MSW or MS curriculum plans. The Tulane School of Social Work approves requests for independent studies on a highly selective basis in the following circumstances:

- Eligible students demonstrate academic and personal capacity to perform at the graduate level without close supervision as evaluated by TSSW. The independent study:
 - Cannot replace a core course;
 - Cannot replicate an elective already offered;
 - Cannot be granted without a qualified full-time faculty member to facilitate the Independent Study and approval by the Director of MSW Programs.
- The independent study is limited to one independent study course per degree program.
- An independent study course should be comparable to a regular 3-credit, 16-week course.
- A grade of "Incomplete" cannot be granted for any independent study course.

Procedures to request an Independent Study:

1. At least one semester before the Independent Study's intended enrollment term, the student should contact their Program Manager in

writing (by email using Tulane email) to review the requirements of completing an independent study.

- a. ALL procedural steps must be completed within the first two weeks of the prior semester of the intended enrollment term of the independent study.
2. The Program Manager determines whether the basic requirements in the policy statement above are satisfied and may make recommendations for a particular faculty member.
3. The student is ultimately responsible for finding an appropriate full-time faculty member to ask them to facilitate an independent study course. A faculty member is under no obligation to facilitate an independent study course.
4. When a faculty member agrees to facilitate the independent study, they will confirm this in writing (by email using Tulane email) with the student and will include the MSW Program Manager in this confirmation email.
5. The course should be comparable to a regular 3-credit, 16-week course.
6. The faculty member will collaborate with the student to develop course information which must include the following:
 - a. A syllabus for the course that aligns with current CSWE standards and competencies.
 - b. A brief description of the course, learning objectives of the course, course requirements, and assignments.
 - c. The "Contract for Independent Study" is submitted to the MSW Program Manager who will obtain approval from the Director of MSW Programs who will make the final determination whether a student qualifies for an independent study. If approval is granted, the contract will be signed and dated by the student, faculty member, and the Director of MSW Programs.
7. Course information will be entered into the "Contract for Independent Study" form and submitted to the MSW Program Manager.
8. The Director of MSW Programs will review the Contract for Independent Study and will make the final determination regarding the request. If the approval is granted, the contract will be signed and dated by the student, faculty member, and the Director of MSW Programs.
9. The Program Manager provides copies of the signed and dated contract to the student, the faculty member, and a copy is placed in the student's file. The Program Manager will enroll or assist the student with enrolling in the independent study course with the University Registrar.
10. The faculty member agrees to be available for feedback and guidance for the student during the independent study. It is the student's responsibility to initiate contact for questions, feedback, or clarification from the faculty member.
11. The faculty member evaluates the resulting coursework to ensure all learning objectives and activities were accomplished and submits a final grade in line with the TSSW Academic Calendar.
12. A grade of "Incomplete" cannot be granted for any independent study course.

13. Placement Practicum courses (SOWK 7520-7540 and 7910-7960) cannot be replaced by any Independent Study course.

Course Auditing

All students must have at least 60 academic credit hours to receive the MSW degree from the Tulane School of Social Work. To receive credit for a course, students must be assigned a letter grade or in the case of Field Practicum & Seminar, an “S” or Satisfactory. In certain cases, students may request to audit a course for no grade or credit due to their interest in the material. Any full-time or part-time student in good standing (not on Academic Probation or under any conditions of the Student Accountability and Standards Review) at the Tulane School of Social Work may audit courses provided the following provisions are met:

- Approval is granted in writing and signed by the Director of the MSW Programs, the course instructor, and the student;
- Students must pay the current tuition per credit hour for the course;
- The number of students in the class is less than the cap set at registration; and
- Student audits no more than one course per semester and no more than two courses during the MSW program.

Faculty, in conjunction with the Director of MSW Programs, who have students auditing courses:

- May set expectations for those students regarding class attendance, completion of assignments, examinations, and other class requirements;
- Must make course expectations known to the auditing students before the class starts or when the student registers;
- May limit the number of students auditing a class; and
- Will not allow auditing of the course if the registration cap for a class has been met for that section.

Procedure for course auditing:

1. Students who wish to audit a course should notify the MSW Program Manager.
2. The MSW Program Manager will notify the student that they must obtain approval in writing from the instructor of the course they are requesting to audit.
3. The course instructor must make expectations clearly known in writing to the student. When the student and instructor agree to the audit and conditions of the audit, the student should notify the Program Manager in writing (by email using Tulane email), copying the course instructor in the correspondence.
4. Final approval must be granted in writing by the MSW Director of Programs.

IV. Student Accountability and Standards

The intent of the Academic Standards is to comply with all CSWE (Council on Social Work Education: <https://www.cswe.org/>) requirements as the TSSW accrediting body and to best prepare students with the proper social work foundation, education, and tools to begin their career as social workers.

Graduate students must maintain a cumulative grade point average (GPA) of at least 3.0. Courses in which a student earns a grade of "C" or lower cannot be counted towards a master's level degree and will be required to be retaken. Once a student receives one final grade of "B-" or lower, the student will be placed on academic probation. If a student receives two final grades of "B-" or lower, a Student Accountability and Standards Review will be initiated. The student may be considered for dismissal by the school Faculty Review Committee at the conclusion of the Review. Students may also be dismissed for failure to meet departmental milestones, such as finishing coursework, securing placement and other failed competencies set forth by the Field Education Department or school. Please see the Field Education Appendix for all matters related to Field Education.

It is crucial that the Tulane School of Social Work upholds the academic standards set forth by Tulane University. All students enrolled in a social work program must also abide by the National Association of Social Workers Code of Ethics ([Social Workers NASW Code of Ethics](#)) which governs social workers' professional and ethical behavior and values. Students must uphold ethical standards of practice established by NASW in the Code of Ethics, maintain professional performance standards required to be licensed as a social worker, and meet the practice behaviors established by the Council on Social Work Education (CSWE). Violation of these standards may be identified by faculty, adjunct instructors, or staff members. Violation of these standards includes but is not limited to:

- Failure to meet generally accepted standards of professional conduct as outlined in the NASW Code of Ethics and may include personal integrity or emotional stability required for professional practice;
- Tulane University's Office of Student Affairs/Case Management may be involved for any matters related to emotional or mental stability;
- Failure to demonstrate effective interpersonal skills necessary to perform within and maintain professional helping relationships;
- Failure to adhere to the NASW Code of Ethics;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a social worker; or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, staff, or other affiliates. Tulane University's Office of Student Affairs/Case Management may be involved for any matters related to inappropriate or disruptive displays of behavior.

Grading Policy

TSSW's grading policy complies with Tulane's University policy and all grades are processed through the Office of the University Registrar. Students may gain access to their previously earned grades throughout the semester and their final grades at the end of the semester through the on-line system known as "Gibson." The privacy of student records is protected under the Federal Family Educational Rights and Privacy Act of 1974 (FERPA) and by policies issued by the Tulane Board of Administrators. For more information on FERPA:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

TSSW's grading system is as follows:

<u>Points:</u>	<u>%</u>	<u>Letter Grade</u>	
950-1000	100-95%	A	Outstanding
900-949	94 -90%	A-	Excellent
850-899	89 - 85%	B+	Above Expected
800-849	84 -80%	B	Expected (minimum expectation)
750-799	79 -75%	B-	Marginal (below expectation)
700-749	74 -70%	C	Requires the course be repeated
		W	Withdrawn (not in GPA calculation)
		WF	Withdrawn/Fail (F for GPA)
		WU	Withdrawn/Unsatisfactory (F for GPA)
		I	Incomplete

Please note:

- One grade of "B-" or lower will initiate Academic Probation.
- Two grades of "B-" or lower will initiate a Student Accountability and Standards Review.
- Two grades of "B-" or below is cause for possible dismissal.
- A grade of "C" is unacceptable and cannot count toward a degree.
- A grade of "C" in any course will require the course to be taken over with a passing grade earned in order to count toward the degree. Retaking a class does not remove the previous grade. Both grades will be included in GPA calculations.
- A grade of "W" is not factored into a GPA calculation.
- Grades of "WF", "WU/UW" are factored into a GPA calculation.

For classes that are Satisfactory/Unsatisfactory, students must receive an 80% or higher to pass the class, anything below 80% is considered an Unsatisfactory or a failing grade. Please note, the 80% applies to course work not to Field Education hours. Field Education hours require 100% completion.

IMPORTANT: Graduate students at Tulane University must earn a 3.00 cumulative GPA to successfully meet Tulane University's GPA requirement for the MSW or MS degree.

Attendance

Attendance and participation are mandatory for classes. All students will be evaluated on their punctuality, attentiveness, adherence to guideposts and policies on electronic equipment, and participation in meaningful class discussion. Students will be allowed one unexcused absence without points being deducted from the final grade. A second absence must be accompanied by documentation to be excused. Students missing more than two (2) classes will see their final grade lowered by five percent (5%) for each class missed thereafter. At the discretion of the instructor, deductions may also be made for patterns of tardiness or leaving class early. Instructors may take liberty for extenuating circumstances.

Late Assignments

For late assignments, five percent (5%) will be deducted for each day past the due date and time. After ten (10) days past due, the assignment will not be accepted or graded. Two (2) late assignments may warrant an Academic Alert. Please check your class syllabus/canvas to see if your professor has a different late policy for specific assignments, if so, the late policy listed on Syllabi/Canvas should be followed.

The purpose of due dates is to ensure that you do not fall too far behind in the class and so the professor can provide timely feedback and grading. It is also disrespectful toward the professor when multiple assignments are late. Sometimes this cannot be avoided, but in those instances the student must communicate with the professor 24 hours in advance prior to missing the due date and the professor will decide whether to accept the late assignment.

Incomplete Coursework

A temporary grade of "I" (Incomplete) will only be granted in extenuating circumstances and must be submitted to the MSW Program Manager and approved by the Director of MSW Programs at least three weeks prior to the last day of class and Field Education, per the TSSW academic calendar. Moreover, an incomplete may only be requested within the last four weeks of the semester. All grades of "I" related to Field Practicum & Seminar will be handled by the Field Education Department and should be presented to the Field Department Program Manager(s) for Field Department Director approval.

Approval for an incomplete is determined based on:

- The student's grade at the time of the request is a grade of "B" or above in the course.
- Students requesting an Incomplete must work with their instructor to identify missing assignments and create a plan to complete and submit all outstanding coursework.
- All coursework must be completed and submitted no later than five (5) weeks from the last day of class. If the grade is not submitted within five (5) weeks, the "I" will turn to an "F" or "Unsatisfactory" and remain on the transcript as such.

- For all matters related to a grade of "Incomplete" that are associated with Field Practicum & Seminar classes, please refer to the Field Education Appendix section of this Handbook.

Reasons a request for an incomplete grade can be denied:

- If the request is submitted to the MSW Program Manager less than three (3) weeks before final grades are due, as listed on the TSSW academic calendar;
- if at the time of the request the student's overall grade is not a grade of "B" or above;
- If there are more than two requests for Incompletes across the student's tenure at TSSW, or there are any outstanding/unresolved Incompletes;
- If the student is in their last semester of courses. Incompletes **cannot** be granted in the student's final term of the degree curriculum.

The student and instructor must complete and sign an "Incomplete Grade Contract ([Incomplete Grade Contract](#))" and submit the document to the MSW Program Manager who will obtain approval from the Director of MSW Programs. The Director can request amendments to the plan or deny the request. Please keep in mind the following:

- Students will not be allowed to start Field Practicum & Seminar if they have unresolved or outstanding Incompletes.
- An "I" in any semester could extend the student's graduation date and may affect student loan eligibility.
- Students will only be granted two grades of "I" during their tenure with TSSW.

If and after all course requirements have been resolved within the five-week deadline, the instructor must submit a Grade Change request according to TSSW's established grade change protocol, currently via Gibson, which will automatically be sent to the Associate Dean of Academic Affairs (Dean of TSSW in lieu of) for approval. If the Director of MSW Programs does not have an approved incomplete form, the grade change will not be processed.

If all requirements are not met, documentation is not submitted and completed by the deadline outlined on the agreement, the grade will automatically revert to a FAIL "F" or UNSATISFACTORY "U". Any grade of "F" or "U" will be permanent and will not be changed.

APA/Academic Writing

All courses at TSSW require written submissions to comply with the most current version of APA writing standards.

Resource: <https://www.youtube.com/watch?v=pdAfiqRt60c>

V. Code of Academic Conduct and Violations

The Code of Academic Conduct shall apply to academic conduct of each student from the time of application for admission through the actual awarding of a degree. A violation of academic conduct may occur before classes start, after classes end, or outside of classes as well as during the academic year and during periods between terms of actual enrollment, and even if the academic conduct is not discovered until after a degree is awarded. The Tulane University Code of Academic Conduct shall also apply to a student's academic conduct even if the student withdraws from school while a disciplinary matter is pending.

The Tulane University Unified Code of Academic Conduct can be found at the following link:

<https://ogps.tulane.edu/sites/default/files/Unified%20Code%20of%20Graduate%20Student%20Academic%20Conduct%20-%202024%20Final%200.pdf>

The Tulane University Unified Code of Academic Conduct states:

"The integrity of Tulane University is based on the absolute honesty of the entire University community in all academic endeavors. As part of the Tulane University community, graduate students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Students are expected to be familiar with these responsibilities at all times. No member of the University Community should tolerate any form of academic dishonesty because the scholarly community of the University depends on the willingness of both instructors and students to uphold this Unified Code of Graduate Student Academic Conduct. When a violation of the Code is observed, it is the duty of every member of the University's academic community who has evidence of the violation to take action. Students should take steps to uphold the Code by reporting any suspected offense to the instructor or the Dean of their School. Students should not, under any circumstances, tolerate any form of academic dishonesty.

In all work submitted, graduate students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in their own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else's words and proper citations). Tools permitted, including but not limited to computer programs, calculators, and artificial intelligence must be noted by the professor in the assignment. This principle applies, but is not limited to, to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other academic assignments."

Academic Rights and Responsibilities

All members of the academic community shall foster an environment that encourages adherence to the principles of honesty and integrity. Every student in the Tulane University School of Social Work is responsible for adhering to and upholding the Code of Academic Conduct, as outlined throughout this document. At or before student orientation, every student will sign the Code of Academic Conduct and Student Handbook Pledge and this will be held in their TSSW student file. Students are responsible for becoming familiar with the Code of Academic Conduct and for behaving in a manner consistent with its principles. Lack of familiarity either with the Code of Academic Conduct or with the application of its principles to any specific assignment will not be an acceptable excuse for non-compliance.

The faculty, administration, and staff also are responsible for adhering to and upholding the Code of Academic Conduct. Faculty, administration, and staff also have the responsibility to become thoroughly familiar with the Code of Academic Conduct and to always conduct themselves in a manner consistent with its principles. As in the case of students, lack of familiarity either with the Code of Academic Conduct or with the application of its principles will not be an acceptable excuse for non-compliance. All parties shall protect the integrity of academic materials including testing materials, software, and copyrighted documents.

Prevention of Academic Violations

The TSSW Administration and larger Tulane community intend to prevent violations of the Code of Academic Conduct. Efforts to prevent academic violations include the following:

Administrative Role in Prevention

Each student will receive the TSSW Student Handbook in electronic format. It is the responsibility of each TSSW student to read the Student Handbook in its entirety as well as participate fully in the provided American Psychological Association (APA) Training course.

Faculty Role in Prevention

Each faculty member will review how the Code of Academic Conduct applies to course assignments and examinations. For example, a faculty member should give students specific directions about the form and extent of collaboration permitted (if any) in course assignments and examinations, as well as APA citation expectations. Moreover, TSSW utilizes "Turnitin" to assist faculty in evaluating all assignments for academic integrity.

Student Role in Prevention

It is each student's responsibility to know the Code of Academic Conduct. If a student is unsure about how a particular course assignment is affected by the Code of Academic Conduct, including current APA expectations or provisions regarding collaboration with

other students on an assignment, they bear the responsibility for consulting with the instructor.

Academic Conduct Violations

Any student behavior that has the effect of interfering with education, pursuit of knowledge, and/or a fair evaluation of a student's performance is considered a violation of the Code's proscribed academic conduct. Any student found to have committed or to have attempted to commit the following misconduct is subject to be called to a Student Accountability and Standards Review. Any behavior that indicates a lack of academic honesty and integrity shall be considered a violation of the Code of Academic Conduct.

Examples of violations include, but not limited to:

Plagiarism: Use of ideas, data or specific passages of another person's coursework that is unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own coursework. Any paraphrasing or quotation must be appropriately acknowledged. Such an act often gives the reader the impression that the student has written or thought something that he or she has in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The above applies also to self-plagiarism to include work and assignments previously created or written by the student author for another purpose, assignment, class or otherwise submitted to any previous course or institution.

Cheating: Unauthorized "giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids, to include generative AI (generative artificial intelligence), in academic coursework, or preventing or attempting to prevent another from using authorized assistance, information, or study aids. Consulting with any persons other than the course professor and teaching assistants regarding a take-home examination between the time the exam is distributed and the time it is submitted by the student for grading. Students should assume the exam is closed book; they may not consult books, notes, or any other reference material unless explicitly permitted to do so by the instructor of the course".

Fabrication: Submission of contrived or altered information in any academic exercise.

False Information: Furnishing false information to any University official, instructor, or University office relating to any academic assignment or academic issue.

Falsification of Research: Fraudulent or deceptive generation of data or the knowing use of data gathered in such a manner.

Unauthorized Collaboration: Unauthorized collaboration in the performance of course assignments.

Multiple Submissions: Presentation of the same assignment, or substantively similar assignment, for credit in two distinct courses or in multiple instances of the same course.

Misrepresentation: Performance of an academic assignment on behalf of another Student.

Falsification of Academic Records: Forging the signature of either an instructor or advisor on registration, course waiver, practicum, or change of grade forms.

False Testimony: Knowingly presenting false accusations or false testimony before the Academic Review Committee or its representatives.

The above examples of Academic Code of Conduct violations pertain to **all forms** of academic products including, but not limited to papers, tests/exams, knowledge checks, discussion boards, journals, homework assignments, artistic productions, laboratory reports, presentations (power points), and computer programs.

Who Should Report Academic Violations?

Any member of the University community may report Academic Violations. Instructors should complete the MSW Academic and Professional Code of Conduct Violation Form and send it to the MSW Program Manager. The form should be submitted as soon as possible after the complainant becomes aware of the relevant events or issues, preferably within five (5) business days of the discovery of the alleged violation.

Outside a Course

If a faculty member, adjunct, staff member, student, or administrator suspects that a violation of the Code of Academic Conduct has occurred outside the context of a particular course (e.g., in the case of falsification of records), they should notify the MSW Program Manager in writing preferably within five (5) business days of discovery of the alleged violation.

Within a Course

When a faculty member, a staff member, student, or administrator suspects that a violation of the Code of Academic Conduct has occurred within the context of a particular class, they should immediately notify the Instructor of Record for that course. Once an instructor suspects a violation has occurred or is made aware of a potential violation, the instructor should consider the

appropriateness of an informal resolution (as outlined in the section “Resolution of Academic Violations”) before providing the MSW Program Manager written notification within five business days of the discovery of the suspected violation, preferably within five (5) business days of the discovery of the alleged violation.

TSSW Academic Administrative Staff, as well as members of TSSW's Field Education Department, may address potential matters related to academic and/or professional standards violations once a potential issue has been identified and is not brought forth by the instructor of record. The findings will be presented to the Academic Affairs team in the Academic Affairs weekly meeting. Together, the Program Managers (both Academic and Field), Success Coaches, Academic Advisors, and Program Directors (both Academic and Field) will review the information and present it to the Director of the MSW Programs. The Director of the MSW Programs will recommend whether a violation has occurred according to the Tulane University Code of Academic Conduct and if so determined, then forward the matter to the Dean of the School. Violations found in this manner will be handled in line with the Tulane University Office of Graduate and Postdoctoral Studies guidelines, whereas the matter shall be presented to the Dean of the School of Social Work for further evaluation. If the Dean of the school determines the matter is found to be in violation of the Tulane University Code of Academic Conduct, the violation may warrant the student(s) be called to a Student Accountability and Standards Review.

For more information on OGPS: <https://ogps.tulane.edu/>

Level of severity for academic, as well as professional and ethical violations of the MSW and MS programs are determined by TSSW leadership. The following describes the processes that guide the school when students have not maintained or met any required academic and/or professional and ethical standards.

Resolution of APA Violations

(only in response to low-level APA citation violations)

All instructors are encouraged to exercise prudent judgment with APA citation issues. Informal resolution is the preferred course of action if: the APA problems may be related to inadequate skill/knowledge about APA and it is not meant to be intentional plagiarism. The following are examples of low-level APA violations:

- If a student cites, but cites incorrectly;
- If a student cites secondary sources instead of primary sources;
- Cites MLA, Chicago or another types of citation besides APA; or
- Cites or paraphrases only one sentence when there are multiple sentences.

Procedures:

1. The instructor will complete a Code of Academic Conduct Violation Form, for each student and each offense.
2. The instructor will meet with the student(s) involved to discuss the nature of the APA violation (missing or incorrect citations) and the sanction(s) they will impose including revising of the paper, grading implications and/or further APA training.
3. Even if the violation is informal, instructors *still* must complete and submit a MSW Academic and Professional Standards Code of Conduct Violation Form ([Code of Conduct Violation Form](#)) for each student and each offense discussing the incident and agreed upon resolution.
4. The form will be signed by the instructor and student(s) to acknowledge the form and discussion that took place.
5. If the student refuses to sign the form, the instructor will note that on the form. Signing the form is an indication that the instructor and student met and discussed the violation. It is not an admission of guilt or an indication that the student agrees with the violation.
6. The form should include a clause about the student being informed of the need for further training and their right to a grievance. The student should be notified that the report will be entered in their student file in case of repeated violation.
7. A student's first low level violation will be treated as a warning and therefore, will not be factored if the student has another violation, especially if the violation is in the student's first semester. If the student has several low-level APA violations in the span of two weeks, they will count as one as this is indicative of a pattern that signals the student needs more assistance. TSSW will require the student use Heartful Editor, retake the APA course, and/or complete some other assignment as identified by the faculty member so they can learn how to cite properly. If the student fails to follow through on recommendations, further action and consequences could result.

Academic Alerts

Academic Alert (Class Performance/Grade-Related Concerns)

Criteria for initiating an academic alert includes but is not limited to:

- The total course grade is below a "B" (80%) at any point in the semester;
- Student has missed two or more assignments;
- Student has missed at least one class sessions; or
- There is concern about a student's attendance and/or academic performance.

Instructors report their concerns or issues to the MSW Program Manager or Academic Success Coach as soon as possible during the semester. The academic alert encourages the student to communicate and work with their professor and support team to ensure that academic standards are maintained.

Procedures:

1. An academic alert may be initiated when a student's attendance, academic performance, or other concerns related to academics are observed. When an Academic Alert is initiated by the instructor, an email to the student, the student's assigned Program Manager, and Academic Success Coach will be generated.
2. The Academic Success Coach will follow-up with the student within five (5) business days to learn of any challenges the student maybe experiencing. While gathering information, the Academic Success Coach will gain permission from the student regarding what information can be shared. Students acknowledge all employees of the Tulane School of Social Work are mandated reporters and there are certain situations that are mandated to be reported by law.
3. The Academic Success Coach may periodically review the student's academic performance via Canvas to determine if additional resources may be required.

VI. Student Accountability and Standards Review

A student will be called to a Student Accountability and Standards Review where the student may be suspended or dismissed from the Tulane School of Social Work. Examples of academic and professional performance issues that will result in a Student Accountability and Standards Review include, but are not limited to:

- If the student has a cumulative GPA at or below 3.0 after final grades are posted for any given term;
- If a student earns a GPA at or below 2.5 after final grades are posted for any given term;
- If a student earns the following final grades at any time during their tenure while at TSSW:
 - Two grades of "B-" or below.
 - One "Unsatisfactory" (U) grade and one additional grade of "B-" or below.
- If a student has more than one incomplete in the program.
- When a violation of the Code of Academic Conduct has been reported.
- The faculty member believes that the APA violation's severity (intended plagiarism) merits consideration of an Academic Review.
- The student has violated any other honor code item (besides APA); i.e. cheating, falsification, multiple submissions, etc.

- No negotiated informal resolution around APA citation violations can be agreed upon.
- It is a repeated violation of APA requirements in the program beyond their initial violation.
- A field education-related issue. Please follow the Field Education Handbook appendix for guidelines pertaining to field education matters.
- A combination of academic, field, and/or reports regarding behavior in the classroom and/or field setting.
- Professional disrespect of the personal rights and dignity of all persons, including other students, faculty, supervisors, and clients receiving services from the student.
- Discrimination or harassment related to race, sexual orientation, gender, religion, age, etc.
- Violating the confidentiality of the professional relationship.
- Hostility and disrespect towards other students, faculty, or others at Tulane University, TSSW or while in Field Education or Seminar.
- Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships.
- Continued inability or unwillingness to demonstrate a nonjudgmental attitude.
- Unable to allow client self-determination.
- Other code violations not specific outlined here; and/or
- Any other violations of the NASW Code of Ethics; violations of the policies of the Tulane University Code of Student Conduct

Student Accountability and Standards Review - Academic

Any violation should be submitted as soon as possible after the complainant becomes aware of academic code violations or any relevant events, within five (5) business days of the alleged violation. However, academic violations can be identified and reported at any time during the semester. Written notification by submission of the Code of Academic Conduct Violation form to the MSW Program Manager initiates the formal procedures of the School of Social Work's Accountability and Standards Review process. The steps are as follows:

Academic Violations while semester is in progress:

1. The instructor will complete the MSW Academic and Professional Standards Code of Conduct Violation Form for each student for each offense/violation identified.
2. The instructor will meet with the student(s) involved to discuss the academic code violation, review the MSW Academic and Professional Standards Code of Conduct Violation Form and notify the student that the matter will be referred to the Academic Affairs Team.
3. The Code of Academic Conduct Violation Form must be signed by both the instructor and the student(s) as an indication that the instructor and student met and discussed the violation. A first violation may serve as a warning.

Signing the form is not an admission of guilt or an indication that the student agrees with the violation.

4. If the student refuses to sign the form, the instructor will note that on the form. The student will be notified that the report will be entered in their student file. Depending on the violation, the first violation may serve as a warning.
5. The instructor will submit the form to the MSW Program Manager along with any supporting or corroborating documentation.
6. The MSW Program Manager will present all documentation from the professor to the Academic Affairs team in the Academic Affairs weekly meeting. Together, the Program Managers, Success Coaches, Academic Advisors, and Program Directors will review the information presented and decide on next steps. The Director of MSW Programs will recommend whether a full Student Accountability and Standards Review is warranted. The student's instructor will be informed of this decision.
7. If a formal Student Accountability and Standards Review is recommended, it will be scheduled by the MSW Program Manager. The Student Accountability and Standards Review Committee may include: the Director of the MSW Programs, the Assistant Director of the MSW Programs, the MSW Program Manager, the MSW Academic Advisor, the MSW Student Success Coach, a Field Education Program Manager, or other member of the Field Education Team and three voting Faculty. Please note, the instructor/professor who filed the violation will provide information at the beginning of the Review but will not be part of the formal committee or voting faculty.
8. The Student Accountability and Standards Review Committee will meet 15 minutes before the student arrives to discuss the case and ensure all parties are aware of the Review procedures and understand roles and responsibilities. If the Review is postponed for any reason, the student will be notified. The instructor who submitted the violation will present information on it during the first 15 minutes and will not attend while the student is present. The student will then present to the Review Committee and will answer any questions asked of them regarding the violation that was filed.
9. Once all information is presented, the Review Committee will temporarily excuse the student from the meeting to discuss the information shared and hear recommendations from the Review Committee, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Student Accountability and Standards Review Moderator will call for a deciding vote from the three voting faculty members. Non-voting faculty members may suggest an outcome or provide information but will not have a vote in the final decision. Only the voting faculty members will have a vote.
10. The student will return to the meeting to answer any additional questions and to hear the decision.
11. The MSW Program Manager will complete the Review Outcome Form. The form will be circulated to the voting faculty members to confirm the information included in the form is inclusive and reflects accurately the

discussion held and outcomes. The MSW Program Manager will send written communication of the meeting outcome in the form of an email within 5-7 business days of the date of the Review to the student's Tulane email. A certified letter will follow to the address on file in the student's Tulane record. No other written, audio, or video documentation will be provided.

This communication will include the following (as applicable):

- a. the Code of Academic Conduct Violation Form;
- b. the Academic Review Outcome Form/Committee decision;
- c. the re-entry plan for a student being suspended;
- d. the date of exit from the program for a student being dismissed from the program; and
- e. Instructions to information for filing a grievance should the student contest the Committee decision, including the Grievance and Appeals Policy.

Documentation:

The MSW Program Manager or Review Coordinator will receive all relevant documentation from the instructor prior to the Review. The Committee will meet 15 minutes before the student arrives to review the documentation and decide if a Review is appropriate or if the committee members need more information/documentation to proceed.

Documentation of all Academic Reviews and Professional Standards Review decisions where a student has been judged in violation of the Academic Code of Conduct will be maintained in the student's file/shared MSW Program folder. The record will include a copy of all documentation submitted to the Review Committee, the Review Outcome Form, and the letter to the student. TSSW will retain a copy of the permanent record. All documentation related to the violation of the Code of Academic Conduct may be reported to the University Office of Student Affairs.

Who can attend Reviews?

Students are not allowed to bring outside parties to the Review. In special circumstances, prior notification or special consideration will be given. At no time are lawyers allowed to attend. If a student makes a request for an attorney to attend or arrives at the Review with an attorney present, the hearing will be cancelled and referred to Tulane University legal department.

Academic Violations during Review of Final Grades:

1. The MSW Program Manager (MSW Academic Affairs) or the MSW Field Program Manager (Field Education) will present all documentation relevant to final grades in the Academic Affairs weekly meeting and decide on final steps based on final grades presented.

2. A formal Student Accountability and Standards Review will be scheduled. The Student Accountability and Standards Review Committee may include: the Director of the MSW Programs, the Assistant Director of the MSW Programs, the MSW Program Manager, the MSW Academic Advisor, the MSW Student Success Coach, a Field Education Team Program Manager, or other member of the Field Education Department and three voting Faculty.
3. The student will receive an email 72 hours before the Review's established date and time.
4. The Review Committee will meet 15 minutes before the student arrives to discuss the case and ensure all parties are aware of the Review procedures and understand roles and responsibilities. If the hearing is postponed for any reason, the student will be notified. The Committee will wait 15 minutes for the student to arrive. Should the student not attend, the Student Accountability and Standards Review will commence, and a decision will be made. The decision will be communicated to the student by email to the student's Tulane email.
5. The instructor who submitted the violation will present during the first 15 minutes and will not attend when the student presents. The student will then present to the Student Accountability and Standards Review Committee and will answer any questions asked of them regarding the violation that was filed. Once all information is presented by the student and the instructor, the Review Committee will temporarily excuse the student from the meeting to discuss the information shared and hear recommendations from the Review Committee, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Review Committee member identified as the Moderator will call for a deciding vote from the three voting faculty members. Other Committee members may suggest an outcome or provide information but will not have a vote in the final decision. Only the voting faculty members will have a vote.
6. The student will return to the meeting to answer any additional questions and to hear the decision.
7. The MSW Program Manager will complete the Review Outcome Form. The form will be circulated to the voting faculty members to confirm the information included in the form is inclusive and reflects accurately the discussion held and outcomes. The MSW Program Manager will send written communication of the meeting outcome in the form of an email within five-seven (5-7) business days of the date of the Review to the student's Tulane email. A certified letter will follow to the address on file in the student's Tulane record. No other written, audio, or video documentation will be provided. This communication will include the following (as applicable):
 - a. A Code of Academic Conduct Violation Form;
 - b. The Academic Review Outcome Form/Committee decision;
 - c. The re-entry plan for a student being suspended;
 - d. The date of exit from the program for a student being dismissed from the program; and
 - e. Instructions to information for filing a grievance should the student

contest the Committee decision, including the Grievance and Appeals Policy.

Documentation:

The MSW Program Manager or Review Coordinator will receive all relevant documentation from the instructor prior to the Review.

Documentation of all Academic Reviews and Professional Standards Review decisions where a student has been judged in violation of the Code of Academic Conduct will be maintained in the student's file in a shared MSW Program folder. The record will include a copy of all documentation submitted to the Review Committee, the Review Outcome Form, and the letter to the student. TSSW will retain a copy of the permanent record. All documentation related to the violation of the Code of Academic Conduct may be reported to the University Office of Student Affairs.

Who can attend Reviews?

Students are not allowed to bring outside parties to the hearing. In special circumstances, prior notification or special consideration will be given. At no time are lawyers allowed to attend. If a student makes a request for an attorney to attend or arrives at the Student Accountability and Standards Review with an attorney present, the hearing will be cancelled and referred to Tulane University legal department.

Possible Outcome(s) of a Student Accountability and Standards Review:

The Tulane School of Social Work has the authority to determine whether a student will be allowed to continue enrollment in their degree programs. A Student Accountability and Standards Review may include but are not limited to the following outcomes:

- Creation of a Personal Success Plan;
 - Mandatory advising with an Academic Success Coach.
- Academic Probation;
 - Mandatory advising with an Academic Success Coach.
- Resubmit an assignment in question to receive a possible revised grade.
- Re-enroll in a course where a final grade of "C" or below was earned. A final grade of "B" or higher grade must be earned in the course's re-enrollment before the student can continue with other subsequent curriculum courses. Prerequisite classes MUST be passed for a student to continue matriculate through the Program.
- Suspension for up to one year/three semesters;
- Be asked to participate in other activities as assigned by the committee that could include writing a graduate level paper related to matter at hand, complete a live/synchronous CEU training related to matter at

- hand, or other as deemed appropriate by the Committee.
- Dismissal from program.

Personal Success Plan (including but not limited to):

- Mandatory meetings with Academic Success Coach; C
- Creating a time management plan with the student success coach;
- Other developmental actions as assigned.

Academic Probation

A final grade of “B-” or below will initiate a student be placed on academic probation. Final grades are posted at the end of each term.

Any student placed on academic probation must develop a Personal Success Plan with an Academic Success Coach.

After one semester on academic probation, the student will be reassessed for satisfactory completion of their Personal Success Plan, cumulative GPA, and final grades. If the student’s academic performance does not meet the program requirements, a Student Accountability and Standards Review may be scheduled. The outcomes of the Student Accountability and Standards Review as listed above will apply.

Suspension

The length of an academic suspension from TSSW could range from one to three semesters depending on the outcome of the Student Accountability and Standards Review. A student may only be placed on suspension once during their tenure at TSSW. A student reinstated after their academic suspension shall be placed on academic probation for one semester. Further violations of academic standards may result in dismissal.

Dismissal

TSSW students can be dismissed for any of the reasons outlined in this handbook. Students may reapply to return to TSSW following a dismissal after one calendar year. A student may reapply to the program through the regular admissions process. Students should be aware that all relevant information surrounding the student’s dismissal from TSSW will be considered. This will include grades at the time of dismissal if the dismissal was due to academic requirements not being met. All re-applications are reviewed by the faculty. If the application is approved, the start date will be determined in consultation with the student’s MSW Academic Advisor. Coursework taken at another college or university during the dismissal period is not transferable to TSSW. Returning to TSSW following a second dismissal is not allowed.

Student Accountability and Standards Review Appeal Process

A student may appeal the decision rendered by a Student Accountability and Standards Review by adhering to the following steps:

1. The student may appeal against the decision of a Student Accountability and Standards Review by responding to the TSSW faculty or staff member identified in the student's outcome letter. The student's appeal must be received, in writing, within five business days of receiving the outcome letter sent via email.
2. The Student Accountability and Standards Review Appellate Committee will review the request.
3. The Student Accountability and Standards Review Appellate Committee determines whether or not the appeal has merit. The student will be notified of the committee's decision in writing and that decision will be sent to the student's Tulane email account.
4. The student may appeal against the decision rendered by the Student Accountability and Standards Review Committee by submitting a second and final appeal to the Dean of the Tulane School of Social Work.

Student Accountability and Standards - Professional and Ethical Standards

All students enrolled in a social work program must abide by the National Association of Social Workers (NASW) Code of Ethics which governs social workers' professional and ethical behavior and values. Students must uphold ethical standards of practice established by NASW in the Code of Ethics, maintain professional performance standards required to be licensed as a social worker, and meet the practice behaviors established by the Council on Social Work Education (CSWE). Violation of these standards may be identified by faculty, adjunct instructors, or staff members. Violation of these standards includes but is not limited to:

- Failure to meet generally accepted standards of professional conduct as outlined in NASW Code of Ethics and may include personal integrity or emotional stability required for professional practice; Tulane University's Office of Student Affairs/Case Management may be involved for any matters related to emotional or mental stability;
- Failure to demonstrate effective interpersonal skills necessary to perform professional helping relationships;
- Failure to adhere to the NASW Code of Ethics;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a social worker; or
- Displays inappropriate or disruptive behavior* toward clients, other students, faculty, staff, or other affiliates. Tulane University's Office of Student Affairs/Case Management may be involved for any matters related to or inappropriate or disruptive displays of behavior*

*The Tulane Unified Code of Graduate Student Academic Conduct defines this as “any student behavior that has the effect of interfering with education, the pursuit of knowledge, and/or a fair evaluation of a student’s performance is considered a violation of the Code prescribed academic conduct.” (p.5).

Resolution of Professional and Ethical Standards

Informal Resolution (only if it is a minor professional standards violation)

All are encouraged to exercise prudent judgment with minor professional standard violations. A professional standard violation is considered minor if the harm is minimal and manageable. Examples of minor violations include, but are not limited to:

- First incidence of a student being disrespectful to another student, faculty member, adjunct, or staff which does not cause harm; or
- A student exercises bad judgment in Filed Practicum & Seminar which does not cause serious harm or other violations.

Procedure:

1. The individual who identified the violation must complete and submit the MSW Academic and Professional Standards Code of Conduct Violation Form and meet with the student(s) involved to discuss the action of concern. The form will be entered in the student(s) file for documentation and for reference in case of future violations.
2. The matter will be presented to the Academic Affairs team in the weekly meeting. Together, the Program Managers (both Academic and Field), Success Coaches, Academic Advisors, and Program Directors (both Academic and Field) will review the information and determine next steps.
3. The first low level ethical standard violation will not count against the student(s). However, it will be kept in the student file for reference should they have another violation.

Possible Outcomes:

1. Mandatory Faculty Advising Session - A mandatory faculty advising session will be the outcome if there are minor concerns (not including violations) surrounding the NASW Code of Ethics or TSSW Professional Standards.
2. Complete an assignment or read material related to the offense - The instructor or faculty advisor may require the student to complete an assignment or read an article to reinforce concepts related to the NASW Code of Ethics or TSSW Professional Standards.
3. Complete Continuing Education (CE), webinar, or other training - The MSW Program Administrative team may require completion of an approved CE training, webinar or other training where the student must provide a written summary of relevance to violation of professional or ethical standard.

Formal Resolution (Major Professional Standards Violations)

A Student Accountability and Standards Review will be called for major professional standards and ethical violations. Examples of professional performance issues that may result in dismissal from the program include, but are not limited to:

- Professional disrespect of the personal rights and dignity of all persons, including students, faculty, supervisors, staff, and clients receiving services from the student;
- Discrimination or harassment related to race, sexual orientation, gender, religion, age;
- Violating the confidentiality of the professional relationship;
- Hostility and disrespect towards students, faculty, staff, or others affiliated with Tulane University or within a Field Education placement;
- Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships;
- Continued inability or unwillingness to demonstrate a nonjudgmental attitude;
- Unable to allow client self-determination; or
- Any other violations of the NASW Code of Ethics; violations of the policies of the Tulane University Code of Student Conduct.

Procedure:

1. A Professional and Ethical Standard Form is submitted identifying the concern.
2. Faculty or a member of the MSW Program Team shall meet with the student to discuss the violation and review the MSW Academic and Professional Standards Code of Conduct Violation that delineates the reasons (evidence) detailing the violation. The instructor or other individual filing the form and student will sign it to acknowledge the discussion. If the student refuses to sign the form, the form should reflect accordingly. Signing the form is an indication that the instructor or the person filing the form and student met and discussed the violation. It is not an admission of guilt or an indication that the student agrees with the violation.
3. The Professional and Ethical Standard Form will be submitted to the MSW Program Manager along with any supporting or corroborating documentation.
4. The MSW Program Manager will inquire with the student to see if there is any additional information that should be brought to light to ensure that academic affairs team has all relevant information from the instructors, classmates, and/or student's vantage point.
5. The MSW Program Manager will present the reported violation at the weekly academic affairs team meeting.
6. Together, the MSW Program Managers, Academic Advisors, Success Coaches,

and Program Directors will discuss and recommend whether a full Academic Review is recommended. If a formal Academic Review is recommended, the Professional Standards Review Committee may include the individual bringing forth the evidence, the Director of the MSW Programs, the Assistant Director of the MSW Programs the Dean of Student Experience, the MSW Program Manager, an Academic Advisor, Academic Success Coach and at least three voting faculty members. Other committee members may include representatives from other University offices and/or program administrators from the Field Education Team.

7. The committee will meet 15 minutes before the student is invited to join to review the documentation relevant to the Review.
8. Once the Review Committee has heard separately from the individual filing the violation and the student, the Committee will excuse the student from the meeting to discuss the evidence and recommendations, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Committee will call for a vote by the voting faculty members. Note: Only the voting faculty members will have a vote. Others Committee members may give an opinion or provide information but will not have a vote in the final decision.
9. The student will then join the meeting again to discuss the outcome of the Student Accountability and Standards Review.
10. The MSW Program Manager will complete the Review Outcome Form. The form will be circulated to the voting faculty members to confirm the information included in the form is inclusive and reflects accurately the discussion held and outcomes. The MSW Program Manager will send written communication of the meeting outcome in the form of an email within five-seven business days of the date of the Review to the student's Tulane email. A certified letter will follow to the address on file in the student's Tulane record. No other written, audio, or video documentation will be provided. This communication will include the following (as applicable):
 - a. the Academic Code of Conduct Violation Form
 - b. the Academic Review Outcome Form/Committee decision;
 - c. the re-entry plan for a student being suspended;
 - d. the date of exit from the program for a student being dismissed from the program.
 - e. Instructions to information for filing a grievance should the student contest the Committee decision, including the Grievance and Appeals Policy

Documentation

The MSW Program Manager or Review Coordinator will receive all relevant documentation from the instructor prior to the Review.

Documentation of all Academic Reviews and Professional Standards Review decisions where a student has been judged in violation of the Academic Code of

Conduct will be maintained in the student's file in a shared MSW Program folder. The record will include a copy of all documentation submitted to the Review Committee, the Review Outcome Form, and the letter to the student. TSSW will retain a copy of the permanent record. All documentation related to the violation of the Code of Academic Conduct may be reported to the University Office of Student Affairs.

Who can attend Reviews?

Students are not allowed to bring outside parties to the hearing. In special circumstances, prior notification or special consideration will be given. At no time are lawyers allowed to attend. If a student makes a request for an attorney to attend or arrives at the Review with an attorney present, the hearing will be cancelled and referred to Tulane University legal department.

Outcomes of a Student Accountability and Standards Review:

The Tulane School of Social Work has the authority to determine whether a student will be allowed to continue enrollment in their degree program. A Student Accountability and Standards Review may include but are not limited to the following outcomes:

1. Creation of a Personal Success Plan - Mandatory advising with an Academic Success Coach.
2. Academic probation - Mandatory advising with an Academic Success Coach.
3. Resubmit an assignment in question to receive a possible revised grade.
4. Reenroll in a course where a final grade of "C" or below was earned. A final grade of "B" or higher grade must be earned in the course's reenrollment before the student can continue with other subsequent curriculum courses. Prerequisite classes MUST be passed for a student to continue matriculate through the Program.
5. Suspension for up to one year/three semesters;
6. Be asked to participate in other activities as assigned by the committee that could include writing a graduate level paper related to matter at hand, complete a live/synchronous CEU training related to matter at hand, or other as deemed appropriate by the Committee.
7. Dismissal from program.

Personal Success Plan (including but not limited to):

- Mandatory meetings with Academic Success Coach;
- Creating a time management plan with the student success coach;
- Other developmental actions as assigned.

Academic Probation

- A final grade of "B-" or below will initiate a student to be placed on

- academic probation;
- Any student placed on academic probation must develop a Personal Success Plan with an Academic Success Coach;
- After one semester on academic probation, the student will be reassessed for satisfactory completion of their Personal Success Plan, cumulative GPA, and final grades. If the student's academic performance does not meet the program requirements, a Student Accountability and Standards Review may be scheduled. The outcomes of the Student Accountability and Standards Review as listed above will apply.

Suspension

The length of an academic suspension from TSSW could range from one to three semesters depending on the outcome of the Student Accountability and Standards Review. A student may only be placed on suspension once during their tenure at TSSW. A student reinstated after their academic suspension shall be placed on academic probation for one semester. Further violations of academic standards may result in dismissal.

Dismissal

TSSW students may be dismissed for any of the reasons outlined in this handbook. Students may reapply to return to TSSW following a dismissal after one calendar year. A student may reapply to the program through the regular admissions process. Students should be aware that all relevant information surrounding the student's dismissal from TSSW will be considered. This will include grades at the time of dismissal if the dismissal was due to academic requirements not being met. Faculty review all applications from students who reapply. If the application is approved, the start date will be determined in consultation with the student's MSW Academic Advisor. Coursework taken at another college or university during the dismissal period is not transferable to TSSW. Returning to TSSW following a second dismissal is not allowed. A full application and updated material items will be required.

Reapplication/Reinstatement

Students will be eligible to reapply after one calendar year. Students will reapply the same way they first applied to TSSW. All academic and professional behavior at TSSW and since departure from TSSW will be factored into the admissions decision.

****If the student is dismissed a second time, this dismissal is permanent and any applications to return to TSSW will be denied.**

Academic Grievances

The Tulane School of Social Work supports in principle and in practice the right of any student to initiate a grievance/complaint regarding grades or any other cause affecting their academic experience. This policy covers student grievances of any grade or other concerns related to the course.

For Course or Assignment Grade Grievances

1. Within ten (10) business days of receiving official notice of a course grade or for any other action that affects the student's educational experience, the student should attempt to resolve the grievance by approaching the instructor who is the subject of the complaint.
2. If the student and the instructor cannot arrive at a mutually satisfactory resolution, a formal grievance should be sent by the student to the MSW Program Manager within ten business days of receiving official notice of the course grade using the Grade Grievance and Appeal Form. To maintain the timeline of the overall processes, the student shall communicate any issues they may have while trying to connect with the instructor.
3. A Grade Grievance and Appeal Committee will be chaired by the Director of the MSW Programs and may also include any of the following: the student, the Dean of Student Experience/Affairs, the MSW Program Manager, a member of the Field Education Team, an Academic Advisor, a Student Success Coach and three Faculty Representatives.
4. The student must appear at the meeting to provide their rationale and any supporting information. If the student does not attend the meeting within 15 minutes of the start time, the appeal will be forfeited.
5. The MSW Program Manager will collect the Grade Grievance and Appeal Form from the student and any written documentation from the student and instructor for the committee to review.
6. The Committee shall make a formal decision at the end of the meeting and the decision will be communicated to the student. The decision will be followed by written communication, via the student's Tulane University email, within 5-7 business days following the meeting. The Committee records will contain the decision and an explanation of the grounds upon which the decision was reached. All documentation will be permanently stored in the TSSW Student File.

Appeal of the Grade Grievance Committee's Decision

1. If the student is dissatisfied with the Committee's decision, the student may appeal to the Associate Dean of Academic Affairs (or the Dean in lieu of) within five (5) business days of receiving the decision.

2. In the appeal to the Associate Dean of Academic Affairs (or the Dean in lieu of), the student should provide a written statement explaining their rationale and details as to why they disagree with the committee's decision. The primary purpose of the appeal at this level is to enable the student to demonstrate that one of the following may have occurred during these proceedings:
 - A sanction is grossly disproportionate to the offense.
 - Specified procedural error, or errors, in the interpretation of University regulations are so substantial as to deny the charged student a fair hearing.
 - New and significant evidence appears which could not have been discovered by a student before or during the original hearing.
 - Evidence appears to suggest that the finding was arbitrary and capricious.
 - An arbitrary and capricious finding would be one not supported by any evidence.
3. The Associate Dean of Academic Affairs (or the Dean in lieu of) will notify the Program Director, Program Manager, and the student in writing of their decision. The Program Director will notify the committee of the Associate Dean's (or the Dean in lieu of) decision.

Appeal of the Associate Dean's Grade Appeal Decision

1. If the student is dissatisfied with the Associate Dean of Academic Affairs (or the Dean in lieu of) decision, the student may appeal to the Dean within five (5) business days of receiving the decision.
2. In the appeal to the Dean, the student should provide a written statement explaining their rationale and details as to why they disagree with the committee's decision. The primary purpose of the appeal at this level is to enable the student to demonstrate that one of the following may have occurred during these proceedings:
 - A sanction is grossly disproportionate to the offense.
 - Specified procedural error or errors in the interpretation of University regulations are so substantial as to deny the charged student a fair hearing.
 - New and significant evidence appears which could not have been discovered by a student before or during the original hearing.
 - Evidence appears to suggest that the finding was arbitrary and capricious.
 - An arbitrary and capricious finding would be one not supported by any evidence.
3. The Dean shall seek to settle the matter within five (5) business days and shall notify the Associate Dean of Academic Affairs (or the Dean in lieu of), and the student in writing of their decision. The Dean will notify the Associate Dean of Academic Affairs, The Director of the

MSW Programs, the MSW Program Manager, and the student in writing of their decision.

Student Appeal of Dean's Grade Appeal Decision

If the student is dissatisfied with the Dean's ruling, the student may file, within five (5) business days of receiving the Dean's decision, a written appeal with the Tulane University Senate Committee on Academic Rights, Freedom, and Responsibilities of Students. The student should contact the Assistant Vice President & Dean of Students, Student Resources, and Support Services

Instructor Appeal of the Grade Appeal

If the instructor believes that their academic freedom or academic responsibilities Faculty Grievance Committee of the School. No grade may be changed, or final action taken until the instructor's appeal process has been completed.

Student Appeal of Dean's Appeal Decision

If the student is dissatisfied with the Dean's ruling, the student may file, within five (5) business days of receiving the Dean's decision, a written appeal. Per the Office of Graduate and Postdoctoral Studies (OGPS), if the student is not satisfied with the decision reached by the school, they may appeal to the provost or provost's designee. The provost or their designee will review the appeal and the decisions made by the department and school and return a decision within five (5) business days. The decision of the provost is final.

If faculty member who requested the student be brought to a Student Accountability and Standards Review believes that his or her academic freedom or academic responsibilities have been affected by the Dean's ruling, the faculty member may appeal to the Faculty Grievance Committee of the School. The faculty member's appeal must be made within 10 business days of the action provoking the appeal. If the faculty member is dissatisfied with the committee of peers' decision regarding his or her academic freedom or responsibilities, the teacher may appeal to the Senate Committee on Faculty Tenure, Freedom, and Responsibility. That appeal also must be made within 10 business days of the action provoking it. No review decision may be changed until the teacher's appeal process has been completed.

If the faculty who requested the student be brought to review believes that his or her academic freedom or academic responsibilities have been affected by the ruling of the Senate Committee on Academic Rights, Freedom and Responsibilities of Students, the matter shall be referred to the Senate Committee on Faculty Tenure, Freedom, and Responsibility.

In cases of conflict regarding the decision of the divisional peer committee and the Senate Committee on Academic Freedom and Responsibility of

Students, the matter shall be referred to the Senate Committee on Faculty Tenure, Freedom, and Responsibility. In cases of conflict regarding the decisions of the Senate Committee on Faculty, Tenure, Freedom, and Responsibility and either of the other committees stemming from the deliberations described above or in this item, the committees at odds shall meet jointly to discuss the issue. The ultimate findings of the two committees shall be forwarded to the President of the University within 10 business days. All non-academic concerns may be reported to the University Office of Student Affairs.

VII. Leave of Absence, Medical Withdrawal/Leave and Personal Leave

Leave of Absence

A Leave of Absence (LOA) may be requested by a student before the next term begins in the academic calendar. An LOA implies the student is planning to return to TSSW at a predetermined date. During a Leave of Absence, a student does not attend Field Education Placement.

The maximum amount of time for a LOA is one calendar year. If a student takes a Leave of Absence and re-enters within one calendar year, the student must follow the procedures below.

Procedures

1. An email message must be sent to an Academic Advisor outlining general reasons for requesting an LOA. A doctor's statement is not necessary for an LOA. If a student does not inform an Academic Advisor of their intentions to take an LOA from TSSW, they will be in violation of TSSW's Enrollment Policy.
2. If applicable, the student should contact their financial aid counselor to discuss how a Leave of Absence may affect financial aid.
3. If the student is registered in courses for the upcoming semester, the student must remove the courses from their schedule.
4. For Field Education courses, the student should contact the Field Education Department and alert them of the impending Leave of Absence for guidance.

Returning to Tulane - Deadlines for Submitting Documentation

The deadline to petition to return from a Leave of Absence, will be stated in the "Return to TSSW" email sent by an Academic Advisor.

Next Steps and re-entering TSSW within one year

The student must respond to "The Return to TSSW" email that will be sent from an Academic Advisor. This email will be sent to all students once on a LOA and to the student's Tulane email. The student must read and follow the directions outlined in

"the "Return to TSSW" email and adhere to the deadlines outlined. The student must attend the live orientation for the semester they intend to return.

The student must complete the APA mini-course, and Asynchronous Orientation for the semester they intend to return.

Re-entry after one year

1. If the student wishes to return after one year or more, the student must re-apply to the program.
2. Faculty will review all students who reapply to a TSSW degree program.
3. If readmission is granted after one year, the student's previous credits are usually counted. However, the student may be required to take additional credits if major curricular changes have occurred, or admission policies or other requirements have significantly changed.
4. No credits can be counted after seven (7) years to ensure that current practice information is learned.
5. Each case will be considered carefully by the Dean, Associate Dean of Academic Affairs and The Office of Admissions to assure integrity of the student's education for beginning professional social work.

Withdraw: Voluntary

In the event a student must withdraw from all currently enrolled courses and pursue a Voluntary Withdrawal (VW), the student must contact their Academic Success Coach and Academic Advisor to discuss what a VW entails and how this will impact their respective curriculum path, field placement and date of degree completion. Students must also consult with the Office of Financial Aid to discuss how a VW may affect their financial aid award, if applicable. TSSW will adhere to the dates identified in the TSSW Academic Calendar to determine the grade reflected on the student's transcript. Based on dates within the TSSW Academic Calendar for each individual term, students will receive a grade of "W" (Withdrawal/without academic penalty) if the withdrawal occurs after the last day to receive a 25% tuition refund until the last day identified on the academic calendar as the last day to withdraw without academic penalty. Withdrawals initiated after the last day to withdraw without academic penalty will result in a grade of "WF" (Withdraw/Fail) reflected on their transcript. It is the student's responsibility to familiarize themselves with the dates identified on TSSW's Academic Calendar.

Procedures

1. An email message must be sent to an Academic Advisor outlining general reasons for requesting a voluntary withdrawal. A doctor's statement is not necessary for a voluntary withdrawal. If a student does not inform an Academic Advisor of their intentions to take a voluntary withdrawal from TSSW, they will violate TSSW's Continuous Enrollment Policy.
2. If applicable, the student should contact their financial aid counselor to discuss how a withdrawal may affect financial aid.

3. If the student is registered in courses for the upcoming semester, the student must remove the courses from their schedule.
4. For Field Education courses, the student should contact the Field Education Department and alert them of the impending withdrawal.

Returning to Tulane - Deadlines for Submitting Documentation

The deadline to petition to return from a withdrawal, will be stated in the “Return to TSSW” email sent by an Academic Advisor.

Next Steps and re-entering TSSW within one year

- The student must respond to “The Return to TSSW” email that will be sent from an Academic Advisor. This email will be sent to all students once on withdrawal and to the student’s Tulane email.
- The student must read and follow the directions outlined in the “Return to TSSW” email and adhere to the deadline outlined.
- The student must attend the live orientation for the semester they intend to return.
- The student must complete the APA mini-course, and Asynchronous Orientation for the semester they intend to return.

To re-enter after one year

1. If the student wishes to return after one year or more, the student must re-apply to the program.
2. Faculty will review all students who reapply to a TSSW degree program.
3. If readmission is granted after one year, the student’s previous credits are usually counted. However, the student may be required to take additional credits if major curricular changes have occurred, or admission policies or other requirements have significantly changed.
4. No credits can be counted after seven (7) years to ensure that current practice information is learned.

Withdrawal: Medical Leaves and Medical Withdrawals

Students may experience physical, psychological, and substance use conditions that may significantly impact their ability to complete their academic pursuits. During such circumstances, a medical withdrawal and leave of absence from the University provides the student with an opportunity to remain a matriculated student while also allowing time away for appropriate treatment and recovery. A medical withdrawal may occur in situations of acute or chronic psychosocial stress or physical illness that significantly impairs the student’s ability to meet the academic and professional requirements. It is given only when a student is withdrawing from all classes.

The maximum time for a medical withdrawal is one year. Beyond the one-year deadline, the student must re-apply to the Tulane School of Social Work to continue their studies. Medical withdrawals, medical leaves, and returns are initiated through Tulane University Case Management & Victim Support Services (CMVSS), website:

<https://cmvss.tulane.edu/>. Also, any student who chooses to pursue a medical withdrawal or medical leave cannot enroll in TSSW courses for at least one semester.

Lastly, any student whose medical withdrawal or leave has been approved must adhere to the established TSSW deadlines to resume their studies.

Field hours accrued during the term when a Medical Leave is taken will not be counted toward the total count of field education hours required for the degree.

Returning to Tulane - Deadlines for Submitting Documentation

A student's return to TSSW following a medical withdrawal/medical leave will be discussed with the Academic Advisor only after a student has been cleared to return to TSSW by Tulane University's Case Management and Victim Services.

Next Steps:

- Once the student has been cleared by CMVSS to return to TSSW, they must contact an Academic Advisor to discuss next steps.
- The student must attend the live orientation for the semester they intend to return.
- The student must complete the APA mini-course, and the Asynchronous Orientation for the semester they intend to return to TSSW.

To re-enter within one year

A return to TSSW will solely depend on CMVSS and TSSW will respond accordingly.

1. If the student wishes to return after one year or more, the student must re-apply to the program.
2. Faculty will review all students who reapply to a TSSW degree program.
3. If readmission is granted after one year, the student's previous credits are usually counted. However, the student may be required to take additional credits if major curricular changes have occurred, or admission policies or other requirements have significantly changed.
4. No credits can be counted after seven (7) years to ensure that current practice information is learned.

Each case will be considered carefully by the Faculty Reapplication Committee to assure integrity of the student's education for beginning professional social work.

VIII. Student Ambassadors

Students are eligible to apply for a Student Ambassador position during their first semester. To apply, students must be in good academic standing.

IX. Teaching Assistant/Graduate Assistant

All students applying to work as a Teaching or Graduate Assistant must have completed their first semester and be in good academic standing with the school. Part-time students must have successfully completed their second semester at TSSW and be in good standing with the school.

X. Graduation Requirements and Ceremonies

Certification of Degree

An MSW or MS degree will not be certified for conferral until/unless all degree requirements are met for the specified degree.

Certification of a degree refers to the process by which the specific degree requirements are confirmed, and the degree is certified through the Tulane University Registrar.

A student must complete an “Application for Degree” through the student’s Gibson page by the communicated deadlines each term. The Academic Affairs Team for the identified degree program will review the students’ records to assure that all credit hours, curriculum requirements, and minimum cumulative GPA of 3.00 are completed, with no grade of “Incomplete” pending. For a student to receive their diploma and/or final transcript, all University holds must be cleared. Students must work directly with the appropriate office to address any issues related to a University hold.

Graduation:

Graduation refers to the commencement ceremony that celebrates the successful completion of degree requirements. The Tulane School of Social Work commencement ceremony is held in December of each year. TSSW does not hold a spring or summer graduation ceremony. All students MUST wear the proper academic attire (i.e. cap and gown) for the TSSW December graduation ceremony. Academic attire may be ordered at the Tulane Bookstore:
<https://tulane.shopoakhalli.com/purchasewizard/Welcome/>

All graduates within the calendar year (Spring, Summer, & Fall terms) are invited to attend the TSSW Commencement in December. Summer and Fall graduates of the previous year, along with Spring graduates are also welcome to participate in the Tulane Unified Commencement Ceremony in May of each year. For example, a student completing degree requirements in the summer 2023, fall 2023 or spring

2024 is all allowed to participate in the larger May 2024 Tulane Commencement Ceremony. Please note, individual graduate names are not called, nor do graduates walk across a stage at the Tulane University Unified Commencement Ceremony in May. Information related to the Unified Commencement is distributed and communicated by the Graduation office on the uptown campus. TSSW does not have detailed information on those ceremonies.

XI. Student Affairs

Student Government Association (SGA)

The Student Government Association (SGA) represents the concerns and needs of TSSW degree-seeking students to the school's administration. The Student Government Association (SGA) at the Tulane School of Social Work (TSSW) is the official voice of all graduate and professional students at TSSW. The fundamental values of the social work profession, expressing the worth, dignity, and uniqueness indigenous to all persons as well as their rights and opportunities, shall be reflected in the expression of the actions of the organization.

The SGA is committed to supporting student development in all systems; promote understanding among students, faculty, administration and alumni; maintain professional standards and ethics; and ensure to the best of its ability the inclusion of all of the student body including full time students, part time students, online students; masters or doctoral level students, advanced standing students, social work students, Disaster Resilience Leadership Academy students, and transfer students for any and all degree-seeking programs.

The TSSW SGA is affiliated with the Associated Student Body (ASB) of Tulane University. All students enrolled at TSSW are eligible for membership in the Student Government Association. All students enrolled in a degree-seeking course of study at TSSW are considered members of the SGA and encouraged to participate in meetings and/or events. There are no fees required as part of the membership of the TSSW SGA.

The TSSW student body is also a member of GAPSA. The Graduate and Professional Student Association (GAPSA) is the unifying body of the graduate and professional divisions of Tulane University. GAPSA develops and furthers the scholastic, professional, social, and public service interests of all graduate and professional students by promoting an understanding amongst students, faculty, and administrators. For more information on GAPSA: <https://gapsa.tulane.edu/>

Discrimination

If there is a suggestion of discrimination of race, gender, sexual orientation, religion, disability, age, etc., the situation must be immediately referred to the Tulane Office of

Institutional Equity. For more information, please see the Student Affairs Non-Discrimination Policy. <https://hr.tulane.edu/institutional-equity>

Student Affairs at Tulane School of Social Work is committed to supporting and enhancing the academic experience by facilitating student success, connecting students to opportunities for personal growth, and by providing students with essential skills that allow them to excel as they move through and beyond Tulane.

Federal Education Rights and Privacy Act - FERPA

Tulane University complies with the provision of the Family Education Rights and Privacy Act of 1974 (Buckley Amendment), which was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will arrange access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official who was responsible for the record request, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the student's right to an appeal.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if they need to review an education record to fulfill their professional responsibility.

Upon request of a post-secondary institution, Tulane discloses education records without the student's consent to officials of another school in which a student seeks to enroll. Tulane will try to notify the student of the records request.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Tulane to comply with the requirements of FERPA.** The name and address of the office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue
SW Washington, DC

For more information on FERPA:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Institutional Equity

Institutional Equity is dedicated to advancing Tulane's commitment to fair and equitable treatment of all members of the university community in employment and educational opportunities by providing consultative, investigative, and educational services. Increasing diversity on campus and maintaining a harassment free environment are our top priorities.

We have embarked upon a transformational journey to establish a new approach to fostering a diverse and inclusive community for all Tulanians. We will accomplish this through innovative educational programs, by introducing a conflict resolution program, as well as offering a higher level of services we continuously improve the processes that promote diversity and help ensure our environment is discrimination, harassment, and retaliation free.

If at any point, there is a suggestion of discrimination of race, gender, sexual orientation, religion, or any form of harassment or retaliation connected to these issues, the situation must be immediately referred to the Office of Institutional Equity (OIE).

The Institutional Equity Team is dedicated to ensuring that the Tulane community is discrimination, harassment, and retaliation free. Tulane enforces a robust policy prohibiting discrimination, harassment, or retaliation. Students, staff, and faculty are strongly encouraged to promptly report concerns or allegations of discrimination, harassment, and/or retaliation so that appropriate action can be taken to address the concern. When a concern is reported, it is thoroughly investigated. For more information regarding Tulane's Office of Institutional Equity please contact (504) 862-8083.

Goldman Center for Accessibility

It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Tulane University. For more information: <https://www.ada.gov/>

Tulane University School of Social Work is committed to providing accessible, reasonable accommodations and supportive teaching and learning environment. All students requesting accommodations are required to contact the Goldman Office of Accessibility.

The center is committed to providing equal access and a friendly environment for all who study and work at Tulane University. Through a collaborative relationship, reasonable modifications to the academic or work environment accommodations can be offered.

Title IX

Tulane University is committed to a policy of compliance with Federal laws and regulations administered by Title IX which states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

For more information regarding Title IX support and reporting policies within the university, Phone: (504) 865-5611.

Case Management and Victim Support Services

Tulane’s Office of Case Management and Victim Support Services offers problem resolution services, case management services, victim support services, referral services, coordination, and follow-up during and after hospitalization and/or medical leave of absence, and crisis management and resolution.

For after-hour support, the Division of Student Affairs has a crisis line with professionals on call for urgent situations and can be reached by calling or texting the Line (504) 264-6074.

For 24/7 Student Resources and Support Services: (504) 902-9900.

Emergency Reporting

Tulane requires prompt notification to the University of student emergencies on campus or abroad, which can be made by Tulane faculty, staff or students. Please report all student emergencies or issues to <https://tulane.edu/emergency>.

Other helpful numbers:

Student Concerns: 504 314-2160

Center for Academic Equity: 504-314-7571

TUPD: 988-5555 (downtown)

XII. Phi Alpha

Phi Alpha is a Social Work honors society. The Phi Alpha Honor Society information will be shared with students and students make an individual choice to participate. Students can also find information on this process on the Phi Alpha [website](#).

XIII. Institutional Review Board (IRB)

“The primary goal of the Tulane University Human Research Protection Office is to balance the protection of human subjects while promoting and facilitating the research enterprise, and to maintain an open and cooperative relationship with the research community.”
(<https://research.tulane.edu/hrpo>).

XIV. Field Education Appendix – see attached



**Tulane
University**

SCHOOL OF SOCIAL WORK

TSSW

Student Handbook

Field Education

Appendix

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TSSW'S Integrated Clinical and Community Practice

Integrated Clinical and Community Practice 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 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 governments to effect changes on multiple levels based on a person-in-environment perspective.

I. Overview of the Field Education Program

The purpose of the field education 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 may also be known as, “field placement,” “field instruction,” “practicum” or “internship.”

Signature Pedagogy of Social Work Education

The Council on Social Work Education (CSWE), which accredits baccalaureate and Master of Social Work programs, has identified field education as the signature pedagogy of social work education:

Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued.

(Council on Social Work Education. (2022). Educational policy and accreditation standards for baccalaureate and master’s social work programs.

<https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf>).

At Tulane University School of Social Work (TSSW), one sequential three-semester field placement is provided through the agency/TSSW partnership for full-time students and one sequential six-semester field placement is provided for part-time students. This is referred to as “field practicum.” Full-time students complete a minimum of 300 hours of field practicum per semester (an average of 24 hours per week), while part-time students complete a minimum of 150 hours per semester (an average of 12 hours per week). The professional social workers in agencies who provide the educational supervision to students are referred to as “Field Instructors.” Concurrent with each semester of field practicum, students must also attend the associated Field Practicum & Seminar course, which is taught by the “Faculty Field Liaison.” The Faculty Field Liaison monitors and evaluates student progress in meeting the CSWE social work competencies and serves as the main point of contact for our agency partners and Field Instructors. TSSW’s educational objectives are specified in the individual course syllabi.

For the field practicum placement, students are placed in a variety of settings in social work practice. Field placements are geared toward student interests and educational feasibility. The expectation is that, regardless of the type of field placement, students will receive the

skills necessary to enter the social work profession at the master’s level at any agency upon graduation.

All field practicum sites, and Field Instructors are selected by TSSW through a prescribed process overseen by the Field Education Department. Prior to the beginning of a student placement, each agency completes the TSSW Agency Placement Agreement that sets out the roles and responsibilities of the parties. This Agreement must be completed and signed prior to the beginning of a student placement.

Competency-Based Education

CSWE has identified nine core social work competencies with accompanying practice behaviors that students must master in order to graduate. Competencies are measurable practice behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. 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 practicum and in the classroom-based curriculum. The nine core competencies are available in full in the appendices 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.

In June 2022, CSWE released updated competencies that all accredited social work schools are currently working to adopt. As TSSW moves toward integrating the 2022 competencies, changes will be reflected in various documents, such as course syllabi, student learning goals, and evaluations. While similar to the 2015 competencies, the latest update is explicitly anti-racist and centers racial justice as a key part of the core competencies. The CSWE Competency Comparison Chart provides both the 2015 and 2022 competencies. The competencies are defined in detail in the appendices. for reference.

CSWE Competency Comparison Chart:

	2015	2022
Competency 1	Demonstrate Ethical and Professional Behavior	Demonstrate Ethical and Professional Behavior
Competency 2	Engage Diversity and Difference in Practice	Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3	Advance Human Rights and Social, Economic and Environmental Justice	Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
Competency 4	Engage in Practice-Informed Research and Research-Informed Practice	Engage in Practice-Informed Research and Research-Informed Practice
Competency 5	Engage in Policy Practice	Engage in Policy Practice
Competency 6	Engage with Individuals, Families, Groups, Organizations and Communities	Engage with Individuals, Families, Groups, Organizations and Communities
Competency 7	Assess Individuals, Families, Groups, Organizations and Communities	Assess Individuals, Families, Groups, Organizations and Communities
Competency 8	Intervene with Individuals, Families, Groups, Organizations and Communities	Intervene with Individuals, Families, Groups, Organizations and Communities
Competency 9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Field Placement Timeline

The field practicum placement experience is divided into the foundation practice practicum and the specialized practice practicum, both of which occur at the same agency. This sequence is presented in the **Field Practicum Placement Table**.

Practicum Placement Timeline Table:

	Full-Time Students	Advanced Standing Full-Time	Part-time students	Advanced Standing Part-Time
No Field	Semester 1	N/A	Semesters 1 & 2	N/A
Foundation	Semester 2	Semester 1	Semesters 3 & 4	Semesters 1 & 2
Specialized	Semester 3	Semester 2	Semesters 5 & 6	Semesters 3 & 4
Specialized	Semester 4	Semester 3	Semesters 7 & 8	Semesters 5 & 6

The search for a field placement site generally begins during the student’s foundation semester, which precedes the first semester they are expected to start field practicum at their agency. For example, a student interviewing in the fall semester will be starting the field practicum in the spring semester. Because TSSW has rolling admissions with its online MSW program, different cohorts of students are seeking field practicum placements every semester.

Foundation Practice

The purpose of the Foundation Practice curriculum is to provide students with experience and instruction in foundation social work practice. It offers students an opportunity to learn a 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. The foundation practice course, Field Practicum & Seminar I (SOWK 7520), is completed in one semester (during the full-time student’s second semester in the MSW program). Part-time students complete the foundation practice Field Practicum & Seminar courses PT1 and

PT2 (SOWK 7910 & 7920) in two semesters (during the part-time student's third and fourth semesters in the MSW program).

Specialized Practice

The second segment of the field instruction sequence is the Specialized Practice Field Practicum. Its purpose is to promote and focus on the integration of theory and practice skills in advanced clinical/community social work practice. The Specialized Practice curriculum builds upon the Foundation Practice curriculum. Full-time students take Field Practicum & Seminar II and III (SOWK 7530 and SOWK 7540) during their third and fourth semesters in the MSW program. Part-time students take the Specialized Practicums PT3, PT4, PT5, PT6 (SOWK 7930, 7940, 7950, 7960) during the student's fifth through eighth semesters in the MSW program.

Relationship to MSW 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 environments.

This goal of integration is accomplished in part through the Field Practicum & Seminar course, which 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 Practicum Seminar may include readings, skill building exercises, didactic presentations, case presentations, and role play exercises. Faculty Field Liaisons and Field Instructors communicate regularly to ensure students' educational goals are being met. Field Instructors are encouraged to review syllabi, bibliographies, and assignments.

Practicum Experience for Dual-Degree Students

The Field Education Department 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. Dual-degree students may have requirements that influence where they are placed for field practicum.

- MSW/MPH: Students concurrently pursuing an MPH at the School of Public Health and Tropical Medicine are encouraged to consult with the Field Education Department and their MPH practicum in identifying potential field placements. It is the student's responsibility to communicate with both programs to ensure their chosen placement meets the practicum requirements for both.

- MSW/JD: Students in the MSW/JD program may take one of two paths. They can either begin with coursework in the School of Law or with TSSW. Both paths take a total of eleven semesters. Please contact your academic advisor for additional information regarding the curriculum paths for this dual degree program. Students in the MSW/JD program have a prescribed course sequence that incorporates semesters in both the law program and the social work program. MSW/JD students must consult with both the School of Law and the School of Social Work throughout their time at Tulane University. MSW/JD students will be in internships designed to meet CSWE requirements, though students may request placements that focus on the intersection of social work practice, policies, and the law.
- MSW/MS-DRL: An internship is not required of the Master of Science in Disaster Resiliency Leadership program. Students will be in internships designed to meet CSWE requirements, though students may request placements that focus on disaster resiliency.

II. Roles & Responsibilities

Field Education Department Administration

The Field Education Department consists of the Director of Field Education, Program Managers/Senior Field Education Coordinators, and the MSW Field Education Program Coordinator. Listed below are the roles and responsibilities.

Director of Field Education

The Director of Field Education reports to the Dean of the School of Social Work and works collaboratively with the MSW Programs Director and the Associate Dean of Academic Affairs. The Director of Field Education is responsible for the leadership and management of the Field Education Department within the School's budgetary guidelines.

Role and responsibilities of the Director of Field Education include:

- Provides strategic educational and administrative leadership for the Department of Field Education and School of Social Work.
- Ensures compliance with all CSWE field education accreditation standards.
- Works collaboratively with other program directors, curriculum sequence chairs, and faculty committees.
- Oversees the overall direction of the Field Education Department and coordination of the activities of the Field Education Department.
- Maintains visibility in the community for the purpose of developing relationships with agencies and organizations as well as developing field placement sites and creating nontraditional sites, especially for the most under-resourced communities.
- Manages the practicum placement process; reviews and approves final practicum assignment of all MSW students, or delegates to other Field Education Department staff.

- Manages the administrative functions of the department and Field Education Department staff.
- Appoints new Field Liaisons and evaluates all Field Instructors' performance.
- Orients and prepares students in conjunction with Field Liaisons and Field Education Department Program Managers.
- Mediates escalated field problems encountered by the student and/or instructor.
- Plans programs to support and advance the professional development of agency-based Field Instructors.
- Provides leadership in developing new field educational pedagogical and andragogical resources, including online resources for students, Field Instructors and Field Liaisons to meet the needs diverse intellectual interests and learning styles.
- Oversees the maintenance of relevant department data systems to ensure coordination with the school's larger information systems.
- Engages in program evaluation and planning that includes utilizing input from faculty, students, and agencies, to design an overall program that address each CSWE competency.

Program Managers/Senior Field Education Coordinators

The Program Manager(s)/Senior Field Education Coordinator(s) report to the Director of Field Education and work collaboratively with all TSSW stakeholders. Program Managers/Senior Field Education Coordinators are responsible for coordinating services related to the implementation of CSWE and Field Education Department policies and procedures.

Role and responsibilities of the Program Managers/Senior Field Education Coordinators include:

- Works with the Director of Field Education in locating, cultivating, assigning students to, and evaluating field sites.
- Supports the development of field placements and helps maintain a positive working relationship with partner agencies.
- Trains and provides ongoing guidance for Placement Advisors regarding TSSW specific policies, criteria, and procedures for selecting field placement sites.
- Facilitates the approval process of field placement sites for MSW students.
- Provides initial training and ongoing support for Field Liaisons and Field Instructors about the policies and procedures of TSSW's Field Education Department.
- Liaises with community, university groups, and field placement sites as appropriate.
- Serves as a proxy for the Director, when necessary, in the mediation of any field problems encountered by the student, Field Instructor, and/or Field Liaisons.

MSW Field Education Program Coordinator

The MSW Field Education Program Coordinator reports to the Director of Field Education and works collaboratively with all TSSW stakeholders. MSW Field Education Program Coordinators are responsible for coordinating administrative duties related to the implementation of the Field Education Department.

Role and responsibilities of MSW Field Education Program Coordinator include:

- Provides support as the first point of contact for the Field Education Department.
- Supports the development of field placements and helps maintain a positive working relationship with community agencies.
- Assists with scheduling meetings and site visits within the department.
- Maintains various system databases.
- Ensures that necessary processes and procedures for student documentation such as background checks, attestations, and letters of verification are completed.

Placement Advisors

Placement Advisors support the Program Managers/Senior Field Education Coordinators by working directly with online students seeking placement. Placement advisers are the first (but not only) point of contact for online students and provide guidance regarding their field application. The placement advisers present options to the program managers, who complete a vetting process with proposed sites, Field Instructors, and Task Managers to ensure they meet accreditation and TSSW standards.

Role of the MSW Student

TSSW's MSW program is an accelerated graduate program designed for adult learners. Students are expected to have the capacity, willingness, and motivation to be responsible learners and active participants in their own professional development.

Students must take active ownership of their education and professional development, including but not limited to:

- Completing the minimum CSWE prescribed 900 hours of field practicum placement concurrently with the associated Field Practicum & Seminar courses.
- Engaging in mandatory one-hour weekly supervision with the approved Field Instructor.
- Actively participate in planning their own learning, including developing specific, measurable, achievable, relevant, and time-oriented (SMART) learning goals each semester (each semester for full-time and alternating semesters for part-time students) with their approved Field Instructor.
- Following NASW ethical and professional standards by first addressing any concerns directly with their field supervisors then escalating to the Field Liaison should those concerns not be resolved.
- Reviewing placement hours with their Field Instructors and submitting biweekly timesheets in TSSW's online internship tracking program.
- Behaving professionally as both a student and a representative of TSSW and their placement agency in the community.
- Scheduling a mandatory site visit every semester that includes the student, the Field Instructor, the Field Liaison and, if applicable, the Task Supervisor.

Role of the Field Instructor

Potential Field Instructors come to the attention of TSSW in various ways. Most often, a continuing relationship over the years between TSSW and the agency yields the best results because TSSW and the agency understand each other, are united in the educational endeavor, and have worked together productively over time. Often agency staff includes graduates of TSSW who identify with TSSW and its program and, with time and experience, are themselves interested in providing field instruction. Open communication between interested parties reveals names of staff members who are ready for and interested in becoming Field Instructors.

For those seeking placement outside the greater New Orleans area, 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 TSSW 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:

- A Master of Social Work degree from an accredited program.
- Two to five years' work experience as a social work practitioner, licensure by the Louisiana State Board of Social Work Examiners (for those students located in Louisiana) or licensure in the state where the services are being provided (where the student and agency reside). Note that the Field Education Department is aware that there are certain states where initial licensure (the LMSW) is not required to practice, such as California.
- A full clinical license (LCSW, LICSW, etc.) is preferred by TSSW and is required if the student will be doing direct clinical work with clients.
- A commitment to participating in the education of students.
- Submission of a current curriculum vitae.
- 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. *A Field Orientation is offered in person for Field Instructors in the New Orleans area and online for those outside the New Orleans geographic area.
- Agreement to participate in meetings, institutes, and workshops essential to the ongoing operation of field instruction and the continuing development of the Field Instructor.
- If the field agency is unable to provide an on-site Field Instructor with the required credentials, TSSW may work with the agency to provide an off-site licensed social work supervisor - an External Field Instructor (EFI) - to provide weekly supervision and collaborate with an approved Task Manager to coordinate the field placement.

Responsibilities of the Field Instructor include:

- Ensuring students have enough opportunities at their agency to complete a minimum of CSWE-prescribed 900 hours of field practicum (generally, 24 hours per week for full-time students and 12 hours a week for part-time students).
- Supporting students in developing their CSWE competency-based learning objectives and supplying corresponding learning experiences (from those available within the agency's services) to ensure student's optimal learning within the practicum.
- Scaffolding assignments and learning experiences so that, as student knowledge and skills develop, they receive increasingly advanced and independent assignments at the agency.
- Engaging in at least one hour of weekly individual regularly scheduled supervision-learning conference with the student they are supervising.
- 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 students are 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.
- Providing evaluation of the student's performance with ongoing feedback, identifying student progress (or difficulty) in the learning process.
- Contacting the Field Liaison with any concerns regarding the student's ability to successfully engage in and/or achieve competency in each of the CSWE Competencies. If a serious problem is recognized, the student and/or Field Instructor must follow the procedures outlined in this Appendix.
- Participating in a mandatory site visit every semester attended by the Field Instructor, the student, the Field Liaison and, if applicable, the Task Supervisor.
- Participation in school-planned educational opportunities that are designed to assist the Field Instructor in enhancing their educational ability. These may include, but are not limited to:
 - New or prospective Field Instructors are required to attend an orientation seminar designed to support the transition from practitioner to educator.
 - Experienced Field Instructors benefit from occasional meetings with TSSW faculty and staff to stay current on course content; to be acquainted with curriculum changes; to serve as consultants to classroom teachers on course content with respect to social work practice considerations; and/or to engage with colleagues regarding field instruction ideas, challenges, and other considerations related to student learning needs.
 - Special learning opportunities planned by TSSW for the field instruction group, e.g., a workshop or seminar by a special guest, pertinent continuing education seminars, etc.

Task Supervisor

In situations in which the agency cannot provide a qualified Master's level social worker or Licensed Clinical Social Worker, a Task Supervisor model may be utilized to reinforce the social work perspective and ensure adequate supervision. Qualifications to be a Task Supervisor include a master's level degree, have been employed by agency for at least six months, and express willingness to act as on-site Task Supervisor.

The responsibilities of the Task Supervisor include.

- Orienting, training, and day-to-day supervision of the student at the agency, including ensuring the student is knowledgeable of agency mission, vision, values, goals and policies.
- Directing the work of the intern by assigning tasks and responsibilities and ensuring they are aligned with the student's agreed-on learning goals.
- Meeting weekly with the student for supervision.
- Maintaining regular communication with the External Field Instructor and Field Liaison to ensure student learning goals are being met, and to address any questions or concerns.
- Attending a mandatory site visit every semester with the student, the Faculty Liaison and the External Field Instructor (note it is the student's responsibility to ensure proper scheduling of the site visits).
- Completing and submitting an evaluation of the student's progress every semester.

External Field Instructor (EFI)

When an agency does not have a qualified Field Instructor, as defined by CSWE and TSSW policies, an external supervisor may be brought onto the student's team to provide the CSWE-prescribed weekly supervision. The External Field Instructor (EFI) must meet CSWE and TSSW field instructor qualifications and will work closely with the Task Supervisor and the Field Liaison to ensure the student's practicum experience reflects CSWE competencies and social work values.

The EFI is responsible for:

- Meeting with the student for a minimum of one hour weekly individual supervision sessions. Group supervision may supplement, but not replace, the weekly sessions.
- Communicating regularly with the student's Task Supervisor and Field Liaison to ensure the student's learning needs are met at the practicum site.
- Infuse social work values and ethics into the student's experience.
- Encouraging the development as a professional social worker in the context of the student practicum experience.
- Collaboratively developing the student's learning goals with the Task Supervisor, the student, and Field Liaison.
- Attending at least one site visit every semester with the student, Task Supervisor and Field Liaison (note it is the student's responsibility to ensure proper scheduling of the site visits).

- Completing and submitting an evaluation of the student's progress every semester as per TSSW procedures.
- Contacting the Field Liaison with any concerns regarding the student's ability to successfully engage in and/or achieve competency in each of the CSWE Competencies.

The EFI's responsibilities do not include:

- The direct oversight of practice at the agency.
- Addressing the policies or functions of the agency. If a student has questions or discomfort related to these types of issues, they should talk with their Task Supervisor and Field Liaison.
- Providing task assignments to students outside what the EFI and Task Supervisor agree to.
- Being listed on disclosure forms, as they are not the primary clinical supervisor.

Faculty Field Liaison

The Faculty Field Liaison is a professor or adjunct instructor at Tulane University who teaches a Field Practicum & Seminar course. Faculty Field Liaisons assume responsibility for field advisement of small groups of students, meeting regularly with them in Field Seminar and conducting field practicum site visits at least once per semester. The 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 Field Education Department.

Roles and responsibilities of the Faculty Field Liaison include:

- Providing support as the first point of contact for the Field Instructor, External Field Instructor, and Task Supervisor.
- Meeting with students in the Field Practicum & Seminar course, and individually as needed, to facilitate peer problem-solving, provide support, and ensure integration of learning.
- Engaging in and documenting a minimum of one site visit per semester with field practicum agencies to maximize effective communication with the students, TSSW, and agencies. Site visits should include the student, the Field Instructor and, if applicable, the Task Supervisor and External Field Instructor. It is the student's responsibility to coordinate the scheduling of the site visits. Field site visits for online students are made using web-based technology.
- Assessing and intervening in concerns with the student field practicum experience and referring, as needed, to the Field Education Department program managers.
- Reviewing and verifying documentation as specified in course syllabus, including, but not limited to, student learning goals, field evaluations, and timesheets.
- Monitor student progress and notify Field Education Department at least one month prior to the end of the semester if the student is unlikely to complete the necessary hours or if, for other reasons, the student could receive an Incomplete or Unsatisfactory.

- Ensuring any Incomplete contracts are turned into the Field Education Department based on the timeline required in the MSW Handbook.
- Enter grades for their students each semester in accordance with the deadline provided by TSSW every semester.
- Evaluating current agency and Field Instructor practices to ensure ethical and effective social work practices are modeled and supported and the learning environment is aligned with CSWE and TSSW policies and standards.

III. Placement Process

Placement Process

The process of assigning students to the field placement is a prescribed, rigorous, and detailed process. The field practicum is the signature pedagogy of social work and the most important learning experience for students. As students engage in the delivery of social work services, classroom content takes on a professional reality. Much care, thought, and attention is focused on the assignment of students to field placements.

The placement of students in agencies where social work practice occurs carries with it a serious professional gate-keeping responsibility. Accordingly, students must be in good academic standing and demonstrate professional behavior for admission to field. This standard is articulated in the TSSW Code of Student Ethics that each student reads, discusses, and agrees to in the first semester, prior to placement. Additionally, students are expected to have read and internalized the NASW Code of Ethics that guides social work professional practice. TSSW reserves the right to deny or delay a student's field placement if these academic or professional standards are not met.

The Field Education Department assigns students to field placements following a substantial amount of preliminary work, outlined in the "Agency Vetting Process" section of this document. This includes assessing how many interns an agency can support, and whether the agency will be able to support students' individualized learning goals and desired field experiences. A final practicum assignment is made only after a student has interviewed with an assigned field placement, and there is mutual agreement that the assignment will be productive. The Field Education Department must provide the final approval for an internship to start.

All students must submit proof of individual student professional liability insurance to the TSSW online internship tracking system before entrance into field placement. They must also furnish proof of current and valid liability insurance upon request by TSSW officials or Field Instructors.

STUDENTS ARE NOT PERMITTED TO CONTACT PROSPECTIVE FIELD PLACEMENT AGENCIES UNTIL A TENTATIVE ASSIGNMENT HAS BEEN MADE OR THEY HAVE BEEN TOLD TO DO SO BY THE FIELD EDUCATION DEPARTMENT.

Prerequisites

With the exception of those admitted as Advanced Standing, students must successfully complete one full-time or two part-time semesters prior to starting their field practicum placement. The field practicum experience is in addition to students' non-field courses, allowing for both theoretical and practical learning.

Students must have resolved any "Incomplete" grades prior to starting field practicum, as outlined in the TSSW Student Handbook.

In addition, any student whose GPA falls below 3.0 MUST undergo a Student Accountability and Standards Review to determine whether or not they will be allowed to enter or continue in field practicum.

Advanced Standing students begin the program after the first fulltime or second part-time semester and enter field practicum placement when they begin their MSW studies.

Field Practicum Placement Process:

Field Placement Orientation	Student completes a live orientation with the Field Education Department to get overview of the process and next steps.
Field Placement Consultation	Students meets with a member of the Field Education Department for individual consultation and discusses interests, barriers, and educational goals.
Field Placement Application	Student completes field placement application online, including ranking the top three agencies in which they would like to complete their practicum.
Interview Assignments	The Field Education Department will match the student with agencies with which to interview. Students MUST interview with all assigned agencies. At the discretion of the Field Education Department, students with extenuating circumstances may be granted additional interviews.
Interviews	Student will reach out to agencies and set up interviews only after receiving written approval to do so by the Field Education Department. Students may NOT accept any offers of placement until they receive written approval to do so by the Department.

Feedback	Students and agencies will provide feedback to the Field Education Department on the interview and whether the site will meet the educational goals of the program and the student.
Confirmation	The Field Education Department will confirm the placement in writing with both the site and the student after receiving all the feedback from both interviews.
Onboarding	Students will complete all agency required pre-placement onboarding activities, such as training, background checks, drug screens, and paperwork.

Consultation

All students are required to meet with their program manager or placement adviser for an initial consultation about field placement. Students will discuss their interests, educational goals, and any requests or concerns regarding their field placement. The placement team will discuss available sites and next steps.

Field Application

All students must complete a field placement application in order to move forward in the practicum process. No matches for interviews with potential placements will be made unless this application is completed. Functionally, the application captures much of what is discussed in the consultation.

Ranking Agencies

After the consultation with the program manager or placement advisor and as part of the field placement application, students will rank agencies in order of preference. Things to consider as choices are narrowed down:

- Boundaries: what is a hard line in terms of placements/populations/agencies, etc., with which you cannot work either due to personal relationships or previous history?
- Educational goals: where are the areas of growth you are seeking?
- Level of practice: individual clients vs. community/macro social work, keeping in mind that you must engage in all levels of practice during your internship.
- Type of practice setting.
- The commute to the agency.

Interviewing

The Field Team introduces the student to the agency and the Field Instructor, and the student then negotiates and schedules 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. The student will interview at assigned sites. Both the agency and the student will agree if the placement is in alignment with student learning goals. The outcome of the interview is shared with the Program Managers/Senior Field Education Coordinators, who then confirm the placement. Please note that there are a variety of factors considered when deciding placements, such as the agency's capacity and its alignment with student learning goals.

****Any student who is declined or does not accept an internship with an agency must meet with a member of the Field Education Department, who may then refer the student for a Student Accountability and Standards Review to assess the student's readiness for field and/or the MSW program.**

Confirmation

If all parties agree that there is a suitable alignment between the student's learning needs and the agency's resources, the Field Education Department will confirm the placement and notify the student and agency in writing.

Once confirmed for placement, the student is expected to fulfill the requirements of the field practicum.

Onboarding

Each agency typically has their own distinct onboarding process. This often includes completing forms required by the human resources department, background checks, and screening for substance use. As part of the internship, the student must complete any onboarding requirements of their host agency.

Please note that some agencies have more stringent policies than that of Tulane, such as vaccine requirements, which are generally not negotiable with those agencies.

IV. Agency Vetting Process

Agency Requirements

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 must have resources within the community where students can develop competencies in social work practice. TSSW seeks to promote and develop mutually beneficial and satisfying relationships with agencies that provide social services and social work-related services and are willing to provide field instruction for MSW students that supports mastering

Foundation practice behaviors and the Specialized Practice clinical-community concentration.

Agency receptivity and commitment to graduate social work education that supports the Foundation Practice and the Specialized Practice of Integrated Clinical and Community Practice is required.

Prospective agencies are identified using reputable databases of social service agencies (public and private) that serve relevant populations as well as community resources in the student's community. In addition, students may suggest agencies in their communities.

Prospective agencies are contacted by personnel in the Field Education Department staff regarding TSSW specific policies, criteria, and procedures for selecting field settings. All agencies are required to submit a TSSW agency application which includes identifying the potential Field Instructor. Potential Field Instructors are interviewed by the Field Education Department and must be approved. All field agencies must meet the same criteria and adhere to the same policies.

The agency must provide social work services and functions which meet the educational needs and professional goals of students, including but not limited to:

- New and expanding social services delivery systems, and systems with an adequate array of social work activities appropriate for student involvement at the micro, mezzo, and macro levels of practice.
- Providing a qualified Field Instructor (or Task Manager and External Field Instructor), as defined in this handbook, who is capable of meeting the needs of students and the requirements of TSSW in relation to the placement curriculum, subject to approval by TSSW.
- Agency must have a licensed social worker (LMSW with 2+ years of experience or LCSW) who agrees to regularly observe and supervise the student and provide a minimum of one hour per week of in person supervision. Students in a clinical setting (most non-macro placements) must be supervised by an LCSW.
- Space and physical infrastructure provide for student presence three days weekly on a 12-month basis for full-time students and 1-2 days a week for 24 months for part-time students.
- Compliance with equal opportunity/affirmative action provisions as prescribed by federal guidelines.
- To exhibit ethical behavior as outlined in the National Association of Social Workers (NASW) CODE OF ETHICS in conduct, teaching, and practice with clients, peers, and students.

Students in all field placements must have in-person contact with clients and constituencies. In person contact is discussed with agency personnel when they apply to be a field site. If they are unable to provide in-person contact, the site appropriateness will be evaluated by the department.

School- Placement Agreement

Prior to placing students in an agency, an agreement must be signed by an authorized placement agency representative and the Director of Field Education at TSSW. The agreement outlines expectations and obligations of TSSW, the agency, and the student. Agreements are reviewed regularly prior to expiration to monitor currency and applicability.

NOTE: There were various exceptions made due to the COVID-19 pandemic, as permitted by CSWE. However, CSWE has returned to pre-pandemic standards, as has TSSW. Should that situation change again, the Field Education Department will communicate with students, Field Instructors, Field Liaisons, and partner agencies directly. If there is any confusion, please contact the Field Education Department at tssw_field@tulane.edu.

Employment-Based Placement Criteria

Field placements may be arranged at the work site where the student is engaged as an employee. 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 TSSW and the agency will be clearly defined, have executive approval of the Director of Field Education and authorized agency leadership, and be formalized in writing prior to the initiation of the field placement. The plan will be evaluated periodically by a Field Liaison and agency personnel. 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 Director of Field education. Credit may not be given for previous work experience, and the same standards for Field Instructors also apply to employment-based placements.

In addition to the requirements for agency placement, a work-based internship requires:

- A written plan that clearly specifies the differences between the responsibilities and tasks as an employee and the new responsibilities and tasks as a student completing an internship.
- A different person as a field supervisor than the employee supervisor to assure the integrity of the educational purpose of the placement.
- Student must be employed by the agency for six months or more prior to employment based field application is reviewed.

- A written plan for mitigation is required to address:
 - Practicum related concerns that could impact the student's employment;
 - Employment related concerns that could impact the student's internship;
 - Conflicts between the student and their work supervisor and/or the student and their field practicum supervisor.

V. Practicum Policies

Required Hours of Internship

The Council on Social Work Education requires that students **complete a minimum of 900 hours of field experience during the MSW program**. Each full-time student must spend three semesters in the field practicum. In general, Full-Time students are at their placement agency, eight hours a day for three days per week or 24 hours per week for the semester. Part-Time students complete six semesters in field placement. On average, this is twelve hours per week for the semester. **Field hours earned which exceed the required minimum per semester do not rollover to the next semester. Students will still need to complete the hour requirements for their field practicum courses each semester, 300 hours for full-time and 150 hours for part-time students.**

Students are concurrently completing field practicum hours while also attending classes. Full-time students attend classes on Tuesdays and Thursdays and are in the field on Mondays, Wednesdays, and Fridays. Part-time students have similar schedules. All students negotiate specific schedules with the agency Field Instructor, based on the needs of the agency/clients.

Students must remain in the placement agency for the duration of the semester. Accumulating additional hours early, in order to complete the internship sooner, is not permissible. For example, a full-time student who completes 350 hours of field one semester will still be required to complete 300 hours of field the following semester, even if it is their final semester. Hours are not the final determination of the student's fulfillment of practicum requirements and the CSWE-mandated 900 hours are a minimum standard. Students must complete the full-time span allocated – this is part of the agreement between TSSW, students, and partner agencies. They must have the time to engage in different types of practice interventions 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. Students must complete a timesheet through the online field tracking software. The timesheet is reviewed by the Field Instructor during the one-hour weekly supervision. The timesheet is signed by both the student and the Field Instructor and submitted with the semester field evaluation at the end of each semester. Students must remain in field practicum placement throughout the semester, even if the required hours have been completed so that they have the opportunity to utilize what is learned in class in their field practicum setting. A student who is having difficulty completing the required hours by the end of

the semester is expected to inform the Field Instructor and Field Liaison to discuss options as soon as possible. Successful completion of the course is dependent on completion of required hours each semester. If, for some reason, a student anticipates missing field hours in an upcoming semester due to personal issues, they are expected to discuss ways to make up days with the Field Instructor and Field Liaison prior to the start of the semester. In extenuating circumstances, with written permission by the Field Instructor and the Field Education Department, accommodations may be made to ensure completing the required hours. Accommodations and plans for completion of practicum placement hours must be clearly specified in the permission document.

Safety

Social work practice activities sometimes occur in places that may not be safe or may not be perceived as safe by 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 does not feel sufficiently safe to carry out assignments, they are encouraged to renegotiate those assignments with the help of the Field Instructor. Any safety concerns should also be brought to the attention of the Faculty Field Liaison as soon as possible.

Sexual Harassment Policy

Federal law provides that it shall be 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 if 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:

- Would be regarded by most Tulane faculty members and students as grossly objectionable;
- Is not stopped by what the student considers, and what, under the circumstances, are normal protests;
- 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;
- 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.

Use of Personal Vehicles

Social work practice often requires travel to facilities outside the location of the agency. Some agencies provide reimbursement for student use of their own vehicles and insurance coverage for carrying out agency related activities. Some agencies have their own fleet of vehicles for which the student may qualify as a driver if they are to have assignments requiring use of a vehicle. Other agencies do not have these resources available. Issues related to the use of personal vehicles need to be clarified prior to placement.

University Holidays

All students are entitled to official University holidays and to vacation periods scheduled between semesters. At the beginning of placement, students should provide their Field Instructors with a TSSW University calendar that outlines official holidays. If the agency has particular holidays (religious, public holidays, etc.) beyond the prescribed University schedule, students will be expected to make up this time. Students are expected to anticipate planned holidays and to make plans for coverage of their practicum related tasks with the Field Instructor. If a student would like to continue practicum placement activities during a TSSW holiday period, approval must be sought and approved from the Faculty Field Liaison and the Field Education Department. Students cannot be COMPELLED by the site to participate in field practicum placement during university holidays. Students must be aware that their student professional liability insurance may not provide coverage during holidays or university breaks.

Sick Leave, Personal Emergencies, and Absences

CSWE Accreditation Standards mandate a minimum number of hours for completion of the MSW practicum. Most states require an MSW from a CSWE-accredited school in order to be licensed to engage in social work; therefore, students must complete a minimum of 900 hours of practicum in order to work as a social worker in most states. To assure students meet these requirements, sick leave or requested time off for personal emergencies must be made up during the semester in which the absences occurred. Students who miss field for several days should develop a plan to make up the hours with their Field Instructor and Field Liaison. Communication is crucial if/when any days must be missed.

It is 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. In addition, any longer absence anticipated due to medical issues must be discussed with the Faculty Field Liaison, Field Instructor, and Field Education Department.

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.

NASW Code of Ethics Standard 2.06 states:

“(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.” (National Association of Social Workers, 2021).

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 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.

NASW Code of Ethics Standard 3.01(c) states:

“Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.” (National Association of Social Workers, 2021).

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, TSSW will not assign students to placements involving:

- Supervision by a family member or friend, whether primary Field Instructor, secondary Field Instructor, Task Supervisor, consultant, or practice consultant;
- Supervision by another student in the MSW program, including task supervision;
- Supervision by current supervisor at place of employment;
- Placement in an agency where the student or a family member is an active or recent client; or
- 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)

Home Visits

Home visits are a regular part of many placements. Agencies will be expected to take appropriate measures to ensure the safety of students. Students are not permitted to make home visits by themselves during their first semester (full-time) and first two semesters (part-time). Dyads or pairs represent best practice and optimize safety for the student. The same safeguards provided to staff must be provided to students. However, in some cases students may need additional support and security provisions. The Field Liaison and Field Education Department should be consulted immediately if safety is a concern.

Transporting Clients

Students are NEVER permitted to transport clients under any circumstances, whether in their personal vehicles or an agency vehicle, even if accompanied by an agency employee. This is a liability issue for all parties involved. As it is not covered by car insurance or the students' liability insurance plans, this could leave a student with a large and unforeseen financial burden, and anything could happen during the transport. **DO NOT TRANSPORT CLIENTS.**

Information Sharing

As with all social work courses, the faculty of TSSW has a responsibility to monitor the student's performance and progress in the program. To this end, faculty share information amongst themselves with respect to the student's status in the program.

Field Instructors are co-educators in the Field Practicum & Seminar courses whose input is essential to the information sharing process. Access to information is restricted to the students for whom the Field Instructor is or will be responsible. This information 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;
- Verification of required background and medical clearances required for internship.

Students are notified that information may be shared with Field Instructors and field sites as part of the field education process and are required to sign a Student Release of Information Form prior to beginning academic courses.

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 a Student Accountability and Standards Review to determine the student's continuation in the MSW program.

Open Identification of Student Status

Students must identify themselves as students or interns in their work with clients and other agency representatives. It is unethical for students to misrepresent themselves as employees of the agency.

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 their 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

NASW Code of Ethics Standard 4.03 states:

"Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities." (National Association of Social Workers, 2021).

Students will want to keep this in mind when engaging in social media and consider making any social media accounts private.

Respect

NASW Code of Ethics Standard 2.01 states:

"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." (National Association of Social Workers, 2021).

Professional Liability and Health Insurance

All students are required to submit proof of their own professional liability insurance prior to entering field practicum placement. **Students cannot be in field practicum placement if proof of liability insurance is not on file in the online placement tracking software system.** Students may be 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.

Social Media Guidelines

As social workers, 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 students would otherwise limit to friends and families.

NASW Code of Ethics Standard 4.03 states:

“Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” (National Association of Social Workers, 2021).

It is inappropriate for students to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (including but not limited to Facebook, Instagram, Snapchat, X, blog posts, etc.) no matter how many security settings have been used.

Students should be clear when sharing personal views and should engage in a clear decision-making process before sharing views related to sensitive issues. Students should verify information before posting it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.

NASW Code of Ethics Standard 4.06(a) states:

“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.” (National Association of Social Workers, 2021).

Social media channels provide an excellent means to build community; however, as students utilize these tools, they should take care to do no harm to themselves, their field sites, their clients, TSSW, their classmates, or to the social work profession in the process.

Dress Guidelines

Students must follow the 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. This is another factor to consider when choosing placements. Observe how people in the agency are dressed during your interview and ask questions about the agency expectations on dress and presentation.

VI. Field Practicum Seminar

Foundation Practice Field Practicum (SOWK 7520 ,7910, and 7920)

(Required: 4 Semester Hours - 24 clock hours per week for full-time students, and 2 Semester Hours - 12 clock hours per week for part-time students)

The purpose of the Foundation Practice Field Practicum is to provide students with experience and instruction in Foundation 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 foundational skills within an agency setting. The Foundation Practice Practicum is completed in one semester for a full-time student, in their second semester in the MSW program, and during the third and fourth semester in the program for part-time students. The Foundation Practice Practicums closely integrate with the foundation content that has been taught during the first semester, as well as content that is being taken concurrently with the placement.

Objectives of Foundation Practice Field Instruction

Upon completion of the Foundation Practice Field Practicum, the student will be able to:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Use practice experience and theory to inform scientific inquiry and research.
- Identify social policy at the local, state, and federal level that impacts well- being, service delivery, and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage, assess and intervene with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specialized Practice Field Instruction

The second segment of the field instruction sequence is Specialized Practice 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 the Foundation Practice Field Instruction, the Specialized Practice 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 Practice Field Practicum, both practicum segments require 24 clock hours per week for two consecutive semesters.

For part-time students the Specialized Practicums III-VI (SOWK 7930, 7940, 7950, 7960) are taken during the student's fourth through sixth semesters in the MSW program. As with the Foundation Practice Field Practicum, all of the Specialized Practicum semesters are 2 credits and require 12 hours per week.

Objectives of Specialized Practice Field Instruction

Upon completion of the two full-time semesters or four part-time semesters of Specialized Practice Practicum and the Field Seminar, the student will be able to:

- Apply strategies of ethical reasoning and decision-making to issues specific to integrated clinical and community practice.
- Demonstrate professional use of self in forming and maintaining helping relationships with clients in an integrated clinical and community practice context.
- Critically examine the intersection of personal values, beliefs, and expectations and community values, beliefs, and expectations as they affect the helping relationship.
- Productively utilize feedback about practice through appropriate preparation and active inquiry.
- Proactively engage in practices for career-long learning.
- Address social work-client similarities and differences and utilize strengths to promote positive helping relationships with diverse clients.

- Acquire and apply knowledge of diverse populations to enhance the appropriateness and effectiveness of integrated clinical and community assessments and interventions.
- Assess and address the impact of structural inequalities on micro, mezzo, and macro systems.
- Consider the effects of historical oppression, discrimination, and marginalization of vulnerable groups and utilize anti-oppressive social work principles in integrated clinical and community assessment and intervention.
- Demonstrate skills in advocating for laws, policies, and resources that enhance individual human rights and promote social and economic justice for individuals, groups, families, and communities.
- Use the evidence-informed practice process to guide integrated clinical and community practice in specific and complex practice context.
- Accurately interpret results of qualitative and quantitative data analysis to both appraise existing research evidence and draw conclusions from agency-or practice-based research and evaluation.
- Assess and communicate the impact of legislative or administrative policies on individual clients and communities.
- Demonstrate policy practice skills to facilitate institutional or structural changes that advance the well-being of vulnerable groups and individuals.
- Effectively utilize policy to enhance practice.
- Use an approach that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
- Use relationship skills to engage diverse clients and/or stakeholders in integrated clinical and community practice.
- Integrate relationship and information-gathering to conduct clinical- community assessments and to modify assessments as new information becomes available.
- Assess clients' interpersonal and environmental strengths and vulnerabilities and how these contribute to individual and community well- being and/or dysfunction.
- Collaboratively work with and include clients throughout the iterative process of assessment.
- Develop intervention plans based on integrated clinical and community assessment that specify measurable objectives and outcomes.
- Identify and integrate appropriate, ethical evaluation strategies that can be used to assess progress, barriers, and outcomes in integrated clinical and community practice.
- Select and evaluate data analysis approaches for various types of evaluation.

Evaluation and Grading

Field evaluations must be completed for each semester the student is in field. 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 TSSW regarding the completion of the Evaluation of Student Performance. This is done via TSSW's Intern Placement Tracking

software system. 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, the student 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 may result in the student receiving a failing grade.

Field Instructors complete Field Evaluations for the students each semester. Any deviation from the expectation of Satisfactory performance means the Field Liaison and Agency Field Instructor should have had full discussion of the student's problem at the point at which it became evident. The Field Liaison is responsible for issuing the final grade. For the student who is experiencing trouble serious enough to place them in a "U" or an "I" grade category, a detailed policy is available for the procedures to be followed. Students who are not expected to have a Satisfactory completion should be brought to the attention of the Field Education Department at least a month before the end of the semester.

All grades in field are based on a pass-fail system. Possible grades for the Field Practicum 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% on the 3-point scale of each evaluation at the level of "2" or better. A grade of "U" will initiate a Student Accountability and Standards Review to review the student's status in the program, and to determine if they will be allowed to remain in the program 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 Field Department regarding the student's learning problems. If the student receiving the "U" grade in the field practicum remains in the program, they must complete a new semester of field practicum. Per CSWE standards, a student cannot earn an MSW without completing a full 900-hour field practicum. Per most state licensing requirements, students cannot work without an MSW from a CSWE-accredited program.

The grade of Incomplete is used in cases of illness or extraordinary circumstances, causing the student to lack the required time expected for completion of the field practicum and the student must make up the time and work. Incomplete grades are not guaranteed, and they must be approved by the Faculty Liaison and the Field Education Department PRIOR to the end of the semester. An incomplete contract is due PRIOR to the end of the semester for review.

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 Department of Field Education. The evaluation includes the perspectives of TSSW, 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 TSSW.

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 strength and quality of the field practicum at TSSW is assured by:

- The number and range of agencies which constitute the professional community in the metropolitan New Orleans area and throughout the United States
- The commitment of the agencies to participate in the graduate professional education of social work students.
- The competence of staff and the quality of the carefully nurtured relationship between agencies and TSSW, 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 TSSW 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 Field Department in regard to utilization of agencies. The Department may not be in a position to utilize all of the excellent agencies each year, and 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 TSSW, the practice community, and the students. The 12-month and 24-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.

VII. Addressing Problems in Field

A problem that surfaces in the field placement practicum setting may be identified initially by either the student or the Field Instructor. Regardless of who identifies the problem, the first step is a 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 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 and the Program Managers / Senior Field Education Coordinators for review and then shared with the student and Field Instructor.

Notwithstanding the process outlined above, both the agency and TSSW have the unfettered discretion to immediately remove a student from the agency setting if either the agency or TSSW 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 Specialized field semesters, they 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 on Core Competency standards on the Field Performance Evaluation could result in one of the two options noted below.

The grade of Unsatisfactory "U" can be given in the following situations:

- If the problem is sufficiently serious;
- If the student does not meet expectations on more than 20 percent of the Competency standards on the Performance Evaluation.

This grade may require that the student undergo a Student Accountability and Standards Review. But, at a minimum, the student will have to repeat the course for which the "U" was earned.

The grade of Incomplete "I" can be given in the following situations:

- 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;
- An Incomplete must be converted into an "S" or a "U" during the semester following the one in which it was given.

The proposed plan to make up hours must be approved by both the Director of Field Education and the Director of the MSW Program and cannot be issued in a student's final semester.

Removal of a Student from Field: Reasons for Removal

A student may be removed from the field placement if either the agency or the Field Department believes such removal is warranted.

Situations where removal will be considered warranted include but are not limited to the following:

- 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 Specialized), 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 Student Accountability and Standards Review to determine the student's continuation in the MSW program.

- 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, or TSSW policies and procedures.
- 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.
- 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.
- The student has demonstrated an inability to work positively and instructively with other students, faculty, staff, clients, and other professionals.
- The student has attempted to harm him or herself or someone else.
- 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.
- Repeated tardiness or absences from the field site without notification or approval.

Procedures for Addressing Issues in 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 should 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 Field Education Department 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 share that documentation with 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:

1. Initiate appropriate "next steps" with the student and the Field Office to facilitate placement in another setting or request a Student Accountability and Standards Review to determine the student's standing in the MSW program.

To protect students, agencies, and TSSW 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 field placement may result in a Student Accountability and Standards Review 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 a Student Accountability and 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.

VIII. Addendum

The Nine Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of

oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

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

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this

intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

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

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

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

Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally

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

Social workers:

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

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

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

Social workers:

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

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

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

interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

From: Council on Social Work Education. (2022). Educational Policy and Accreditation Standards. <https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>

The Interview

Once you have been assigned your tentative field placements, you will interview at the placement sites. You will contact your assigned Field Instructors and set up the interviews. 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.

What the agency/field instructor may want to know about you:

- 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?

What you may want to know 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)?

- Ask about office space, parking, lunch, break times, dress requirements, name tags, sign in/out requirements, special security precautions, and 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?

On the day of the interview:

- Get there early to ensure you have a parking place if driving, or possible delays if taking public transportation, as well as 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.
- Be genuinely enthusiastic.
- Be honest in your responses to questions. It is better to discover now that this is not the right place for you. A realistic appraisal of yourself is in your best interest.
- Watch the use of slang and be aware of your body language and facial expressions. Unless invited to do otherwise, refer to your Field Instructor using formal terms.
- Write a “thank-you for the interview” note/email to the Field Instructor.