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

We are pleased to present you with this 2019 Edition of the Field Instruction Handbook for the Master’s Program in Social Work.

Effective learning for practice depends upon the reflective thinking that can only be gained from direct experience. It is through field instruction that the complexities and challenges come alive for the learner, and where one has the opportunity to "become what one knows." ¹

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

Yours Truly,

Heather Gillis, Ph.D. Director of Field Education

**TSSW's Mission**

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

**MSW Program Goals**

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

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

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

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

4. Promotes integrative learning by drawing from and contributing to the diverse, culturally rich, inspiring, and challenging environment of New Orleans and through opportunities for intercultural experience.
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 government to effect changes on multiple levels based on a person-in-environment perspective. The curriculum further emphasizes the concepts of relationship-centered, reflective practice with systems of different sizes and in different service contexts. Relationship-centered practice is a collaborative approach that values and utilizes the importance of relationship as the central vehicle for maximizing opportunities for growth and change, both within the practice setting and within the clients' environments. The ability to use relationships to address issues and to meet clients' needs is the tool of the reflective practitioner. It is a value-based practice process that engages others through active, genuine, empathic communication and understanding. Relationship-centered practice refers to practice that places a primary value on the dynamic exchange of information and support between the social worker and the client system(s), and between and within the clients' own systems.

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

THE FIELD PRACTICUM

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

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

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

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

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

Throughout the field instruction experience, students attend Field Seminar and meet with their faculty field liaisons in order to ensure their progress is developed, directed, monitored, assessed and educationally supported. Each faculty field liaison has specific responsibilities for field coordination with a small group of students and agency placement sites.
All field practicum sites and field instructors are selected by the School through a prescribed process overseen by the Office of Field Education. Each agency signs a School/Agency Placement Agreement which spells out the agreement between the agency and the School and must be signed prior to the beginning of a student placement. For the field practicum, students are placed in a variety of settings in social work practice. Field placements are geared toward student interests and educational feasibility.

**Relationship of the Field Experience to the Overall Curriculum**

The field practicum is the link between the experiential aspect of learning and the overall curriculum. Each mode of learning -- class and field -- reinforces and enhances the other. Some content may receive greater emphasis in the field site or in the classroom, or content may emerge in one and be reinforced in the other. It is in the class/field partnership that integration of theory and practice occurs. The interdependence and complementary nature of the two modes of learning are enhanced through mutual understanding by faculty and field instructors of the theories, content, learning experiences and assignments offered to students in both sites.

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

**Prerequisites for Field Practicum**

All students are expected to successfully complete 1st semester (full-time) or 1st and 2nd semester (part-time) courses before beginning the field practicum. For the remaining semesters, students must take their courses in conjunction with field. Successful completion of the semester is demonstrated by a passing grade or better and no 'Incompletes" in all courses. In addition, any student whose GPA falls below 3.0 MUST be evaluated by the Academic Standards and Professional Review procedures to determine whether or not they will be allowed to enter or continue in field practicum. Advanced Standing students begin field with the full-time students, having met the requirements of a 3.3 GPA and successful completion of an undergraduate practicum for admission to the program. Students must also provide proof of liability coverage prior to starting the internship.

**Generalist Practice Field Instruction**

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

**Objectives of Generalist Practice Field Instruction**

Upon completion of the Professional Foundations course and the Generalist Practice Field Practicum, the student will be able to:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

4. Use technology ethically and appropriately to facilitate practice outcomes;

5. Use supervision and consultation to guide professional judgment and behavior;

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels;

7. Present themselves as learners and engage clients and constituencies as experts of their own experiences;

8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies;

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;

10. Use practice experience and theory to inform scientific inquiry and research;
11. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice;

13. 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;

14. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies;

15. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;

16. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies;

17. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;

18. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;

19. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
Generalist Practice Field Course Descriptions

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

• Generalist Practice Field Practicum (SOWK 7520, 7910 & 7920) (5 semester hours, 24 clock hours per week for Full-time students and 2.5 hours, 12 hours a week for Part-time students required.)
  The purpose of the Generalist Practice Field Practicum is to provide students with experience and instruction in generalist social work practice. It offers students an opportunity to learn the wide range of social work roles and functions (advocate, broker, resource developer, teacher, and counselor) and to become more aware of the needs of vulnerable populations. Emphasis is placed on the development and practice of micro, mezzo, and macro level generalist skills within an agency setting. The Generalist Practice Practicum is completed in one semester (during a full-time student's second semester in the MSW program and during the third and fourth semester in the program for part-time student) and is closely integrated with the foundation content that has been taught during the first semester, as well as content that is being taken concurrently with the placement.

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

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 Generalist 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 Generalist 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 Generalist Practice Field Practicum, all of the Specialized Practicum semesters are 2.5 credits and require 12 hours per week.
**Objectives of Specialized Practice Field Instruction**

Upon completion of the two semesters of Specialized Practice Practicum and the Field Seminar, the student will be able:

Apply strategies of ethical reasoning and decision-making to issues specific to integrated clinical and community practice.

1. Demonstrate professional use of self in forming and maintaining helping relationships with clients in an integrated clinical and community practice context.

2. Critically examine the intersection of personal values, beliefs, and expectations and community values, beliefs, and expectations as they affect the helping relationship.

3. Productively utilize feedback about practice through appropriate preparation and active inquiry.


5. Address social work-client similarities and differences and utilize strengths to promote positive helping relationships with diverse clients.

6. Acquire and apply knowledge of diverse populations to enhance the appropriateness and effectiveness of integrated clinical and community assessments and interventions.

7. Assess and address the impact of structural inequalities on micro, mezzo, and macro systems.

8. 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.

9. 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.

10. Use the evidence-informed practice process to guide integrated clinical and community practice in specific and complex practice context.

11. 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.

12. Assess and communicate the impact of legislative or administrative policies on individual clients and communities.

13. Demonstrate policy practice skills to facilitate institutional or structural changes that advance the well-being of vulnerable groups and individuals.
14. Effectively utilize policy to enhance practice.

15. Use an approach that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

16. Use relationship skills to engage diverse clients and/or stakeholders in integrated clinical and community practice.

17. Integrate relationship and information-gathering to conduct clinical-community assessments and to modify assessments as new information becomes available.

18. Assess clients' interpersonal and environmental strengths and vulnerabilities and how these contribute to individual and community well-being and/or dysfunction.

19. Collaboratively work with and include clients throughout the iterative process of assessment.

20. Develop intervention plans based on integrated clinical and community assessment that specify measurable objectives and outcomes.

21. Identify and integrate appropriate, ethical evaluation strategies that can be used to assess progress, barriers, and outcomes in integrated clinical and community practice.

22. Select and evaluate data analysis approaches for various types of evaluation.

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

- **Specialized Practice Field Practicum I for Full-time students (SOWK 7530)** (5 semester hours, 24 clock hours per week, required). Specialized Practice for Part-time Students (SOWK 7910 & 7920) (2.5 hours, 12 clock hours required).
  Building on the Foundation semester, Specialized Practice Field Practicum I and II allow the student an opportunity to develop advanced direct practice skills in agency settings.

- **Specialized Practice Field Practicum II (SOWK 7540)** (5 semester hours, 24 clock hours per week, required). Specialized Practice for Part-time Students (SOWK 7930- 7960) (2.5 hours, 12 clock hours required).
  In this final semester of field placement, emphasis is placed on the continuing development of the student as an autonomous practitioner capable of evaluating one's own practice.
• Specialized Practice Field Seminar
The Integrative Field Seminar is a required course and is taken concurrently with all semesters of the Specialized Practice Practicum. It relates theory to practice and integrates classroom learning with field experiences. This process-oriented seminar is designed to afford students the opportunity to discuss, analyze, and integrate their field placement experiences with classroom learning.
CHAPTER II

ROLES AND RESPONSIBILITIES

The School is responsible for all aspects of the student’s education. The Director of Field Education is charged with the overall responsibility of administering field instruction. Along with the Director of Field Education, other faculty members serve as field liaisons between the school and the agencies.

Field instructors are typically employed in agency settings and they have the responsibility, delegated by the school, for supervising this important aspect of student learning. Students also have responsibilities as adult learners and as representatives of agencies and the profession.

Director of Field Education

Responsibilities of the Director include:

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

2. In conjunction with the Assistant Director and Program Manager for Field, final assignment of all MSW students;

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

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

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

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

Assistant Director of Field Education

Responsibilities of the Assistant Director include:

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

2. In conjunction with the Director of Field Education, final assignment of all MSW students;
3. Serves as a proxy for the Director, when necessary, in the mediation of any field problems encountered by the student and/or instructor;

**Program Manager for Online Field Education**

Responsibilities of the Program Manager include:

1. Works with the contracted field placement coordinators trained by the Office of Field Education staff regarding TSSW specific policies, criteria and procedures for selecting field settings.

2. In conjunction with the placement coordinators approves all potential sites and assignments of online MSW field students

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

**Faculty Field Liaison**

Responsibilities of the Faculty Field Liaison include:

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

2. Making a minimum of two site visits to field practicum agencies to maximize effective communication with the students, the School, and agencies. Field visits for Online students are made using web-based technology and/or conference calls.

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

4. Approve and sign off on student learning goals, Field Evaluations and Time Sheets

5. Online field liaison's enter grades for their students each semester.

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

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

8. Attend Field Team meetings, trainings and field related events.
Field Instructors

Responsibilities of the Field Instructor include:

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

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

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

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

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

6. Participation in school-planned educational opportunities that are devised to assist the field instructor in enhancing his/her educational ability. These may take one of several forms:
   a) New or prospective practicum instructors are required to attend an orientation seminar planned for those who are new to instructing and who can thus be helped to make the transition from practitioner to educator. All field instructors are invited to attend the annual field instruction workshop which provides CEU's.

   b) Experienced field instructors benefit from occasional meetings with School faculty to be updated on course content; to be acquainted with curriculum changes; to serve as consultants to classroom teachers on course content and when this consultation is needed to gear it to perceived practice needs; or simply to engage in exchange with peers on field instruction problems and how to deal with special student learning needs.

   c) Special learning opportunities planned by the School for the field instruction group, e.g., a workshop or seminar by a special guest, pertinent continuing education seminars.
7. Working collaboratively with the student on completing Learning Goals and Student Performance Evaluations each semester. Field Instructors will be contacted by the school by email regarding the due dates for these forms.

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

**MSW Students**

Responsibilities of the student include:

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

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

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

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

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

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

PROCEDURES FOR PRACTICUM PLACEMENT

Assigning Students to Field Placements

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

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

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

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

Students are not permitted to contact prospective field placement agencies until a tentative assignment has been made or if they have been told to do so by a Field Education Placement professional.

Field Placement Process for On Campus Students:

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

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

1. The Office of Field Education personnel reviews the student's application; relates student interest and needs to the range of available placements and field instructors; and makes a preliminary assignment in sufficient time for an interview to be arranged prior to the semester break.

2. Preliminary assignments are emailed to the students and posted on the Professional Foundations Canvas platform and the student is instructed to contact the field instructor to arrange an interview. The student and the field instructor interview each other to determine the appropriateness of the site to the student's needs and professional goals. If, following this interview, there is mutual agreement on the appropriateness of the placement, the assignment is made final. However, if the agency interview raises serious questions about the feasibility of the proposed placement, either the agency representative or the student can take the initiative in requesting that another placement be considered.

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

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

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

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

**Field Placement Process for Online Students**

1. All students receive orientation to the field through participation in the Professional Foundation course (SOWK 7110). Online students complete Professional Foundations the semester prior to beginning field.

2. At the time of admission, the student is asked to complete a field placement application stating her/his interests in a practicum assignment, kinds of learning experiences desired, career goals, prior experiences, etc.
3. The Office of Field Education personnel, the contracted Placement Coordinator, reviews the student's application and works with the student to identify potential field sites in their geographic location. Once a site has been identified and approved by the Field Office, the Placement Coordinator makes a preliminary assignment in sufficient time for an interview to be arranged prior to beginning field.

4. The student and the field instructor interview each other to determine the appropriateness of the site to the student's needs and professional goals. If, following this interview, there is mutual agreement on the appropriateness of the placement, the assignment is made final. However, if the agency interview raises serious questions about the feasibility of the proposed placement, either the agency representative or the student can take the initiative in requesting that another placement be considered.

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

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

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

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

Note: Tulane School of Social Work is designed to offer one field placement experience of over 900 clock hours broken into three semesters of approximately 316 hours each semester for full-time students and six semesters of approximately 158 hours each semester for part-time students. Students may not change or terminate a placement without careful discussion, planning, and approval from their field instructor, faculty liaison, and the Office of Field Education.

Interviewing for a Field Placement: Helpful Hints for Students

Before the Interview
The process of selecting a field placement can be fun as well as a bit unnerving. After you get a feel for the various fields of practice and agencies you need to identify possible field sites that would meet your educational objectives. To help you make an informed decision about possible placement sites, consider the following:
• Talk with second year students who are placed in the agencies in which you have an interest.
• Talk with the Director of Field Education, faculty advisors, and field liaisons about the agencies.
• Review written and on-line materials related to the agency.
• Please DO NOT contact the agency until after a preliminary placement has been made.

The Interview
Once you have been assigned a preliminary field placement, you will interview at the placement site. You will contact your assigned field instructor and set up the interview. Remember the interview is a two-way interaction, field instructors will interview you, and you will interview them. The purpose of the interview is to clarify expectations that both the field instructor and student may have and to discuss mutual objectives related to the field work experience. Here are some things that might be helpful.

1. What the Agency/Field Instructor May Want to Know
   - What interests led you to seek a placement at this particular agency? If you did not select this agency as one of your choices, what about it would help you meet your learning objectives?
   - What experiences have you had in social work (jobs, classes, or other experiences)
   - What are your long-range career goals and what are your immediate learning needs?
   - What concerns do you have about the placement site?
   - What special interests or needs do you have that may not have been mentioned in the field application form that you need to share with the field instructor?
   - What kinds of situations/clients would you like to avoid if possible in the field setting?
   - Why did you opt for the social work profession and the MSW degree over other professional possibilities?

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

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

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

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

PRACTICUM POLICIES

Absences from Field Placement Vacations, 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 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 sound plans for coverage of their work with the field instructor.

Sick Leave and Personal Emergencies
CSWE Accreditation Standards mandate a minimum number of hours for completion of the MSW practicum. To assure students meet these requirements, sick leave or time requested 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.

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

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

Some field agencies, and all health care organizations, will require screenings, certification, and verification of vaccinations from students prior to beginning the internship. Screenings may include but are not limited to the following: criminal background check, drug screening for illegal drugs, vaccinations, HIPAA training/certification, and/or verification of health status. Students are responsible for obtaining the required background checks, screenings, and providing proof of vaccination/health status and are instructed to ask the field instructor during the field interview about these requirements and make arrangements for their completion prior to starting field.

Many agencies also conduct random drug screenings. Testing positive for illegal or non-prescribed drugs during the field placement may lead to termination from the placement and referral for an Academic and Professional Standards Review to determine readiness to continue in the program.

**Disability Policy for Field Education**

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

The School of Social Work expects agencies participating in field education to follow federal guidelines related to employees with disabilities and to make reasonable accommodations to meet the needs of students with disabilities. The School of Social Work will work with agencies to plan and arrange ADA accommodations and where appropriate, will share the cost of accommodations. However, accommodation applies only to students who are registered with the University's Office of Disability Services and whose need for accommodation in the field setting is verified by that office. All students are held to the same criteria for evaluation of field performance. Any student who feels that he or she may experience difficulty in their field placement because of a disability is encouraged to discuss such concerns with their advisor, a member of the Field Education office, the TSSW Assistant Dean, and/or the Office of Disability Services.

Though a student's request for accommodation is not confidential, the nature of their disability is. By law, students cannot be compelled or pressured to disclose information about their disability to academic or field faculty. However, students with disabilities may themselves choose to disclose such information. When this is the case, members of the Office of Field Education will assist students in determining what and how information concerning disability and accommodations will be shared with the field agency.
Dress Code
Students must follow the same dress code that is required of agency staff. Agency policies including, but not limited to dress, tattoos, and/or piercings must be adhered to by students.

Dual Degree, India Course and Certificate Field Placement Requirements
The Office of Field Education is responsible for making all field assignments and makes every effort to provide a field placement that meets the student's interest and specific needs. Students participating in certificate, dual degree programs and the India short course have requirements which will impact where they are placed for field.

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

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

- **Dual Degree Program- MS/MSW**: Disaster Resilience Leadership. An internship is not required of the MS degree. Students will be in internships designed to meet Social Work/CSWE requirements.

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

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

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

- **Mental Health, Addiction and the Family**: Students planning to complete the Certificate in Mental Health, Addiction and the Family must consult with the coordinator of the certificate program to receive guidance as to specific field requirements and types of relevant agencies prior to submitting the field application.

**Dual Relationships**

The field instructor and student are expected to develop and maintain a friendly but professional relationship. Field instructors are prohibited from becoming romantically or sexually involved with field students. Ethical Standard 2.07 in the NASW Code of Ethics states: "Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority."

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

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

- supervision by a family member or friend, whether primary field instructor, secondary field instructor, task, 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;
- other placements where existing relationships may impair meeting educational goals.

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

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

Field instructors give grades to students for whom they are responsible. Any deviation from the expectation of Satisfactory performance means the School 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 must be in full agreement on the final grade. This level of agreement is also true of an Incomplete grade. For the student who is experiencing trouble serious enough to place him or her in a "U" or an "I" grade category, a detailed policy is available for the procedures to be followed.

When the field instructor is confronted by a difficult grading problem, on which serious differences persist between field instructor and field liaison, the field liaison and the Director of Field Education assume final responsibility for the grade given. All grades in the field are based on a pass-fail system. 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% of her/his ratings on the 3-point scale of each evaluation at the level of "2" or better. A "U" grade in the field requires that the student come before the Academic Standards Committee for review of his/her status in the School and to determine if they will be allowed to remain in the School and repeat the work. A final "U" grade for the semester's work presumes that there has been substantial discussion between field instructor and the school regarding the student's learning problems. If the student receiving the "U" grade in the field practicum remains in the School, she/he must complete a new semester of field practicum.

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

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

**Information Sharing**
*(Adapted from LSU School of Social Work Information Sharing Policy)*
As with all social work courses, the faculty of 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 Education 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.

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

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

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

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

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

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

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

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

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

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

**Required Hours of Internship**
The Council on Social Work Education requires that students complete a minimum of 900 hours of actual field experiences during the MSW program. Each full-time student must spend three semesters in the field, which means three days per week or 24 hours per week for a required minimum of 316 hours per semester. Part-Time students complete six semesters in field placement for twelve hours per week. Students are in concurrent field placements in which both class and field days are scheduled within the same week. Full-time students attend classes on Tuesdays and Thursdays and are in the field on Mondays, Wednesdays and Fridays. Students negotiate specific schedules with the field instructor, based on the needs of the agency/clients and the student.

Accumulating additional hours in order to complete the internship early is not an option, and students must remain in the agency for the duration of the semester. Hours per se are not the final determination of the student’s fulfillment of practicum requirements. Students must complete the full time span allocated. 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 complete a daily time sheet through the online field database, IPT. The time sheet is signed by both the student and the field instructor and submitted with the semester field evaluation at the end of each semester. A student who is significantly ahead in hours is expected to discuss the situation and options with the faculty liaison and field supervisor. 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. A field grade will not be entered for the semester until the required hours are completed. It is expected that some semesters, depending upon the academic calendar, students will have more than the minimum required hours. "Rolling over" or accruing additional hours during the semester to be used in a future semester is not permitted. 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 some situations, with the permission of the field instructor and the Office of Field Education, a student may start field prior to the beginning of the semester in order to ensure completing the required hours.

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

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

- 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.

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

Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media in the field setting include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings.

Students should learn and adhere to the field site/agency's policy on social media use. If the student learns that the agency does not have a formal social media policy, the student should learn and follow the agency's general guidelines and expectations for students regarding social media use at home and at the field site.

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

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

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

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

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

5. Is it ok to use social media outlets on behalf of the field agency? Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.
Social Media Use and Personal Conduct
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. Section 4.03 of the Code of Ethics states that "social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities." It is inappropriate for students to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, My Space, Twitter, and Blog), no matter how many security settings have been invoked.

Students should be clear when sharing personal views and should use good judgment regarding 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. Section 4.06(a) of the Code of Ethics 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."

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, the School of Social Work, their classmates or to the social work profession in the process. See Pages 13 & 14 of the TSSW Field Manual for further clarification.

Adapted with permission from: University of Michigan School of Social Work:

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

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

Transporting Clients
Students are not permitted to transport clients in their personal vehicles or to transport clients in agency vehicles unless accompanied by an agency employee.

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 use of personal vehicles need to be clarified prior to placement.

**Work-Site Placements**

Field placements may be arranged in the work site where the student is engaged as an employee. This is called field placement in the work site and not "work-study." The Council on Social Work Education recognizes and permits the use of such field placements so long as the educational integrity of the field practicum is preserved. According to the curriculum policy statement on graduate social work education, the field practicum is an integral part of the curriculum in social work education. It engages the student in supervised direct service activities, providing practical experience in the application of the theory and skills acquired in all the foundation areas. The objective of the practicum is to produce a professionally reflective, self-evaluating, knowledgeable and developing social worker.

In setting up a field placement in the work site the responsibilities and commitments of both school and agency will be clearly defined, have executive approval of both school and agency, and be formalized in writing prior to the initiation of the field placement. The plan will be evaluated periodically by school and agency personnel at the administrative as well as the operational level. The educational objectives of the student are to be safeguarded by the agency. The final decision for approval of a work-based internship is made by the School of Social Work. Credit may not be given for previous work experience. The same standards for field instructors also apply to these placements.

A work-based internship requires:

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

PROCEDURES FOR ADDRESSING PROBLEMS IN FIELD

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

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

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

Identifying the Student who is Experiencing Problems in the Field Practicum

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

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

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

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

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

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

The grade of Incomplete "I" is used in the following situations:

- a) If due to illness or extraordinary circumstances, the student lacks the required time to meet expectations according to the Performance Evaluation and must make up the time and work;

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

### Removal of a Student From Field: Reasons for Removal

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

1. Level of student performance in the placement is below standards. Using the Competency standards on the Field Performance Evaluation for the appropriate level of field practicum (Foundation or Advanced), the field instructor determines that the student is far below standards and has little or no chance of achieving a level of 'Satisfactory' for the semester. The field instructor and field liaison attempted to remedy sub-standard performance areas, but those efforts were unsuccessful in bringing the student up to the 'Satisfactory' level for that given semester and its Competency standards. For either semester, evidence to the contrary of the above expectations, given appropriate efforts by the field instructor and field liaison to remedy deficiencies, will constitute grounds for an Academic and Professional Standards Review to determine the student's continuation in the MSW program.

2. A student's failure to meet the expected standards for ethical practice as outlined in the NASW Code of Ethics, Louisiana Professional and Occupational Standards, assigned agency policies or procedures and TSSW policies and procedures;

3. An agency's failure to provide learning experiences and/or appropriate supervision to allow the student the opportunity to meet the Competency standards as defined on the Field Performance Evaluation;
4. Unexpected events in the life of the student or in the agency which prevent the attainment of the Competency standards as defined on the Field Performance Evaluation;

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

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

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

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

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

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

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

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

3. Document the findings of the meeting and 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 then

   a) Initiate appropriate "next-steps" with the student and the Field Office to facilitate placement in another setting or Request an Academic and Professional Standards Review to determine the student's standing in the MSW program.

   b) To protect students, agencies and the School from prematurely changing field placements, every effort will be made to ensure a student will not be removed from the field placement without going through the above-mentioned process. If
necessary, the student may be placed on leave from the field placement by the field liaison and Director of Field Education during this process. Field instructors are notified of the process for addressing concerns during orientation and receive a copy of the Field Manual outlining procedures. If the field instructor and agency believe that immediate dismissal of the student without prior notification is warranted, the field liaison and Director of Field Education will obtain information from the field instructor and student to determine appropriate next steps.

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

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

ETHICAL STANDARDS

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

NASW Code of Ethics
https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english

Louisiana Social Work Practice Act

Louisiana Professional and Occupational Standards

NASW Standards for Cultural Competence in Social Work Practice

International Federation of Social Workers Global Standards

Universal Declaration of Human Rights
Chapter VII

LEARNING GOALS AND EVALUATIONS

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

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

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

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

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

S = Satisfactory
U = Unsatisfactory
I = Incomplete

(For more detailed information on Grading, see Chapter IV, pg. 19. For more detailed information on Core Competencies see Chapter VIII.)

All the Learning Goals and Evaluations follow the same format. However, the Learning Goals and the Evaluation for the Generalist Practice Semester is generalist in nature. The Learning Goals and Evaluations for the Specialized Practice Practicum semesters correspond with the specialized practice behaviors of the core competencies. A comparison of the Generalist Practice and Specialized Practice goals and practice behaviors can be found in Chapter VIII. Field instructors and students can view the forms through the IPT website at runipt.com. Login information will be emailed to Field Instructors and students.
In the Generalist Practice Field Practicum students are evaluated on their performance in 9 areas of core competencies as established by the Council on Social Work Education. Under each Core Competency Area are practice behaviors that the student is expected to perform to demonstrate competence in that area. On this Learning Goals form, describe specific work plans that you will follow to achieve the Core Competencies as evidenced by the practice behaviors. At the end of each semester, your field instructor will grade your performance by rating each of the practice behaviors.

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

**Competency 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR**

**Practice Behaviors:**

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

4. Use technology ethically and appropriately to facilitate practice outcomes.

5. Use supervision and consultation to guide professional judgment and behavior.
Work Plan

Competency 2: ENGAGE IN DIVERSITY AND DIFFERENCE IN PRACTICE

Practice Behaviors:

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
2. Present oneself as a learner and engage clients and constituencies as experts of their own experiences.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Work Plan

Competency 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Practice Behaviors:

1. Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
2. Engage in practices that advance social, economic, and environmental justice.

Work Plan:

Competency 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Practice Behaviors:

1. Use practice experience and theory to inform scientific inquiry and research.
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.
Work Plan:

Competency 5: ENGAGE IN POLICY PRACTICE

Practice Behaviors:

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

2. Assess how social welfare and economic policies impact the delivery of and access to social services.

3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Work Plan:

Competency 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Practice Behaviors:

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Work Plan:

Competency 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Practice Behaviors:

1. Collect and organize data, apply critical thinking to interpret information from clients and constituencies.

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment from clients and constituencies.

3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challengers within clients and constituencies.

4. Select appropriate intervention strategies based on the assessment, research
knowledge, and values and preferences of clients and constituencies.

Work Plan:

**Competency 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

**Practice Behaviors:**

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

5. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Work Plan:

**Competency 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

**Practice Behaviors:**

1. Select and use appropriate methods for evaluation of outcomes.

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Work Plan:
TULANE UNIVERSITY SCHOOL OF SOCIAL WORK

Generalist Practice Field Practicum
(SOWK 7520, 7910, & 7920)
5 Credit Hours Full-Time, 2.5 Hours Part-Time EVALUATION OF STUDENT PERFORMANCE

STUDENT'S NAME: ____________________________________________

STUDENT'S PHONE NUMBER: ________________________________

FIELD INSTRUCTOR'S NAME: ______________________________________

INSTRUCTOR'S PHONE NUMBER: ________________________________

INSTRUCTOR'S EMAIL: _______________________________________

AGENCY NAME: ____________________________________________

GRADE FOR SEMESTER: (Please check)

_______ "S" (Satisfactory)  _______ "U" (Unsatisfactory)  _______ "I" (Incomplete)

________________________________________  ______________________
Field Instructor’s Signature                     Date

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

________________________________________  ______________________
Student’s Signature                           Date

*Please Note: Both field instructor and student must sign.
Generalist Practice Field Practicum Evaluation of Student Performance*
This evaluation instrument addresses the nine core competencies and the practice behaviors associated with each competency for the Generalist Practice Semester. It evaluates student mastery of the practice behavior to be demonstrated by the end of the Generalist Practice Field Practicum (SOWK 7520, 7910 & 7920) semester.

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

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

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

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

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

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

This evaluation instrument addresses the nine core competencies and the behaviors associated with each competency for the Generalist Foundation Semester. It evaluates student mastery of the behavior to be demonstrated by the end of the Foundation Field Practicum (SOWK 7520) semester.

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

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

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

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

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

This form is to be filled out by the field instructor at the conclusion of the student’s first semester in field. Once completed, it must be signed by both the student and the field instructor. It then must be returned to the Director of Field Education. If this form is not returned on time, the student will get an Incomplete ("I") grade for the semester. If the document is not signed by BOTH the student and the instructor, the student will get an Incomplete ("I") grade for the semester. To remain in good standing, students MUST have 80% of their ratings at 2 or above on the following 3 point scale.
COMPETENCY 1: Demonstrate Ethical and Professional Behavior

Behaviors:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

4. Use technology ethically and appropriately to facilitate practice outcomes.

5. Use supervision and consultation to guide professional judgment and behavior.

Evidence to support rating:

COMPETENCY 2: Engage in Diversity and Difference in Practice

Behaviors:

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.

2. Present themselves as learners and engage clients and constituencies as experts of their own experiences

3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Evidence to support ratings:

COMPETENCY 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behaviors:

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

2. Engage in practices that advance social, economic and environmental justice.

Evidence to support ratings:

COMPETENCY 4: Engage in Practice-informed Research and Research-informed Practice

Behaviors:

1. Use practice experience and theory to inform scientific inquiry and research;

2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Evidence to support ratings:

COMPETENCY 5: Engage in Policy Practice

Behaviors:

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

2. Assess how social welfare and economic policies impact the delivery of and access to social services.

3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.
Evidence to support ratings:

COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

Behaviors:

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Evidence to support ratings:

COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Behaviors:

1. Collect and organize data, apply critical thinking to interpret information from clients and constituencies.

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment from clients and constituencies.

3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Evidence to support ratings:

COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

Behaviors:

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

5. Facilitate effective transitions and endings that advance mutually agreed-on goals

Evidence to support ratings:

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

Behaviors:

1. Select and use appropriate methods for evaluation of outcomes.

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Evidence to support ratings:

Additional Comments:
In the Specialized Practice Field Practicum students pursue training in the specialized practice concentration of **Relationship-Centered and Integrated Clinical and Community Practice**.

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

*Relationship-Centered Practice* is a collaborative approach that values and utilizes the relationship as the primary vehicle for maximizing opportunities for growth and change, both within the practice setting and in the clients' environments. The relationship with the target system (system to be changed) is the centerpiece of change regardless of whether the student is developing policy, working with communities, evaluating organizations, or providing counseling. It is a value-based practice process that engages others through active, genuine, empathic communication and understanding and places a primary value on the dynamic exchange of information and support between the social worker and the client and among the clients' own systems.
Students are evaluated on their performance in 9 areas of core competence as established by the Council on Social Work Education. Under each competency are practice behaviors that represent that aspect of Relationship-Centered Clinical-Community practice for the Specialized Practice field practicum. With the field instructor, the student describes a specific work plan that the field instructor will use to evaluate the student's performance at the end of the semester.

Students are expected to utilize this plan weekly as they progress through the Specialized Practice practicum.

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors:

1. Apply strategies of ethical reasoning and decision-making to issues specific to integrated clinical and community practice.
2. Demonstrate professional use of self in forming and maintaining helping relationships with clients in an integrated clinical and community practice context.
3. Critically examine the intersection of personal values, beliefs, and expectations and community values, beliefs, and expectations as they affect the helping relationship.
4. Manage value differences in integrated clinical and community practice in accordance with the values and ethical principles of social work.
5. Productively utilize feedback about practice through appropriate preparation and active inquiry.

Work Plan:

Competency 2: Engage Diversity and Difference in Practice

Behaviors:

1. Address social worker-client similarities and differences and utilize strengths to promote positive helping relationships with diverse clients.
2. Acquire and apply knowledge of diverse populations to enhance the appropriateness and effectiveness of integrated clinical and community assessments and interventions.
3. Assess and address the impact of structural inequalities on micro, mezzo, and macro systems.
Work Plan:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behaviors:

1. 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.

2. 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.

Work Plan:

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

Behaviors:

1. Use the evidence-informed practice process to guide integrated clinical and community practice in specific and complex practice contexts.

2. 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.

Work Plan:

Competency 5: Engage in Policy Practice

Behaviors:

1. Assess and communicate the impact of legislative or administrative policies on individual clients and communities.

2. Demonstrate policy practice skills to facilitate institutional or structural changes that advance the well-being of vulnerable groups and individuals.

3. Effectively utilize policy to enhance practice.

Work Plan:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Behavior:  
1. Use an approach that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
2. Use relationship skills to engage diverse clients and/or stakeholders in integrated clinical and community practice.

Work Plan:

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

Behaviors:

1. Integrate relationship-building and information-gathering skills to conduct clinical-community assessments and to modify assessments as new information becomes available.
2. Assess clients’ interpersonal and environmental strengths and vulnerabilities and how these contribute to individual and community well-being and/or dysfunction.
3. Collaboratively work with and include clients throughout the iterative process of assessment.

Work Plan:

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

Behaviors:

1. Identify, critically evaluate, and apply interventions informed by theory, research evidence, and clinical-community assessment for integrated clinical and community practice.
2. Collaborate with clients, systems, and other professionals to coordinate integrated clinical and community interventions.

Work Plan:

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

Behaviors:
1. Develop intervention plans based on integrated clinical and community assessment that specify measurable objectives and outcomes.

2. Identify and integrate appropriate, ethical, evaluation strategies that can be used to assess progress, barriers, and outcomes in integrated clinical and community practice.

3. Select and evaluate data analysis approaches for various types of evaluation.

Work Plan:
TULANE UNIVERSITY SCHOOL OF SOCIAL WORK

Specialized Practice Field Practicum: (SOWK 7530, 7540, 7930, 7940, 7950, & 7960)
5 Credit Hours Full-Time, 2.5 Hours Part-Time EVALUATION OF STUDENT PERFORMANCE

STUDENT’S NAME: _______________________________________________________________

STUDENT’S PHONE NUMBER: ____________________________________________________

FIELD INSTRUCTOR’S NAME: _____________________________________________________

INSTRUCTOR’S PHONE NUMBER: _________________________________________________

INSTRUCTOR’S EMAIL: __________________________________________________________

AGENCY NAME: ________________________________________________________________

GRADE FOR SEMESTER: (Please check)

_____ "S" (Satisfactory)  _____ "U" (Unsatisfactory)  _____ "I" (Incomplete)

________________________________________________________
Field Instructor’s Signature                           Date

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

________________________________________________________
Student’s Signature                           Date

*Please Note: Both field instructor and student must sign.
**Specialized Practice Learning Goals**

In the second year of the Tulane School of Social Work's MSW program, students pursue training in the specialized practice concentration of Relationship-Centered Integrated Clinical and Community Practice, of which Specialized Practice Field Practicum (SOWK 7530, 7540, 7930, 7940, 7950 & 7960) is a part.

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

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

Specialized Practice Field Practicum:
(SOWK 7530, 7540, 7930, 7940, 7950, & 7960)
5 Credit Hours Full-Time, 2.5 Hours Part-Time

EVALUATION OF STUDENT PERFORMANCE

STUDENT'S NAME:
_____________________________________________________________________

STUDENT'S PHONE NUMBER:
_____________________________________________________________________

FIELD INSTRUCTOR'S NAME:
_____________________________________________________________________

INSTRUCTOR'S PHONE NUMBER:
_____________________________________________________________________

INSTRUCTOR'S EMAIL:
_____________________________________________________________________

AGENCY NAME:
_____________________________________________________________________

GRADE FOR SEMESTER: (Please check)

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

_____________________________________________________________________

_________________________________________  Date: _______________________

Field Instructor's Signature

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

_____________________________________________________________________

_________________________________________  Date: _______________________

Student's Signature

*Please Note: Both field instructor and student must sign.
**Specialized Practice Field Evaluation**

The Tulane School of Social Work’s MSW program trains students in the specialized practice of Integrated Clinical and Community Practice, of which the Specialized Practice Field Practicum (SOWK 7530, 7540, 7930, 7940, 7950 & 7960) is a part.

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

*Relationship-Centered Practice* is a collaborative approach that values and utilizes the relationship as the primary vehicle for maximizing opportunities for growth and change, both within the practice setting and in the clients’ environments. The relationship with the target system (system to be changed) is the centerpiece of change regardless of whether the student is developing policy, working with communities, evaluating organizations, or providing counseling. It is a value-based practice process that engages others through active, genuine, empathic communication and understanding and places a primary value on the dynamic exchange at information and support between the social worker and the client and among the clients’ own systems.
COMPETENCY 1: Demonstrate Ethical and Professional Behavior

Behaviors:

6. Apply strategies of ethical reasoning and decision-making to issues specific to integrated clinical and community practice.

7. Demonstrate professional use of self in forming and maintaining helping relationships with clients in an integrated clinical and community practice context.

8. Critically examine the intersection of personal values, beliefs, and expectations and community values, beliefs, and expectations as they affect the helping relationship.

9. Demonstrate competency in managing value differences in integrated clinical and community practice in accordance with the values and ethical principles of social work.

10. Productively utilize feedback about practice through appropriate preparation and active inquiry.


Evidence to support rating

COMPETENCY 2: Engage in Diversity and Difference in Practice

Behaviors:

1. Address social worker-client similarities and differences and utilize strengths to promote positive helping relationships with diverse clients.

2. Acquire and apply knowledge of diverse populations to enhance the appropriateness and effectiveness of integrated clinical and community assessments and interventions.

3. Assess and address the impact of structural inequalities on micro, mezzo, and macro systems

Evidence to support ratings:
COMPETENCY 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behaviors:

1. 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.

2. 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.

Evidence to support ratings:

COMPETENCY 4: Engage in Practice-informed Research and Research-informed Practice

Behaviors:

1. Use the evidence-informed practice process to guide integrated clinical and community practice in specific and complex practice contexts.

2. 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.

Evidence to support ratings:

COMPETENCY 5: Engage in Policy Practice

Behaviors:

1. Assess and communicate the impact of legislative or administrative policies on individual clients and communities.

2. Demonstrate policy practice skills to facilitate institutional or structural changes that advance the well-being of vulnerable groups and individuals.

3. Effectively utilize policy to enhance practice

Evidence to support ratings:
COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

Behaviors:

1. Use an approach that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

2. Use relationship skills to engage diverse clients and/or stakeholders in integrated clinical and community practice.

Evidence to support ratings:

COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Behaviors:

1. Integrate relationship and information gathering to conduct clinical-community assessments and to modify assessments as new information becomes available.

2. Assess clients’ interpersonal and environmental strengths and vulnerabilities and how these contribute to individual and community well-being and/or dysfunction.

3. Collaboratively work with and include clients throughout the iterative process of assessment.

Evidence to support ratings:

COMPETENCY 8: Intervene with Individuals, families, Groups, Organizations, and Communities.

Behaviors:

1. Identify, critically evaluate, and apply interventions informed by theory, research evidence, and clinical-community assessment for integrated clinical and community practice.

2. Collaborate with clients, systems, and other professionals to coordinate integrated clinical and community interventions.

Evidence to support ratings:

COMPETENCY 9: Evaluate Practice with Individuals, Families, Groups, Organizations,
Behaviors:

1. Develop intervention plans based on integrated clinical and community assessment that specify measurable objectives and outcomes.

2. Identify and integrate appropriate, ethical, evaluation strategies that can be used to assess progress, barriers, and outcomes in integrated clinical and community practice.

3. Select and evaluate data analysis approaches for various types of evaluation.

Evidence to support ratings:

Additional Comments:
CHAPTER VIII

CURRICULUM OF THE SCHOOL FOR THE MASTER OF SOCIAL WORK DEGREE

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

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

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

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

4. Promotes integrative learning by drawing from and contributing to the diverse, culturally rich, inspiring, and challenging environment of New Orleans and through opportunities for intercultural experience.

Curriculum Sequence
The basic four-semester School program for full-time students consists of 60 graduate credits taken within a continuous sixteen-month period, completing requirements for the degree by the end of their fourth semester. Part-time students complete the 60 graduate credits within a continuous 32-month period, completing degree requirements by the end of their sixth semester.

Alternative admissions options provide for a three-semester Master's program (based on superior achievement in completion of the Bachelor of Social Work degree).

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

CSWE Generalist Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulation that may impact practice at the micro, mezzo and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research and policy arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers also understand the role of other professions when engaged in inter-professional teams. Social worker's recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:
- 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; and
- Use supervision and consultation to guide professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structure and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate or create privilege and power.

Social workers:
- 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; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnection of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the
process for translating research finding into effective practice.

Social workers:
- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of 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.

**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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.
Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse 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 with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- Collect and organize data, apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment from 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; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, families, Groups, Organizations, and Communities.** Social work understand that intervention 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 are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.
Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

**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, organization and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.


**TSSW Competencies and Specialized Practice Behaviors**

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers in integrated clinical and community practice embody the values of the profession and related ethical standards. They critically analyze the relevant laws, guidelines, and NASW ethical standards that govern practice at the micro, mezzo, and macro levels and demonstrate and evaluate ethical decision making in the context of integrated clinical and
community practice. They assess the ways in which their personal values influence their professional judgment and can formulate a plan that helps to mitigate this. Social workers in integrated clinical and community practice critically examine social work's role as well as the role of other professions and clearly articulate the unique contributions social workers bring to a setting. They proactively engage in self-directed learning for ongoing professional development.

Practitioners in integrated clinical and community practice:

- 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.
- Demonstrate competency in managing value differences in integrated clinical and community practice in accordance with the values and ethical principles of social work.
- Productively utilize feedback about practice through appropriate preparation and active inquiry.
- Proactively engage in practices for career-long learning.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers in integrated clinical and community practice analyze how diversity or the lack of diversity shows up structurally and societally to shape individuals', families', and communities' experiences. They recognize oppression, marginalization, privilege, and power and explain how these factors affect micro, mezzo, and macro practice. They articulate and demonstrate the importance of understanding issues using an intersectionality framework as it relates to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

Practitioners in integrated clinical and community practice:

- Address social worker-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

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers in integrated clinical and community practice advocate for every person's fundamental human rights (i.e. freedom, safety, privacy, adequate standard of living, healthcare and education) regardless of their age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race,
religion/spirituality, sex, sexual orientation, and tribal sovereign status. They assess the global impact of the profession as it relates to oppression and human rights violations. They evaluate the applicability of social work theories and identify strategies that can be used to promote social and economic justice, enhance human rights, and eliminate oppressive structural barriers.

Practitioners in integrated clinical and community practice:
- 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.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice** Social workers in integrated clinical and community practice critically appraise quantitative and qualitative research in applying evidence to specific clinical and community practice contexts. They integrate scientific knowledge with practice experience and values in assessing and intervening with clients. They select appropriate methods for building knowledge for social work. They understand knowledge as complex and examine knowledge frameworks useful for social work practice.

Practitioners in integrated clinical and community practice:
- Use the evidence-informed practice process to guide integrated clinical and community practice in specific and complex practice contexts.
- 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.

**Competency 5: Engage in Policy Practice** Social workers in integrated clinical and community practice critically evaluate the impact of federal, state, local, and organizational policies on individual clients, families, organizations, and communities. They actively engage in policy practice to advance social justice and equitable access to resources and services. They build coalitions and work collaboratively with agencies, communities, and stakeholders to advance policies that benefit clients.

Practitioners in integrated clinical and community practice:
- 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

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** Social workers in integrated clinical and community practice use a relationship-centered
approach to effectively engage and partner with individuals, families, groups, organizations and communities in ways that respect their right to self-determination. They apply theories of human behavior and the social environment to address developmental, cultural, biopsychosocial (e.g. trauma), and environmental factors impacting client engagement. They utilize strategies to engage diverse clients, constituencies, and viewpoints to more effectively intervene, promote, and advance practice effectiveness. Social workers in integrated clinical and community practice are aware of possible ways that their personal experiences, affective reactions, and cultural upbringing can affect their ability to effectively engage with individuals, communities, and organizations. Social workers utilize principles of relationship-building and inter-professional collaboration to effectively engage and work with diverse clients, constituencies, and professionals from other professions.

Practitioners in integrated clinical and community 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.

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

Social workers in integrated clinical and community practice assess individuals, families, organizations, and communities using a relationship-centered approach that respects the right of client self-determination and honors clients' values and goals. They have knowledge of various assessment instruments and tools they can utilize for assessment that leads to appropriate intervention planning and improved practice effectiveness. They apply theories of human behavior and the social environment to address developmental, cultural, biopsychosocial (e.g. trauma), and environmental factors impacting client assessment. They evaluate situations using culturally appropriate assessment tools and knowledge and resources from multiple sources in order to effectively assess individuals, families, groups, organizations and communities and work with them to devise the best course of action. Social workers in integrated clinical and community practice reflect on ways that their personal experiences, affective reactions, and cultural upbringing affect their ability to effectively assess individuals, families, communities, and organizations. Social workers utilize principles of relationship-building and inter-professional collaboration to effectively work with diverse clients, constituencies, and professionals from other professions in the assessment process.

Practitioners 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
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers in integrated clinical and community practice intervene in situations in order to effectively assist individuals, families, groups, organizations, and communities to achieve their goals. They use a relationship-centered approach to intervene with individuals, families, groups, organizations, and communities in ways that respect their right to self-determination. They apply theories of human behavior and the social environment to address developmental, cultural, biopsychosocial (e.g. trauma), and environmental factors impacting intervention with clients. They skillfully implement various evidence-informed interventions and approaches to promote client well-being and improve practice effectiveness. Social workers in integrated clinical and community practice reflect on ways that their personal experiences, affective reactions, and cultural upbringing affect their ability to effectively intervene with individuals, communities, and organizations. They utilize principles of relationship-building and inter-professional collaboration to effectively work with diverse clients, constituencies, and professionals from other professions to facilitate intervention.

Practitioners in integrated clinical and community practice:

- Identify, critically evaluate, and apply interventions informed by theory, research evidence, and clinical-community assessment for integrated clinical and community practice.
- Collaborate with clients, systems, and other professionals to coordinate integrated clinical and community interventions.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers in integrated clinical and community practice understand the importance of evaluating clinical and community needs and services. They conduct formative, process, and outcome evaluations to enhance the appropriateness and effectiveness of programs and interventions. They employ strategies to enhance cultural sensitivity in evaluation.

Practitioners in integrated clinical and community practice:

- 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.
## Curriculum

### MSW Curriculum: Full-Time Study Program

The full-time MSW program requires around 15 credit hours per semester over 16 consecutive months for a total of 60 credit hours. Each student completes 15-credit hours of field practicum, which equates to three semesters of 316 hours of actual field work each semester.

#### Sample Full Time Curriculum

**Semester 1 - 16 Credits**
- SOWK 7110  Professional Foundations 1
- SOWK 7120  Social Work History and Policy 3
- SOWK 7130  Diversity and Social Justice: Theory and Practice 2
- SOWK 7140  Introduction to Organizations and Community Practice 2
- SOWK 7210  Theories of Human Behavior Across the Life Course I 2
- SOWK 7310  Introduction to Direct Social Work Practice 3
- SOWK 7410  Research for Evidence-Based Social Work Practice 3

**Semester 2 - 15 Credits**
- SOWK 7220  Theories of Human Behavior Across the Life Course II 2
- SOWK 7230  Community Organizing & Policy Advocacy: Theories and Practice 3
- SOWK 7320  Social Work Practice with Individuals, Families, and Groups 3
- SOWK 7420  Program Evaluation 2
- SOWK 7520  Field Practicum and Seminar 1 5

**Semester 3 - 16 Credits**
- SOWK 7330  Advanced Clinical-Community Practice 5
- SOWK 7430  Data Analysis and Interpretation 3
- SOWK 7530  Field Practicum and Seminar 2 5
- Social Work Elective 2

**Semester 4 - 13 Credits**
- SOWK 7440  Capstone Seminar 2
- SOWK 7540  Field Practicum and Seminar 3 5
- Social Work Elective 3
- Social Work Elective 3
The part-time MSW program requires around 7.5 credit hours per semester over 32 consecutive months for a total of 60 credit hours. Each student completes 15-credit hours of field practicum, which equates to six semesters of about 160 hours of actual field work each semester.

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

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

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

### Generalist Courses I Semester 1 - 7 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 7120</td>
<td>Social Welfare History and Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7130</td>
<td>Diversity and Social Justice: Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7210</td>
<td>Theories of Human Behavior Across the Life Course I</td>
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### Semester 2 - 8 credits

<table>
<thead>
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<tbody>
<tr>
<td>SOWK 7110</td>
<td>Professional Foundations</td>
<td>1</td>
</tr>
<tr>
<td>SOWK 7140</td>
<td>Introduction to Organizations and Community Practice</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7220</td>
<td>Theories of Human Behavior Across the Life Course II</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7310</td>
<td>Introduction to Direct</td>
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</table>

### Generalist Courses II Semester 3 - 8.5 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOWK 7410</td>
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<td>3</td>
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<tr>
<td>SOWK 7320</td>
<td>Social Work Practice with Individuals, Families, and Groups</td>
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<tr>
<td>SOWK 7910</td>
<td>Field Practicum and Seminar Part I</td>
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### Semester 4 - 7.5 credits

<table>
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<td>Community Organizing and Policy Advocacy: Theories and Practice</td>
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<td>SOWK 7420</td>
<td>Program Evaluation</td>
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<tr>
<td>SOWK 7920</td>
<td>Field Practicum and Seminar Part II</td>
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</tbody>
</table>

MPH) degrees is offered through the collaboration of the Tulane School of Social Work (SSW) and the Department of Global Community Health Sciences and Behavioral Sciences (GCHB) in the Tulane School of Public Health and Tropical Medicine (SPHTM). Through this program, a student can prepare for a career in social work as well as receive training in the methods and practice of public health. The flexibility resulting from both degrees allows the student to fill a professional role in the planning, management and delivery of human services within
MSW/MPH - GCHBS Program Description
This joint-degree program is designed for those wishing to pursue a career that emphasizes family and child health. This program requires completion of 89-90 credits: 75 credits in coursework (detailed below) and 15 credit hours in field instruction. The program begins in the fall semester and takes at least five continuous semesters, including the summer. In the beginning of the program students take courses primarily in social work, and as the semesters progress students take an increasing proportion of their courses in the school of public health. In the last semester students take all of their courses in public health.

Specialized Practice Courses I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 7330</td>
<td>Advanced Clinical-Community Practice</td>
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<tr>
<td>SOWK 7930</td>
<td>Field Practicum and Seminar Part III</td>
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Semester 6 - 8.5 credits

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<tr>
<td>SOWK 7430</td>
<td>Data Management, Analysis and Interpretation</td>
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<td>SOWK 7940</td>
<td>Field Practicum and Seminar Part IV</td>
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Specialized Practice Courses II

Semester 7 - 7.5 credits

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<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 7440</td>
<td>Capstone Seminar</td>
<td>2</td>
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<tr>
<td>SOWK 7950</td>
<td>Field Practicum and Seminar Part V</td>
<td>2.5</td>
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<td>Social Work Elective</td>
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Semester 8 - 5.5 credits

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<tbody>
<tr>
<td>SOWK 7930</td>
<td>Field Practicum and Seminar Part VI</td>
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<tr>
<td></td>
<td>Social Work Elective</td>
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</tbody>
</table>

Joint Degrees

MSW/MPH - GCHB
Mission Statement
A combined Master of Social Work (MSW) and Master of Public Health (Students should meet with their respective advisors in both the School of Social Work and Department of Global
Community Health and Behavioral Sciences to review course requirements and map out the best plan to suit their specific career interests.

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

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

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

**Program Competencies**
It is expected that students will acquire both social work practice skills and core public health competencies through successful completion of core coursework in both schools. Upon completion of the program, the graduate should be able to:

- Assess individual and community needs for public health programs
- Demonstrate competence in planning community-based public health programs and research projects
- Implement and manage preventive strategies, interventions and programs at the community level
- Acquire the ability to identify and use various methods of evaluating community-based public health programs
- Communicate and advocate for community health programs and policies
- Serve as a resource person for community-based programs in public health
- Promote cultural competence within diverse community settings
- Utilize clinical social work skills to affect individual and community health behavior change
- Incorporate knowledge of the Public Health core areas of epidemiology, biostatistics,
environmental health, health systems management, and the biological, social, and cultural aspects of health and disease in addressing and solving problems

Additional Requirements

Students must fulfill several additional degree requirements:

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

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

**Dual MSW/MPH-GCHB Curriculum: 16-Month Full-Time MSW Coursework**

The full-time MSW program requires around 15 credit hours per semester over 16 consecutive months for a total of 52 credit hours in the MSW Program. Each student completes a total of 15-credit hours of combined social work and public health field practicum, which equates to three semesters of 316 hours of actual field work each semester.

**Semester 1 - 16 SW Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>SOWK 7110</td>
<td>Professional Foundations</td>
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<tr>
<td>SOKW 7120</td>
<td>Social Welfare History and Policy</td>
<td>3</td>
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<tr>
<td>SOWK 7130</td>
<td>Diversity and Social Justice: Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7140</td>
<td>Introduction to Organizations and Community Practice</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7210</td>
<td>Theories of Human Behavior Across the Life Course I</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7310</td>
<td>Intro to Direct Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7410</td>
<td>Research for Evidence-Based Social Work Practice</td>
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</table>
### Semester 2 - 13 SW Credits

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOWK 7220</td>
<td>Theories of Human Behavior Across the Life Course II</td>
<td>2</td>
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<tr>
<td>SOWK 7230</td>
<td>Community Organizing and Policy Advocacy: Theories and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7320</td>
<td>Social Work Practice with Individuals, Families, and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7520</td>
<td>Field Practicum and Seminar 1</td>
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### Semester 3 - 14 SW Credits

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</thead>
<tbody>
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<td>SOWK 7330</td>
<td>Advanced Clinical-Community Practice</td>
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<tr>
<td>SOWK 7530</td>
<td>Field Practicum and Seminar 2</td>
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### Semester 4 - 10 SW Credits

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<tbody>
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<td>SOWK 7440</td>
<td>Capstone Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7540</td>
<td>Field Practicum and Seminar 3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>SW Elective</td>
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</table>

The MPH Courses which count towards the dual MSW Degrees are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOWK 7420</td>
<td>Program Evaluation</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>GCBH 6340 M&amp;E of Global Health Programs</td>
<td>3</td>
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<tr>
<td>SOWK 7430</td>
<td>Data Analysis and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPHL 6050 Bio statistics for Public Health OR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPHL 6060 Epidemiology</td>
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<td></td>
<td>SW Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GCHB 6030 Social &amp; Behavioral Aspects of Global Health</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information

Students should research both the School of Social Work and the Department of Health Systems Management within the School of Public Health to understand the requirements of both degrees. The School of Social Work web site -- [http://tulane.edu/socialwork/](http://tulane.edu/socialwork/)
Sample course schedule for dual MSW/MPH GHSD students -
Information about the dual MSW/MPH in the Department of Global Community Health Systems and Development -- http://tulane.edu/publichealth/chs/masterofsocialwork.cfm

Additional information for all GCHBD- MPH students -- http://tulane.edu/publichealth/chs/index.cfm

- For information related to the dual MSW/MPH within the School of Social Work, please contact the school’s Registrar.
- For advising related to the dual MSW/MPH within the School of Public Health, please contact: Cathy Taylor at ctaylor5@tulane.edu or at 504.988.5391.

Joint MSW/JD Degree with the School of Law

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

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

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

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

The placement requires pre-approval by the School of Social Work Director of Field Education in order to receive social work credit. Students should consult with their advisors both at the School of Social Work and the Law School for course planning.
In the Law School, students graduate with 79 credit hours versus the regular program requirement of 88 credit hours as nine credit hours are completed via the School of Social Work. Completion of both degrees takes four years.

**MSW/JD Degree Program**

<table>
<thead>
<tr>
<th>Regular Program Req Hours</th>
<th>Dual Degree Req Hours</th>
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<tbody>
<tr>
<td>MSW 60</td>
<td>54*</td>
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<tr>
<td>Law 88</td>
<td>79</td>
</tr>
<tr>
<td>Total 148</td>
<td>133</td>
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</tbody>
</table>

Students should consult with their advisors both at the School of Social Work and the Law School for course planning.

**MSW/MS DRL Dual Degree Program**

**Mission Statement**

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

**MSW/MS DRL Program Description**

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

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

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

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

MSW/MS DRL Dual Degree Program Requirements

**Fall - 16+3 credits (SSW Classes MWF)**

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

<table>
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<tbody>
<tr>
<td>SOWK 7220</td>
<td>Theory II</td>
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<tr>
<td>SOWK 7320</td>
<td>SW Practice with Ind Fam Groups</td>
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<td>SOWK 7230</td>
<td>Community Organization and Policy Advocacy</td>
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<td>SOWK 7420</td>
<td>Tools II</td>
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<td>SOWK 7520</td>
<td>Field Practicum I - 24 hours</td>
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<tr>
<td>SOWK 7580</td>
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<td>DRLS elective</td>
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**Summer - 13+3 credits (SSW Classes T/TH; Field MWF)**

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<tbody>
<tr>
<td>SOWK 7330</td>
<td>Advanced Methods</td>
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<tr>
<td>SOWK 7430</td>
<td>Tools III Data Management, Analysis &amp; Interpretation</td>
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<tr>
<td>SOWK 7530</td>
<td>Field Practicum II - 24 hours</td>
<td>5</td>
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<tr>
<td>SOWK 7580</td>
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<tr>
<td></td>
<td>DRLS elective</td>
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</table>
**Fall - 10+6 credits (SSW Classes T/TH; Field MWF)**

- SOWK 7440 Capstone Seminar 2
- SOWK 7470 Professional Project 3
- SOWK 7540 Field Practicum III - 24 hours 5
- SOWK 7580 Field Seminar 0
- DRLA 6040 Environmental Hazards Science (T5:30-8:30) 3
  
  DRLS elective 3

**Spring - 0+9 credits (DRLA only)**

- DRLS 6030 Leadership Analytics 3
- DRLS 6110 Research and Evaluation in Crisis and Disaster Settings 3
  
  DRLS elective 3

**Certificate Programs**

**Disaster and Collective Trauma Certificate (DaCT)**

**Certificate Overview**

Disaster can strike unexpectedly, dramatically affecting households and families. Tulane University's Disaster and Community Trauma Certificate prepares aspiring social workers to treat the psychological consequences of these types of crises. As one of the few disaster and collective trauma programs in the U.S., Tulane's Disaster and Collective Trauma Certificate teaches students the skills required to make a substantial change in their own communities, assisting individuals with overcoming the trauma associated with surviving disasters large and small. Students who choose to pursue the Disaster and Collective Trauma Certificate tailor their education. The context of disaster and collective trauma uses an anti-oppressive lens with the coal of enhancing the wellbeing of diverse individuals, families, and communities.

**Certificate Requirements**

- Two mandatory electives
- FEMA Certification in Introduction to Incident Command Systems (required)
- Attendance at DaCT meetings
- Four disaster/collective trauma specialized trainings
- Focused field placement
- Must be a Tulane MSW student in good standing.
Who Should Join?

The Disaster and Collective Trauma Certificate appeals to those seeking to become experts in human relations, managing resources and providing counseling to victims of trauma and disaster. Here is a closer look at how Tulane's Disaster and Collective Trauma Certificate can equip students with the skills needed to work in the field:

- Students who wish to explore the theories of trauma and recovery and disaster mental health.
- Students who are interested in applied practice with individuals, families, and communities recovering from collective trauma, and/or disaster.
- Students interested in the policies and programs that influence the ability of individuals, families, and communities to bounce back following collective trauma and disaster.

Certificate in Mental Health, Addiction and the Family

Our Program and Its Culture

The Certificate in Mental Health, Addiction and the Family centers around the evidence that healing is the most robust in a relational context. This certificate is unique to Tulane University School of Social Work. Our program is a rigorous combination of coursework, certificate related field placements, and our signature Journal Club/Community meetings component. The Journal Club/Community meetings component is designed to give the student opportunities to network and discuss certificate related topics.

The Certificate is affiliated and funded by the Porter Cason Institute (PCI). PCI is the result of a large private contribution from a Tulane MSW alumnus for the purpose of training. Funds from PCI allow us to augment training with lectures from local and national experts as well as provide advanced training of professionals in our community.

The culture of this certificate centers around developing creativity and courage in both your time at Tulane and in your career. Social work is both an art and a science. We teach the science and provide a place for you to come to understand and develop your own unique art within ethical and evidence based interventions. Throughout your career you will hone your understanding of the science, art and creativity required of an exceptional social worker. We view it as one of our primary objectives to give you the courage to be comfortable in uncomfortable moments and to give space for truth and healing that may emerge as you develop this comfort.
Focus and Requirements for the Certificate

- Healing in a Relational Context
- Elective Classes that qualify for the Certificate (2 of your 3 Electives):
  - 7010 Family Trauma
  - 7300 Clinical Intervention with Children and Adolescents
  - 7345 Psychopathology & DSM
  - 7360 Contemporary Practice with Couples & Families
  - 7365 Clinical Practice in Addiction and Substance Abuse
  - 7370 Introduction into Behavior Pharmacology
- Attend each semester's Journal Club meeting **or if an online student** - One community meeting or educational opportunity related to the certificate (approved ahead of time) with a 1 page refection each semester.
- Certificate related field placement with one certificate related objective included in field work plan
- Portfolio of all your certificate related work turned in 2 weeks prior to graduation.
Chapter IX

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

Criteria for Selection of Agency Settings
There is an interrelationship between schools of social work and the agencies that provide field instruction. They have a mutual commitment to the advancement of the social work profession through the education of professional social workers. Agencies are dependent on schools for the production of new professional practitioners and schools have resources within the community where students can learn the practice component. Tulane School of Social Work seeks to promote and develop mutually 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 Generalist practice behaviors and the Specialized Practice clinical-community concentration.

Specific criteria for the selection of agencies for field instruction are as follows:

Agency receptivity and commitment to graduate social work education that supports the Generalist Practice and the Specialized Practice of Integrated Clinical and Community Practice. Prospective agencies in locations outside of New Orleans 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. For Online students, prospective agencies are contacted by personnel in the Office of Field Education and/or by contracted field placement coordinators trained by the Office of Field Education staff regarding TSSW specific policies, criteria and procedures for selecting field settings. All agencies are required to submit a TSSW agency application, and potential field instructors are interviewed virtually for the TSSW Office of Field Education to review prior to approving agency site. All field agencies must meet the same criteria and adhere to the same policies as agencies in the current accredited MSW program.

The agency provides social work services and functions which meets the educational needs and professional goals of students;

- New and expanding social services delivery systems, and systems with an adequate array of social work activities appropriate for student involvement;
- To provide a qualified Field Instructor, as defined in the Handbook, who is capable of meeting the needs of students and School in relation to the placement curriculum, subject to approval by the School. Where required by state law, the Agency must have a licensed social worker (LMSW with 2+ years of experience or LCSW) available to regularly observe and supervise the student and provide a minimum of one hour per week of face-to-face supervision.
- Space and physical supports to provide for student presence three days weekly on a 12-month basis for full-time student and 1-2 days a week for 24 months for part-time
students; and

• 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 is not used. Field liaisons meet with the students every two weeks for full-time students and monthly for part-time students and monitor the types of contact each student is having with clients.

School-Placement Agreement
Prior to placing students in an agency, an agreement is signed by the executive director of the placement agency and the Dean of the School. The agreement outlines expectations of the School, Agency, and the Student. Agreements are reviewed every 5 years to monitor currency and applicability. Instructors are encouraged to review these agreements with their students as a tool to assist in clarification of roles and expectations.

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

Readiness, qualification, interest and supportive administration are the necessary backdrop for successful field instruction. The minimum criteria for consideration as a field instructor are:

• 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, recommendations by agency superiors, and positive review by the Field Education Office
• An interest in 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 a web-based orientation using the LMS technology integrations for those field instructors who are not in the Greater New Orleans 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 appropriately credentialed field instructor on-site, TSSW will provide an off-site licensed social work supervisor to provide weekly supervision and coordinate the field placement.

Task Supervisor Model
In situations in which the agency cannot provide a qualified Master level social worker, a Task Supervisor model may be utilized to reinforce the social work perspective and ensure adequate supervision. The responsibilities of the Task Supervisor and the Off-site Field Instructor are as follows.

Task Supervisor
- Orients the student to the agency, staff and work products.
- Oversees the day-to-day work of the intern and assigns tasks in collaboration with the Off-site Field Instructor.
- Collaborates with the student and Off-site Field Instructor on the development of learning goals.
- Collaborates with the student and Off-site Field Instructor to address any questions or concerns.
- Meets with the student and Off-site Field Instructor to evaluate student performance.
- May meet with the Field Liaison, Off-site Field Instructor and student during field visits.

Off-site MSW Field Instructor
- Must meet the criteria for Field Instructor.
- Is responsible for assisting the student in the development of learning goals and approving the learning goals for the Generalist Semester and the Advanced Semester.
- Meets weekly with the student for supervision of work and to address progress on learning goals.
- Assists the student with the integration of day to day social practice experienced in the agency and classroom-based learning and theoretical concepts. Is responsible for reinforcing the social work perspective to the student.
- Collaborates with the student and Task supervisor to address any questions or concerns.
- Notifies the Director of Field Education if there are unresolvable issues with the student or the agency requiring additional intervention or termination of the field placement.
- Meets with the student and Task Supervisor to evaluate student performance.
- Completes the semester field evaluation, assigns a grade and signs off on student time sheets.
- Meets with the Field Liaison and student during the designated semesters to review student progress.
In the event the approved field instructor leaves the agency during the student's internship, the Office of Field Education staff will work with the agency to locate another qualified supervisor and to determine if the field placement is viable. In some situations, the Office of Field Education staff may assume the field instructor role to sustain the field placement and reinforce the social work perspective.

**University Perquisites Offered to Field Instructors**
Field instructors receive the University appointment of adjunct instructor. Certain University perquisites are provided field instructors as a quid pro quo for their services to students. These include the following:
- A faculty identification card which provides access to the University library and ability to attend certain entertainment and cultural activities presented by the University at a reduced rate;
- Access the Reily Student Recreation Center at a reduced rate
- A 10% discount at the University bookstore.
- Attendance at a reduced charge at continuing education seminars sponsored solely by Tulane School of Social Work.

**Relationship of Field Faculty to School**
Administratively, the Tulane Field Education Program includes field instructors as members of the Adjunct Faculty. Faculty field visits and contact at the annual Field Instructors' Workshop provide means for communication on program design, continuing education planning, curriculum updates, and methods for evaluating student progress, accreditation and other pertinent issues. All field instructors are encouraged to attend at least one field instruction workshop per year, offered by the School. Field instructors are frequently involved in classroom presentations.

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

Regular and as needed conferences by faculty field liaisons with the agencies ensure continuous communication. At the end of the field year faculty field liaisons provide an evaluation of each agency and the quality of instruction provided.

The strength and quality of the field practicum at this School is assured by: the number and range of agencies which constitute the professional community in the metropolitan New Orleans area and throughout the United States; the commitment of the agencies to participation in the graduate professional education of social work students; the competence of staff; and the quality of the carefully nurtured relationship between agencies and the School, based on trust, mutual understanding and mutual need.
Students never supplant staff or fill gaps in personnel in agencies. However, their presence augments agency services as a quid pro quo for the major investment by the agencies in student education. The value placed by agencies on this relationship with the School is evidenced by the fact that agencies continue to offer placements over time. The changing number of students and variability in practice interest from year to year may pose a dilemma for the School in regard to utilization of agencies. The School may not be in a position to utilize all of the excellent agencies each year. This could strain the relationship. To mitigate this situation and to maintain agency ties, some agencies which have afforded primary placements are asked to provide "secondary or supplementary placements" as needed. Further, if there is a hiatus in the utilization of an agency, the faculty field liaison and Director of Field Education will maintain ongoing communication with that setting for possible future use.

The design of the field practicum is valued by the School, the practice community and the students. The 12-month 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.
Chapter X

FIELD INSTRUCTION SYLLABI

Generalist Practice Field Practicum

SOWK 7520 - Field Practicum and Seminar I

Catalog Description:
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Credit Hours: 5

Course Description:
This bi-monthly course provides students the opportunity to discuss, process and integrate their agency-based field placement experience with classroom learning. Teaching methods and learning activities may include: readings, skill building exercises, didactic presentations, case presentations and role plays, and field site visits.

Course Objectives:
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and additional codes of ethics as appropriate to context.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
4. Use supervision and consultation to guide professional judgment and behavior.
5. Demonstrate professional demeanor in behavior; appearance; and oral, written and
electronic communication.
6. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
7. Apply classroom learning to field situations.

Competencies Addressed in this Course:

<table>
<thead>
<tr>
<th>Social Work Competency</th>
<th>Course Content (Sessions, Readings or Assignments)</th>
<th>Learning Dimension</th>
<th>Level of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>Practicing in the Field Setting: Class Discussions. Students participate in class discussions of safety, productive supervisory relationships, professional ethics, confidentiality, documentation, boundaries, and ethical decision-making. Self-Care: Based on readings and class discussions about self-care, self-awareness, reflection and cultural humility, students participate in an in-class exercise on the development of self-care strategies. Assignment: Reflection and Vision. Students reflect on their first semester of field practicum. Students describe what they have learned about themselves and their choice to enter the field of social work, the skills and abilities they have and that they want to develop further, and their vision of themselves as social workers</td>
<td>CA</td>
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<td>CA</td>
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Respect for Diversity Statement – TSSW:
Audre Lorde said, “It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.” It is the Tulane School of Social Work’s intent that we provide an educational experience where students leave our program with a deeper understanding of why they believe what they believe and that they examine their assumptions and attitudes about race, gender, sexual orientation, religion, able-bodiedness, political affiliations, and other differences. We seek to create an atmosphere where each and every student, regardless of their backgrounds and perspectives, will be both supported and challenged. We welcome discussions, divergent viewpoints, and disagreements in this course. We realize the course
material, discussions, and viewpoints that may surface in this course may be difficult intellectually and emotionally. We ask everyone to be thoughtful when engaging in discussion and use care and empathy with one another.

As emerging social work professionals, all interactions with peers/colleagues, clients, and the overall community **MUST** adhere to the ethics and ethical principles of the National Association of Social Workers (NASW). Therefore, as an emerging professional, you are expected to:

- **Value and respect the inherent dignity and worth of all people**; meaning, that in all interactions and communications, **you are to treat each person in a caring and respectful fashion being mindful of individual differences and cultural and ethnic diversity** (NASW, 2017).

- **Understand the importance of human relationships**; meaning, that as an emerging social work professional you are to **engage partners in the helping process** (NASW, 2017). In this educational milieu, your peers are your partners. Being respectful of others' thoughts/ideas and sharing your thoughts/ideas in a respectful manner not only helps facilitate your peers' learning but facilitates your personal learning and cultivates your own self-awareness.

- **Understand the value of integrity**; meaning, that as an emerging social work professional you are to **act honestly and responsibly and promote ethical practices on the part of the organization of which you are affiliated** (NASW, 2017). It is your responsibility and part of your integrity in keeping your learning environment not only safe for yourself but for your peers and all members of the TSSW community.

To dismantle systems of oppression, help liberate our clients, and advocate for change, we cannot avoid uncomfortable conversations. We must critically examine and assess our assumptions, values, beliefs, and philosophies, as this is vital to liberatory social work practice. We hope you embrace your discomfort, have the courage to show up fully, and allow yourself to take intellectual and emotional risks, so you can be changed in ways that deepen your capacity for understanding, empathy, and awareness of the diverse perspectives and lived experiences of others.

**Guideposts for a Safe and Supportive Learning Environment**

Students, faculty, and staff in the TSSW community have wanted to know how we might have more respectful dialogue while still addressing difficult issues. Below are guidelines created by the William Winter Institute for Racial Reconciliation (WWIRR) they use in their community-building work. According to the WWIRR’s (2020) Facebook page:

> We are clear in our mission to end all discrimination and division based on difference. We invite all people of good will who want to have more inclusive communities to join us. In your own conversations, these guideposts may be helpful. They are not meant to
be used to correct other folks' behavior, but rather to hold them up as a mirror to gauge our own behaviors. In all things, we prefer face-to-face interactions, based on trusting relationships that have been built deliberately.

Winter Institute – The Welcome Table Guidepost

1. **Be present and welcoming.** Be 100% present. Set aside the usual distractions of things undone from yesterday, things to do tomorrow. Bring all of yourself to the work and participate fully. Practice hospitality. We all learn most effectively in spaces that welcome us. Welcome others to this place and this work, and presume that you are welcomed.

2. **Listen deeply to learn.** Listen intently to what is said; listen to the feelings beneath the words. Listen to yourself also. Strive to achieve a balance between listening and reflecting, speaking and acting. You will be invited to share in pairs, small groups, and in the large group.

3. **No fixing.** Each of us is here to discover our own truths, to listen to our own inner teacher, to take our own inner journey. We are not here to set someone else straight, or to help right another’s wrong, or “fix” or “correct” what we perceive as broken or incorrect in another member of the group. Be a community of learners; set aside perfectionism and fear of “messing up.”

4. **Suspend judgment and assumptions and seek understanding.** Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully, & thus our perspectives, decisions and actions are more informed. Our assumptions are usually invisible to us, yet they undergird our worldview & thus our decisions & our actions. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.

5. **Speak your truth and respect the truth of others.** Say what is in your heart, trusting that your voice will be heard and your contribution respected. Your truth may be different from, even the opposite of, what another in the circle has said. Speaking your truth is not debating with, or correcting, or interpreting what another has said. Own your truth by speaking only for yourself, using “I” statements.

6. **Maintain confidentiality.** Create a safe space by respecting the confidential nature & content of discussions held in the formation circle. What is said in the class, stays there; what is learned here, leaves here. Everyone gets to tell their own story for themselves.

7. **Respect silence.** Silence is a rare gift in our busy world. After you or someone else has spoken, take time to reflect, without immediately filling the space with words. Look inward and listen to yourself in the silence.

8. **When things get difficult, turn to wonder.** If you find yourself disagreeing with another, becoming judgmental, shutting down in defense, try turning to wonder: “I wonder what brought her to this place?” “I wonder what my reaction teaches me?” “I wonder what
he’s feeling right now?” You do not have to agree with another’s story; but you do have to respect their right to tell their own story.

9. **Trust the class process.** In this class, all voices are valued equally. All viewpoints are welcomed and respected.

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As “One Wave,” Tulane is committed to providing an environment free of all forms of discrimination based on race, ethnicity, creed, religion, gender, gender identity, and sexual orientation, as well as all forms of sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences discrimination, domestic violence, sexual assault, or sexual harassment, know that you are not alone. Resources and support are available. Learn more at onewave.tulane.edu. Any and all of your communications on these matters will be treated as either “Strictly Confidential” or “Mostly Confidential” as explained in the chart below.

<table>
<thead>
<tr>
<th>Strictly Confidential</th>
<th>Mostly Confidential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</td>
<td>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary, for safety reasons.</td>
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</tbody>
</table>

Counseling & Psychological Services (CAPS) | (504) 314-2277  
Student Health Center | (504) 865-5255  
Sexual Aggression Peer Hotline and Education (SAPHE) | (504) 654-9543  

Tulane University Police (TUPD) | (504) 865-5911  
Office of Institutional Equity | (504) 862-8083  

**Tulane School of Social Work Policies:**

- **Attendance.** Live class sessions are an essential part of the course; attendance is mandatory. You are expected to be present, on time, and fully prepared to engage with the material, fellow students, and the instructor. If extenuating circumstances prevent you from attending a live session, contact your instructor in advance of the absence. If you are unable to contact your instructor in advance, contact your instructor as soon thereafter as possible. Your attendance and participation in the live sessions is part of your course grades.

- **Participation in a Learning Community.** Fundamental to your responsibility as a member of this learning community is your professional, active participation in all synchronous and asynchronous activities, which is necessary to create a positive and successful learning environment for yourself and others. Your participation should reflect timely and thoughtful completion of assigned readings and tasks, as well as respectful
contributions to fellow students and the instructor. You are expected to attend all of the live sessions to obtain the best learning experience, and you are expected to be punctual so as not to disturb class discussion.

- Grading. Your grade for this course will be determined according to the grading scale of the Tulane School of Social Work:
  960 - 1000 = A (Outstanding)
  910 - 959 = A- (Excellent)
  860 - 909 = B+ (Above expected)
  810 - 859 = B (Expected)
  760 - 809 = B- (Marginal)
  710 - 759 = C (Unacceptable)
  < 709 = F (Failing)

- Student-Teacher Relationships. Fair, honest, and respectful conduct is expected in this course by both student and instructor. You are encouraged to maintain regular contact with your instructor. Early and respectful communication with the instructor through appointments, email, or phone is critical to resolve concerns and provide needed guidance. You are expected to be appropriately assertive with your instructor and should expect clear and supportive communication in return. At no time should appropriate communication with the instructor impact your grade.

- Honorable Conduct. The TSSW’s Student Handbook on Rights and Responsibilities, including the Honor Code, is in effect for this course. You are urged to become familiar with the Handbook and particularly the Honor Code, which guides our actions in relation to cheating, plagiarism, falsification of records, multiple submissions, misrepresentations, false testimony, or improper disclosure. Violation of any of the policies in the Handbook, which reflect expected professional and ethical behavior, can impact your grade and may result in an academic and professional review of student conduct.

- APA Standards. To promote good scholarship and to protect against plagiarism, all written work, including slide presentations, must follow currently accepted APA standards for quoting, citing, and referencing others’ work or personal statements. This expectation applies to all written work unless your professor specifically makes a particular exception for a particular assignment.

- Additional Needs: Students with documented learning needs should request formal approval of accommodations through the University’s Office of Disability Services, the Goldman Center. Once approved, students are required to inform each instructor in order to plan for provision of reasonable accommodations in the learning environment. This may include testing accommodations. No accommodations can be made without the student first going through the Goldman Center.
Course/Instructor Evaluations. You are invited to provide feedback throughout the semester that will enhance the content of the course and address your learning needs and those of the class. You are expected to complete the course/instructor evaluations at the end of the semester. These evaluations are used by the instructor to improve course activities and materials.

Multi-section Courses. Instructors have academic freedom to shape some aspects of a course to reflect their own style and understanding of learning. Do not expect each section to be exactly alike. To assure basic consistency across course sections, all sections of a given course will use the same course outcomes, the same syllabus, and the same major text. Course instructors may make modifications in assignments or specific supplemental readings as long as they cover the same content and are at an equivalent level of difficulty as compared to other sections.

Instructor Policies:

Live Sessions and Driving. Live sessions are an opportunity to interact with your peers, and often these interactions are visual and very engaging. Therefore, it is required that you be in a quiet space where you may concentrate. Driving during a live session is prohibited.

Attendance for Live Sessions. Live sessions are an integral part of the learning experience, and are best when attended live. Because the participation in the live session is part of the experience, there are no make-up sessions. If the live session is missed, you may view the recording, but points will not be earned.

Electronic Equipment Multitasking with electronic devices during the live session is prohibited. Devices not used for the live session should be turned off or placed on silent. Checking emails, texts, or other messages are prohibited during the live session. Students who are multitasking during the live session may see their participation grade decrease.

Text and Other Readings:
Green Cross Standards of Care Guidelines

Louisiana Practice Standards, pp. 1-6

Calendar and Reading:
Session 1
Developing Professional Learning Plans
Reading: Work Plan Exemplars for Foundation Learning Goals

Session 2
Productive Supervisory Relationships

Session 3
Professional Ethics
Readings: Garthwait, Chapter 14 - Social Work Ethics

Session 4
Understanding Your Field Agency
Reading: Garthwait, Chapter 8 – The Agency Context of Practice

Session 5
Self Care

Class Assignments:
1. Discussion of safety issues & supervision plan with field supervisor.
2. Learning Goals.
3. Ethical Decision Making Exercise.
4. Ethical Decision Making Exercise.
5. Field Agency Profile.

Assignment Description:
DISCUSSION OF SAFETY ISSUES AND SUPERVISION PLAN WITH FIELD SUPERVISOR
Do you think social work is viewed as less safe than other professions? Why is safety a topic for discussion as you begin your internship? For this first discussion, you will first review the NASW Guidelines for Social Work Safety in the Workplace and consider key aspects of safety—both in your agency and in the community—and then share/discuss with your classmates what you already do to enhance your day-to-day safety and what you want to put in place going forward to increase your safety.

Developing goals for your internship is important because it helps you identify more specifically
what you want to learn and provides your field instructor with an opportunity to evaluate you. The actual goals have already been determined for you. They are the CSWE competencies and practice behaviors. You will be developing work plans that correspond to the competencies and practice behaviors. The work plan is what you will do to demonstrate you are meeting these competencies and behaviors. For this discussion, you will share a sample of your work plan with your classmates and provide feedback on some aspect of their work plan.

Have you ever thought about what it takes to create and maintain professional and supervisory relationships? In this discussion, you will reflect on how supervisory relationships are different than friendships and peer relationships and how you use or do not use feedback. This is important to consider because a supervisor is the first line of inquiry in difficult and complex cases, and good supervision facilitates your growth as an effective social worker.

Who determines what rules you must legally abide by when practicing as a social worker? It is important to know who will legally sanction and license your practice as a social worker and to understand what rules you will be expected to follow and held accountable to. For this discussion, you will research who licenses social workers in your state and how, what rules/laws apply to your social work practice, and how those rules/laws assist in addressing potential ethical issues.

As a social worker, you will often feel stretched to your limits and wonder how you’ll find time for yourself. How can you build regular self-care activities into your daily life and make your well-being a priority? For this discussion, you will first assess how well you are taking care of yourself physically, psychologically, socially, and professionally; you will then develop overall personal goals you can implement in your daily life in each of these areas.

**FOUNDATION LEARNING GOALS**
In the Foundation Field Practicum, your are expected to achieve competence in ten core competency areas as established by the Council on Social Work Education.

First, review the document [Learning Goals: Work Plan Activities](#) to familiarize yourself with these competencies and associated activities.

On the form Foundation Field Practicum Learning Goals in the Internship Placement Tracking (IPT) management system, under each core competency area, you will find a list of practice behaviors that you are expected to perform that demonstrate competence in that area. Review a copy of the form before completing the form in IPT.

Using the form, you will describe the specific work plans that you will follow to achieve the core competencies as evidenced by the practice behaviors. Complete the form in IPT. At the end of each semester, your field instructor will grade your performance by rating each of the practice behaviors.
ETHICAL DECISION MAKING
Social workers are tasked with making decisions that involve ethical issues on a regular basis. Ethical dilemmas arise when the action is not clear and involves conflicting obligations. Ethical decision-making models assist social workers in making those decisions. The purpose of this assignment is to provide students the opportunity to utilize a decision-making model for addressing ethical concerns.

Read ONE of the following case studies and answer the corresponding questions. The exercise will be discussed in class.

Case Study I – Jasper (From Grobman, Gary. Ethics Scenario #10: Down By the Old Main Stream, Inc. In The New Social Worker Online.

Jasper is the executive director of a nonprofit organization that serves severely disabled children. A generous donor has provided a $1,000,000 grant to the society to provide for a camp serving such children, but only for that purpose. Jasper was in the middle of a painful, but necessary process of shutting down a respite care program serving the parents of severely disabled children because of a lack of funds.

Knowing that it would take several years before any new camp could be established, and scores of parents would be severely affected by the loss of services provided by the respite care program, Jasper decides to temporarily divert some of the funds from the camp grant to keep the respite care program from shutting down, justifying this in his mind by the fact that this diversion is temporary until replacement funds could be found, no one would find out about this, that much more good would be provided by the organization by doing this, and that the use of this money is certainly consistent with the mission of the organization to serve those who are severely disabled.

a. What provisions of the NASW Code of Ethics are relevant to this dilemma and what may be some inherent conflicts?
b. Are there any other alternatives he might consider if he feels uncomfortable with diverting these funds?
c. If he chooses to divert these funds, even temporarily, should he disclose this to anyone?
d. Are there any actions that could have taken or policies that could have been put in place to avoid this ethical dilemma?

Case Study II – Lisa (Adapted from Royse, Dhooper, and Rompf)
Mike is a new social worker at a community service agency serving mostly residents of a public housing development. The agency has strict eligibility standards based on income. Mike has a client named Lisa who is a single mother with four small children. Lisa is struggling to get by on her welfare (TANF) check. Lisa also receives a small amount of assistance from the agency to help pay her large utility bill.
One day, when Mike calls Lisa’s house to remind her of their appointment the next day, Lisa’s friend answers the phone and informs Mike that Lisa is not home – she is out working at her part time job. Mike realizes that Lisa has deliberately not informed him of this job and has not been reporting this income. He thought he had established a solid, trusting helping relationship with Lisa and so he feels somewhat deceived and betrayed. At the same time, he admires Lisa’s resourcefulness in finding ways to support her family. Part of Mike’s job is to determine and certify the eligibility of agency clients. He must decide how to handle this situation.

**ANSWER THE FOLLOWING QUESTIONS** (Adapted from Garthwait Chapter 14)

1. From the NASW Code of Ethics, what ethical principles apply in this situation, for example: client self-determination, confidentiality, informed consent, competence, professional integrity, dual relationships, commitment to employers, social welfare?
2. Which ethical principles are in conflict and therefore create the ethical dilemma? Briefly describe the dilemma.
3. Who is the primary client, i.e. the person or group who requested the services and expects to benefit from them? Who else could be considered a client?
4. What aspects of the agency’s activity or social worker’s duties give rise to the dilemma?
5. Who can or should resolve this dilemma, e.g. the client, family members, worker, agency administrator?
6. What are some of the possible actions that the social worker could take? What harm could be done and who would stand to gain and lose from some of the possible choices/outcomes?
7. Will a particular resolution set an undesirable precedent for future decision-making concerning other clients?
8. If you were the social worker, what would you do?
9. Are there any actions that could have taken or policies that could have been put in place to avoid this ethical dilemma?

**Case Study III – Rachel** (Adapted from Rothman, From the Front Lines)

A private, non-profit agency serves children in need of adoption services and their biological and adoptive parents. Located in a large city, the agency serves “hard-to-place” as well as “normal” children and has developed an excellent reputation for careful and thoughtful placement planning.

Mr. and Mrs. Smith wish to put their baby girl up for adoption. The baby, Rachel, is now three months old and she has been diagnosed with cerebral palsy, possible blindness, and possible mild mental disability. The Smiths also have a 2-year-old son, whom they describe as “perfect.” The Smiths request immediate placement. They state that they have been considering adoption since the “nightmare” began at Rachel’s birth, and they feel they can no longer continue to care for her. They have waited these three months to be sure that there was no error in diagnosis, but now they have been assured that Rachel’s condition is permanent, and they wish to proceed with the adoption immediately. They have adequate financial resources to provide for Rachel, but they do not wish to be responsible for the cost of raising a disabled child. They
expressly state that they so not wish to receive any counseling from the agency -- placement
services are all that they require.

In assessing the Smiths’ request, the social worker thinks that the Smiths are currently in crisis,
mourning the loss of their “perfect” family, and unable to cope with the thought of a disabled
child. She hears them express a sense of failure and guilt, as well as confusion. Also, in
attempting to assess whether the Smiths have explored other avenues, the social worker
determines that they are unaware of the resources and support services available to assist
parents of disabled children.

**ANSWER THE FOLLOWING QUESTIONS (Adapted from Garthwait Chapter 14)**
1. From the NASW Code of Ethics, what ethical principles apply in this situation, for
   example: client self-determination, confidentiality, informed consent, competence,
   professional integrity, dual relationships, commitment to employers, social welfare?
2. Which ethical principles are in conflict and therefore create the ethical dilemma?
   Briefly describe the dilemma.
3. Who is your primary client, i.e. the person or group who requested the services and
   expects to benefit from them? Who else could be considered a client?
4. What aspects of the agency’s activity or social worker’s duties give rise to the
dilemma?
5. Who can or should resolve this dilemma, e.g. the client, family members, worker,
   agency administrator?
6. What are some of the possible actions that the social worker could take? What harm
   could be done and who would stand to gain and lose from some of the possible
   choices/outcomes?
7. Will a particular resolution set an undesirable precedent for future decision-making
   concerning other clients?
8. If you were the social worker, what would you do?
9. Are there any actions that could have taken or policies that could have been put in
   place to avoid this ethical dilemma?

**CONSIDER THE FOLLOWING QUESTIONS TO DEEPEN YOUR ANALYSIS**
1. Unfortunately, the worker knows that placing Rachel in an adoptive home may not
   be as simple as the Smiths want to believe. Rachel may indeed remain in foster care
   for an extended period of time before a permanent home is found for her. Should
   this fact influence her planning for the family?
2. The agency can provide a service that the Smiths desire: adoption. Is it ethical for the agency to require that, in order to obtain the desired service, clients be forced to accept services they explicitly do not want, such as counseling?

3. The Smiths did not cause Rachel’s medical problems. They are, however, well able to provide for Rachel financially. Along with surrendering her for adoption, they are asking “society” to assume the financial burden of her care. Do you think they are justified in expecting society to pick up the tab?

Case Study IV - Kayla (Adapted from Juliet Cassuto Rothman)

A social work intern at a private, non-profit agency has been assigned to provide counseling to Kayla, an 11-year-old girl who has been exhibiting aggressive and disruptive behavior at school. The social work intern has met Kayla’s Mom and received written permission from her to provide counseling. During that meeting, the intern established good rapport and believes that the Mom is invested in coming to therapy with Kayla and addressing her difficulties with parenting as well as her own mental health issues.

A couple of weeks later, while meeting with Kayla and exploring her feelings about her home life, Kayla states that her mother is kind and helpful “except when she’s drinking her vodka.” The intern is concerned about the Mom’s ability to provide consistent parenting if she is drinking too often in the presence of her child. The intern has Kayla wait in the lobby while she brings the Mom in for some discussion about this. The Mom reveals that she has been drinking a bit more lately because she has been stressed — she lost her job, she is having financial problems, and her ex-boyfriend stole her marijuana supply from her purse. She tells the intern that she wants to work on finding healthier ways to cope with her troubles.

The intern is concerned about these revelations of alcohol and drug use by this parent of a young child. She also thinks the Mom’s stress and the effects of her alcohol and drug use could be driving some of Kayla’s acting out behaviors at school. The intern considers talking to her supervisor about the revelations, but she worries that the supervisor would make her report the situation to Child Protection. If this happens, she thinks it likely that her relationship with the Mom would be ruined and consequently the family will drop out of treatment and they will both be reluctant to ever trust a social worker again. The intern reminds herself that she did not actually hear any direct accusations of child abuse or neglect. Additionally, she herself engages in drinking and smoking on occasion and does not feel right joining in demonizing of these behaviors.

ANSWER THE FOLLOWING QUESTIONS (Adapted from Garthwait Chapter 14)

1. From the NASW Code of Ethics, what ethical principles apply in this situation, for example: client self-determination, confidentiality, informed consent, competence, professional integrity, dual relationships, commitment to employers, social welfare?

2. Which ethical principles and laws are in conflict and therefore create the ethical dilemma? Briefly describe the dilemma.
3. What personal biases should be identified and set aside?

4. Who is the primary client, i.e. the person or group who requested the services and expects to benefit from them? Who else could be considered a client?

5. What aspects of the agency’s activity or social worker’s duties give rise to the dilemma?

6. Who can or should resolve this dilemma, e.g. the client, family members, worker, agency administrator?

7. What are some of the possible actions that the social worker could take? What harm could be done and who would stand to gain and lose from some of the possible choices/outcomes?

8. Will a particular resolution set an undesirable precedent for future decision-making concerning other clients?

9. If you were the social worker, what would you do?

10. Are there any actions that could have taken or policies that could have been put in place to avoid this ethical dilemma?

FIELD AGENCY PROFILE

STUDENT:

AGENCY/PROGRAM:

FIELD INSTRUCTOR(S):

AGENCY’S MISSION STATEMENT OR PURPOSE
(if available, copy from agency materials)

SUMMARY OF AGENCY’S HISTORY
· How many years has the agency existed?
· What major changes have taken place since its founding?

AGENCY’S CURRENT AND LONG TERM GOALS
(if available, copy from agency materials)

ADMINISTRATIVE STRUCTURE
· Who's who in the agency; who is in charge? (if available, attach organizational chart)
· What is your Field Instructor’s position in the agency?
· Which department(s) or unit(s) you will be associated with during your practicum?

FUNDING
· Is the agency a public agency? A private agency? Is it a non-profit or a for profit organization? If it's for profit, who owns it? If it's a non-profit, under whose auspices does it operate?
· Is the agency’s budget or income fairly predictable and stable from year to year, or is it uncertain and unpredictable?
· What are the agency’s major funding sources? Does the agency compete with other
agencies for funding? If yes, with what other agencies?
· If the agency provides services to clients, do the clients pay for services? Are insurance companies (public and/or private) billed for services?

TARGET POPULATION
· What types of problems, concerns or needs does your agency address? Are there certain problems that the agency explicitly will not serve?
· How would you describe your agency’s “clients” – e.g. individuals, families, specific neighborhoods, sub-populations? If your agency serves individuals, are there age, gender, or other restrictions on who may be served? What types of diversity exist among the populations served?
· What geographic areas or communities are served by your agency (e.g. specific neighborhoods, city, parish, state)?
· If applicable, what community agencies frequently refer clients to the agency? And, what is the process for intake of clients?

SERVICES PROVIDED
· Briefly describe the agency's major programs or services.
· Are there any needed services or projects that the agency would like to implement but is unable to due to lack of resources or capacity?

STAFF
· How many people work in your agency/program?
· What is the professional makeup of the agency? Is it predominantly social work, multidisciplinary, etc.?
· How many social workers are employed by the agency/program?
· Do staff members tend to stay with the agency for a long time, or is there a high rate of turnover?

POLICIES AND PROCEDURES
· Is there a Policies and Procedures manual? If not, how are policies/procedures communicated to staff?
· What state or federal agencies or regulatory bodies have a significant impact on the agency's policies and operations?

AGENCY/PROGRAM EVALUATION
· What information is recorded on a regular basis by agency personnel (number of clients served, number of projects funded, etc.)?
· What information does the agency use to determine effectiveness of its services (e.g. recidivism, completion of treatment plans, level of client satisfaction, legislation passed)?
· Is the effectiveness of the agency's services and programs evaluated by agency staff or by persons from outside the agency?
· If the agency serves clients, do the clients or consumers participate in the evaluation process?
· If the agency ceased to exist next week, who would care? Who would be harmed? Who would complain? (stakeholders)
· What data or information would the agency like to collect or have but does not?
FIELD INTERNSHIP
- How many social work interns does your agency currently have?
- In which departments or services can social work interns participate?
- Describe the role(s) of the social work intern(s), including activities, learning opportunities, responsibilities, and services provided.

AGENCY CHARACTER
- What is the atmosphere in the agency, how does it feel there? Is it welcoming, calm, supportive, exciting, chaotic? What is your sense of employee morale?
- Is the agency fast-paced and demanding or more relaxed and easy-going?
- Any other observations?

REFLECTION ASSIGNMENT
Submit a two page, double spaced, typed, reflective essay to your seminar instructor answering the following questions.
- What is your vision for yourself as a social worker at the close of your first semester in field?
- What have you learned about yourself during this first semester of field that confirms or causes you to question your choice of social work as a profession?
- What skills and abilities have you discovered and want to develop further that will make you a good social worker?
- How can you maintain this vision?
SOWK 7530 - Field Practicum and Seminar II

Catalog Description:
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.
Credit Hours: 5

Course Description:
This bi-monthly course provides students the opportunity to discuss, process and integrate their agency based field placement experience with classroom learning. Teaching methods and learning activities may include: readings, skill building exercises, didactic presentations, case presentations, role plays, and field site visits.

Course Objectives:
1. Apply strategies of ethical reasoning and decision-making to issues specific to integrated clinical and community practice.
2. Demonstrate professional use of self in forming and maintaining helping relationships with clients within an integrated clinical and community practice context.
3. Demonstrate competency in managing value differences in integrated clinical and community practice in accordance with the values and ethical principles of social work.
4. Productively utilize feedback about practice through appropriate preparation and active inquiry.
5. Apply classroom learning to field situations.
Competencies Addressed in this Course:

<table>
<thead>
<tr>
<th>Social Work Competency</th>
<th>Course Content (Sessions, Readings or Assignments)</th>
<th>Learning Dimension</th>
<th>Level of Practice</th>
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<tbody>
<tr>
<td>Competency 1:</td>
<td><strong>Demonstrate Ethical and Professional Behavior</strong></td>
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<td></td>
<td><strong>Discussion and Reading:</strong> Ethics in practice, managing self-disclosure, boundary issues and managing dual relationships.</td>
<td>K, V, CA</td>
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<tr>
<td>Competency 2:</td>
<td><strong>Engage Diversity and Difference in Practice</strong></td>
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<td><strong>Class Discussion:</strong> Practicing with self-awareness, reflection and cultural humility. In-class discussion topics include: “The aspect of diversity that is most challenging for me in field is...” and “Additional learning about diversity that would really help me the most in field and class is...”</td>
<td>V, CA</td>
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<td>Competency 8:</td>
<td><strong>Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></td>
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<td><strong>Discussion (Sessions 4, 5, &amp; 6)</strong></td>
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<td><strong>Assignment: Case Presentation</strong></td>
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Respect for Diversity Statement – TSSW
Audre Lorde said, “It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.” It is the Tulane School of Social Work’s intent that we provide an educational experience where students leave our program with a deeper understanding of why they believe what they believe and that they examine their assumptions and attitudes about race, gender, sexual orientation, religion, able-bodiedness, political affiliations, and other differences. We seek to create an atmosphere where each and every student, regardless of their backgrounds and perspectives, will be both supported and challenged. We welcome discussions, divergent viewpoints, and disagreements in this course. We realize the course material, discussions, and viewpoints that may surface in this course may be difficult intellectually and emotionally. We ask everyone to be thoughtful when engaging in discussion and use care and empathy with one another.

As emerging social work professionals, all interactions with peers/colleagues, clients, and the overall community **MUST** adhere to the ethics and ethical principles of the National Association of Social Workers (NASW). Therefore, as an emerging professional, you are expected to:

- Value and respect the inherent dignity and worth of all people; meaning, that in all interactions and communications, **you are to treat each person in a caring and respectful**
fashion being mindful of individual differences and cultural and ethnic diversity (NASW, 2017).

- Understand the importance of human relationships; meaning, that as an emerging social work professional you are to engage partners in the helping process (NASW, 2017). In this educational milieu, your peers are your partners. Being respectful of others’ thoughts/ideas and sharing your thoughts/ideas in a respectful manner not only helps facilitate your peers’ learning but facilitates your personal learning and cultivates your own self-awareness.

- Understand the value of integrity; meaning, that as an emerging social work professional you are to act honestly and responsibly and promote ethical practices on the part of the organization of which you are affiliated (NASW, 2017). It is your responsibility and part of your integrity in keeping your learning environment not only safe for yourself but for your peers and all members of the TSSW community.

To dismantle systems of oppression, help liberate our clients, and advocate for change, we cannot avoid uncomfortable conversations. We must critically examine and assess our assumptions, values, beliefs, and philosophies, as this is vital to liberatory social work practice. We hope you embrace your discomfort, have the courage to show up fully, and allow yourself to take intellectual and emotional risks, so you can be changed in ways that deepen your capacity for understanding, empathy, and awareness of the diverse perspectives and lived experiences of others.

Guideposts for a Safe and Supportive Learning Environment

Students, faculty, and staff in the TSSW community have wanted to know how we might have more respectful dialogue while still addressing difficult issues. Below are guidelines created by the William Winter Institute for Racial Reconciliation (WWIRR) they use in their community-building work. According to the WWIRR’s (2020)^2 Facebook page:

- We are clear in our mission to end all discrimination and division based on difference. We invite all people of good will who want to have more inclusive communities to join us. In your own conversations, these guideposts may be helpful. They are not meant to be used to correct other folks’ behavior, but rather to hold them up as a mirror to gauge our own behaviors. In all things, we prefer face-to-face interactions, based on trusting relationships that have been built deliberately.

Winter Institute – The Welcome Table Guidepost

1. Be present and welcoming. Be 100% present. Set aside the usual distractions of things undone from yesterday, things to do tomorrow. Bring all of yourself to the work and participate fully. Practice hospitality. We all learn most effectively in spaces that welcome us. Welcome others to this place and this work, and presume that you are welcomed.
2. **Listen deeply to learn.** Listen intently to what is said; listen to the feelings beneath the words. Listen to yourself also. Strive to achieve a balance between listening and reflecting, speaking and acting. You will be invited to share in pairs, small groups, and in the large group.

3. **No fixing.** Each of us is here to discover our own truths, to listen to our own inner teacher, to take our own inner journey. We are not here to set someone else straight, or to help right another’s wrong, to “fix” or “correct” what we perceive as broken or incorrect in another member of the group. Be a community of learners; set aside perfectionism and fear of “messing up.”

4. **Suspend judgment and assumptions and seek understanding.** Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully, & thus our perspectives, decisions and actions are more informed. Our assumptions are usually invisible to us, yet they undergird our worldview & thus our decisions & our actions. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.

5. **Speak your truth and respect the truth of others.** Say what is in your heart, trusting that your voice will be heard and your contribution respected. Your truth may be different from, even the opposite of, what another in the circle has said. Speaking your truth is not debating with, or correcting, or interpreting what another has said. Own your truth by speaking only for yourself, using “I” statements.

6. **Maintain confidentiality.** Create a safe space by respecting the confidential nature & content of discussions held in the formation circle. What is said in the class, stays there; what is learned here, leaves here. Everyone gets to tell their own story for themselves.

7. **Respect silence.** Silence is a rare gift in our busy world. After you or someone else has spoken, take time to reflect, without immediately filling the space with words. Look inward and listen to yourself in the silence.

8. **When things get difficult, turn to wonder.** If you find yourself disagreeing with another, becoming judgmental, shutting down in defense, try turning to wonder: “I wonder what brought her to this place?” “I wonder what my reaction teaches me?” “I wonder what he’s feeling right now?” You do not have to agree with another’s story; but you do have to respect their right to tell their own story.

9. **Trust the class process.** In this class, all voices are valued equally. All viewpoints are welcomed and respected.
Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As “One Wave,” Tulane is committed to providing an environment free of all forms of discrimination based on race, ethnicity, creed, religion, gender, gender identity, and sexual orientation, as well as all forms of sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences discrimination, domestic violence, sexual assault, or sexual harassment, know that you are not alone. Resources and support are available. Learn more at onewave.tulane.edu. Any and all of your communications on these matters will be treated as either “Strictly Confidential” or “Mostly Confidential” as explained in the chart below.

### Strictly Confidential
Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.

- **Counseling & Psychological Services (CAPS)** | (504) 314-2277
- **Student Health Center** | (504) 865-5255
- **Sexual Aggression Peer Hotline and Education (SAPHE)** | (504) 654-9543

### Mostly Confidential
Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary, for safety reasons.

- **Coordinator of Violence Prevention** | (504) 314-2161
- **Tulane University Police (TUPD)** | (504) 865-5911
- **Office of Institutional Equity** | (504) 862-8083

### Tulane School of Social Work Policies:
- **Attendance.** Live class sessions are an essential part of the course; attendance is mandatory. You are expected to be present, on time, and fully prepared to engage with the material, fellow students, and the instructor. If extenuating circumstances prevent you from attending a live session, contact your instructor in advance of the absence. If you are unable to contact your instructor in advance, contact your instructor as soon thereafter as possible. Your attendance and participation in the live sessions is part of your course grades.

- **Participation in a Learning Community.** Fundamental to your responsibility as a member of this learning community is your professional, active participation in all synchronous and asynchronous activities, which is necessary to create a positive and successful learning environment for yourself and others. Your participation should reflect timely and thoughtful completion of assigned readings and tasks, as well as respectful contributions to fellow students and the instructor. You are expected to attend all of the live sessions to obtain the best learning experience, and you are expected to be punctual so as not to disturb class discussion.

- **Grading.** Your grade for this course will be determined according to the grading scale of the Tulane School of Social Work:
960 - 1000 = A (Outstanding)
910 - 959 = A- (Excellent)
860 - 909 = B+ (Above expected)
810 - 859 = B (Expected)
760 - 809 = B- (Marginal)
710 - 759 = C (Unacceptable)
< 709 = F (Failing)

- Student-Teacher Relationships. Fair, honest, and respectful conduct is expected in this course by both student and instructor. You are encouraged to maintain regular contact with your instructor. Early and respectful communication with the instructor through appointments, email, or phone is critical to resolve concerns and provide needed guidance. You are expected to be appropriately assertive with your instructor and should expect clear and supportive communication in return. At no time should appropriate communication with the instructor impact your grade.

- Honorable Conduct. The TSSW’s Student Handbook on Rights and Responsibilities, including the Honor Code, is in effect for this course. You are urged to become familiar with the Handbook and particularly the Honor Code, which guides our actions in relation to cheating, plagiarism, falsification of records, multiple submissions, misrepresentations, false testimony, or improper disclosure. Violation of any of the policies in the Handbook, which reflect expected professional and ethical behavior, can impact your grade and may result in an academic and professional review of student conduct.

- APA Standards. To promote good scholarship and to protect against plagiarism, all written work, including slide presentations, must follow currently accepted APA standards for quoting, citing, and referencing others’ work or personal statements. This expectation applies to all written work unless your professor specifically makes a particular exception for a particular assignment.

- Additional Needs: Students with documented learning needs should request formal approval of accommodations through the University’s Office of Disability Services, the Goldman Center. Once approved, students are required to inform each instructor in order to plan for provision of reasonable accommodations in the learning environment. This may include testing accommodations. No accommodations can be made without the student first going through the Goldman Center.

- Course/Instructor Evaluations. You are invited to provide feedback throughout the semester that will enhance the content of the course and address your learning needs and those of the class. You are expected to complete the course/instructor evaluations at the end of the semester. These evaluations are used by the instructor to improve course activities and materials.
• Multi-section Courses. Instructors have academic freedom to shape some aspects of a course to reflect their own style and understanding of learning. Do not expect each section to be exactly alike. To assure basic consistency across course sections, all sections of a given course will use the same course outcomes, the same syllabus, and the same major text. Course instructors may make modifications in assignments or specific supplemental readings as long as they cover the same content and are at an equivalent level of difficulty as compared to other sections.

Instructor Policies:
• Live Sessions and Driving. Live sessions are an opportunity to interact with your peers, and often these interactions are visual and very engaging. Therefore, it is required that you be in a quiet space where you may concentrate. Driving during a live session is prohibited.

• Attendance for Live Sessions. Live sessions are an integral part of the learning experience, and are best when attended live. Because the participation in the live session is part of the experience, there are no make-up sessions. If the live session is missed, you may view the recording, but points will not be earned.

• Electronic Equipment Multitasking with electronic devices during the live session is prohibited. Devices not used for the live session should be turned off or placed on silent. Checking emails, texts, or other messages are prohibited during the live session. Students who are multitasking during the live session may see their participation grade decrease.

Text and Other Readings:
Louisiana Practice Standards


Calendar and Reading:
Session 1
Readings: Reamer: Boundary issues in social work: Managing dual relationships.

Class Assignments:
Learning Goals
Case Presentations
Reflection Assignment
Assignment Description:

**ASSIGNMENT 1: LEARNING OBJECTIVES**

In the Advanced Field Practicum, you are expected to achieve competence in the ten core competency areas as established by the Council on Social Work Education. First, review the document [Sample Work Plans: Learning Activities for Advanced Learning Goals](#) to familiarize yourself with these competencies and associated activities.

On the form [Advanced Field Practicum Learning Goals](#) in the Internship Placement Tracking (IPT) management system, under each core competency area, you will find a list of practice behaviors you are expected to perform that demonstrate competence in that area. Review a copy of the document [Learning Goals: Advanced Field Semester](#) before completing the actual form in IPT.

Using the form, you will describe the specific work plans that you will follow to achieve the core competencies as evidenced by the practice behaviors. Complete the form in IPT. At the end of each semester, your field instructor will grade your performance by rating each of the practice behaviors.

**ASSIGNMENT 2: PRESENTATIONS**

**MICRO CASE PRESENTATION**

I. Identifying Information
   - first name/initial
   - age
   - gender

II. Presenting Complaint/Issue
   - Why are they seeking TX?
   - How long have they been seeing you?
   - How frequently?

III. Social History
   - Where do they come from?
   - Education
   - Employment
   - Marital status
   - Support network

IV. Family History
   - Siblings/Parents
   - birth order
   - relevant history of immediate family members
   - family traumas

V. Psychological History
   - previous treatment
   - substance abuse
Identify a macro problem or need in your organization or in the community your agency serves. Please keep your presentation brief, between 5-7 minutes. Remember that your audience does not need to know "everything" about the problem/need, provide only the main facts to generate a picture of the organization or community problem/need being presented.

1. Briefly identify the presenting organization problem or community practice situation related to your agency (scope of problem, frequency/severity, any relevant data or statistic, contributing factors, demographic information, frequency or severity of problem, relevant history).

2. Describe how you would go about further assessing the problem or need? What steps would you take, who would you speak with in the agency? Outside the agency?

3. Describe what you see are the agency or community strengths or assets.

4. Describe at least three “change agent” goals with measurable objectives and explain how these would address the problem or need? (Specify how did you prioritize goals?).

5. Identify some specific macro interventions to address the problem/need, and how you would present your plan to the agency.

6. What social work macro theory can be applied to this situation or problem?

7. What ethical issues and/or cultural diversity issues did you take into consideration in your assessment and intervention plan?
8. Describe how you will evaluate outcomes, i.e. how will you measure whether you have been successful in achieving your goals?

9. Peer feedback: Are there any issues or challenges that you would like suggestions or feedback on?

ASSIGNMENT 3: REFLECTION ASSIGNMENT
Submit a two page, double spaced, typed, reflective essay to your seminar instructor answering the following questions.

1. What experience at your field placement most impacted you personally and professionally this semester?

2. What did you learn from that experience and how can you build on that learning in the next semester?

3. What challenges do you anticipate in the next (and final) semester that might affect your learning and how do you plan to address them?
SOWK 7540 - Field Practicum and Seminar III

Catalog Description:
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student’s stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.
Credit Hours: 5

Course Description:
The bi-monthly Field Seminar provides students the opportunity to discuss, process and integrate their agency based Field Practicum experience with classroom learning. Teaching methods and learning activities may include: readings, skill building exercises, didactic presentations, case presentations and role plays, and field site visits.

Course Objectives:
1. Apply strategies of ethical reasoning and decision-making to issues specific to integrated clinical and community practice.
2. Demonstrate professional use of self in forming and maintaining helping relationships with clients within an integrated clinical and community practice context.
3. Demonstrate competency in managing value differences in integrated clinical and community practice in accordance with the values and ethical principles of social work.
4. Productively utilize feedback about practice through appropriate preparation and active inquiry.
5. Apply classroom learning to field situations.
6. Proactively engage in practices for career-long learning
Competencies Addressed in this Course

<table>
<thead>
<tr>
<th>Social Work Competency</th>
<th>Course Content (Sessions, Readings or Assignments)</th>
<th>Learning Dimension</th>
<th>Level of Practice</th>
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<tr>
<td>Competency 1:</td>
<td>Social Work Licensure in My State:</td>
<td>K, V, CA</td>
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<td>On-campus students: Presentation by the Louisiana</td>
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<td>Online students: conduct an online search of the</td>
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<td><strong>Class Discussion and Reflection Assignment:</strong></td>
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<td>Identifying personal and professional growth and a</td>
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<td>Competency 8:</td>
<td>Reading and Class Discussion:</td>
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<td>Discussion on Termination-saying good bye. Students</td>
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<td>discuss how they are managing termination with</td>
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<td>clients and co-workers and plans for termination</td>
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Respect for Diversity Statement – TSSW:
Audre Lorde said, “It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.” It is the Tulane School of Social Work’s intent that we provide an educational experience where students leave our program with a deeper understanding of why they believe what they believe and that they examine their assumptions and attitudes about race, gender, sexual orientation, religion, able-bodiedness, political affiliations, and other differences. We seek to create an atmosphere where each and every student, regardless of their backgrounds and perspectives, will be both supported and challenged. We welcome discussions, divergent viewpoints, and disagreements in this course. We realize the course material, discussions, and viewpoints that may surface in this course may be difficult intellectually and emotionally. We ask everyone to be thoughtful when engaging in discussion and use care and empathy with one another.

As emerging social work professionals, all interactions with peers/colleagues, clients, and the overall community **MUST** adhere to the ethics and ethical principles of the National Association of Social Workers (NASW). Therefore, as an emerging professional, you are expected to:
• Value and respect the inherent dignity and worth of all people; meaning, that in all interactions and communications, you are to treat each person in a caring and respectful fashion being mindful of individual differences and cultural and ethnic diversity (NASW, 2017).

• Understand the importance of human relationships; meaning, that as an emerging social work professional you are to engage partners in the helping process (NASW, 2017). In this educational milieu, your peers are your partners. Being respectful of others' thoughts/ideas and sharing your thoughts/ideas in a respectful manner not only helps facilitate your peers' learning but facilitates your personal learning and cultivates your own self-awareness.

• Understand the value of integrity; meaning, that as an emerging social work professional you are to act honestly and responsibly and promote ethical practices on the part of the organization of which you are affiliated (NASW, 2017). It is your responsibility and part of your integrity in keeping your learning environment not only safe for yourself but for your peers and all members of the TSSW community.

To dismantle systems of oppression, help liberate our clients, and advocate for change, we cannot avoid uncomfortable conversations. We must critically examine and assess our assumptions, values, beliefs, and philosophies, as this is vital to liberatory social work practice. We hope you embrace your discomfort, have the courage to show up fully, and allow yourself to take intellectual and emotional risks, so you can be changed in ways that deepen your capacity for understanding, empathy, and awareness of the diverse perspectives and lived experiences of others.

Guideposts for a Safe and Supportive Learning Environment
Students, faculty, and staff in the TSSW community have wanted to know how we might have more respectful dialogue while still addressing difficult issues. Below are guidelines created by the William Winter Institute for Racial Reconciliation (WWIRR) they use in their community-building work. According to the WWIRR’s (2020) Facebook page:

We are clear in our mission to end all discrimination and division based on difference. We invite all people of good will who want to have more inclusive communities to join us. In your own conversations, these guideposts may be helpful. They are not meant to be used to correct other folks' behavior, but rather to hold them up as a mirror to gauge our own behaviors. In all things, we prefer face-to-face interactions, based on trusting relationships that have been built deliberately.

Winter Institute – The Welcome Table Guidepost

1. **Be present and welcoming.** Be 100% present. Set aside the usual distractions of things undone from yesterday, things to do tomorrow. Bring all of yourself to the work and participate fully. Practice hospitality. We all learn most effectively in spaces that
welcome us. Welcome others to this place and this work, and presume that you are welcomed.

2. **Listen deeply to learn.** Listen intently to what is said; listen to the feelings beneath the words. Listen to yourself also. Strive to achieve a balance between listening and reflecting, speaking and acting. You will be invited to share in pairs, small groups, and in the large group.

3. **No fixing.** Each of us is here to discover our own truths, to listen to our own inner teacher, to take our own inner journey. We are not here to set someone else straight, or to help right another’s wrong, to “fix” or “correct” what we perceive as broken or incorrect in another member of the group. Be a community of learners; set aside perfectionism and fear of “messing up.”

4. **Suspend judgment and assumptions and seek understanding.** Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully, & thus our perspectives, decisions and actions are more informed. Our assumptions are usually invisible to us, yet they undergird our worldview & thus our decisions & our actions. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.

5. **Speak your truth and respect the truth of others.** Say what is in your heart, trusting that your voice will be heard and your contribution respected. Your truth may be different from, even the opposite of, what another in the circle has said. Speaking your truth is not debating with, or correcting, or interpreting what another has said. Own your truth by speaking only for yourself, using “I” statements.

6. **Maintain confidentiality.** Create a safe space by respecting the confidential nature & content of discussions held in the formation circle. What is said in the class, stays there; what is learned here, leaves here. Everyone gets to tell their own story for themselves.

7. **Respect silence.** Silence is a rare gift in our busy world. After you or someone else has spoken, take time to reflect, without immediately filling the space with words. Look inward and listen to yourself in the silence.

8. **When things get difficult, turn to wonder.** If you find yourself disagreeing with another, becoming judgmental, shutting down in defense, try turning to wonder: “I wonder what brought her to this place?” “I wonder what my reaction teaches me?” “I wonder what he’s feeling right now?” You do not have to agree with another’s story; but you do have to respect their right to tell their own story.

9. **Trust the class process.** In this class, all voices are valued equally. All viewpoints are welcomed and respected.
Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As “One Wave,” Tulane is committed to providing an environment free of all forms of discrimination based on race, ethnicity, creed, religion, gender, gender identity, and sexual orientation, as well as all forms of sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences discrimination, domestic violence, sexual assault, or sexual harassment, know that you are not alone. Resources and support are available. Learn more at onewave.tulane.edu. Any and all of your communications on these matters will be treated as either “Strictly Confidential” or “Mostly Confidential” as explained in the chart below.

<table>
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<tr>
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<th>Mostly Confidential</th>
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<td>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</td>
<td>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary, for safety reasons.</td>
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Counseling & Psychological Services (CAPS) | (504) 314-2277  
Student Health Center | (504) 865-5255  
Sexual Aggression Peer Hotline and Education (SAPHE) | (504) 654-9543  
Coordinator of Violence Prevention | (504) 314-2161  
Tulane University Police (TUPD) | (504) 865-5911  
Office of Institutional Equity | (504) 862-8083

**Tulane School of Social Work Policies:**

- **Attendance.** Live class sessions are an essential part of the course; attendance is mandatory. You are expected to be present, on time, and fully prepared to engage with the material, fellow students, and the instructor. If extenuating circumstances prevent you from attending a live session, contact your instructor in advance of the absence. If you are unable to contact your instructor in advance, contact your instructor as soon thereafter as possible. Your attendance and participation in the live sessions is part of your course grades.

- **Participation in a Learning Community.** Fundamental to your responsibility as a member of this learning community is your professional, active participation in all synchronous and asynchronous activities, which is necessary to create a positive and successful learning environment for yourself and others. Your participation should reflect timely and thoughtful completion of assigned readings and tasks, as well as respectful contributions to fellow students and the instructor. You are expected to attend all of the live sessions to obtain the best learning experience, and you are expected to be punctual so as not to disturb class discussion.
• Grading. Your grade for this course will be determined according to the grading scale of the Tulane School of Social Work:
960 - 1000 = A (Outstanding)
910 - 959 = A- (Excellent)
860 - 909 = B+ (Above expected)
810 - 859 = B (Expected)
760 - 809 = B- (Marginal)
710 - 759 = C (Unacceptable)
< 709 = F (Failing)

• Student-Teacher Relationships. Fair, honest, and respectful conduct is expected in this course by both student and instructor. You are encouraged to maintain regular contact with your instructor. Early and respectful communication with the instructor through appointments, email, or phone is critical to resolve concerns and provide needed guidance. You are expected to be appropriately assertive with your instructor and should expect clear and supportive communication in return. At no time should appropriate communication with the instructor impact your grade.

• Honorable Conduct. The TSSW’s Student Handbook on Rights and Responsibilities, including the Honor Code, is in effect for this course. You are urged to become familiar with the Handbook and particularly the Honor Code, which guides our actions in relation to cheating, plagiarism, falsification of records, multiple submissions, misrepresentations, false testimony, or improper disclosure. Violation of any of the policies in the Handbook, which reflect expected professional and ethical behavior, can impact your grade and may result in an academic and professional review of student conduct.

• APA Standards. To promote good scholarship and to protect against plagiarism, all written work, including slide presentations, must follow currently accepted APA standards for quoting, citing, and referencing others’ work or personal statements. This expectation applies to all written work unless your professor specifically makes a particular exception for a particular assignment.

• Additional Needs: Students with documented learning needs should request formal approval of accommodations through the University’s Office of Disability Services, the Goldman Center. Once approved, students are required to inform each instructor in order to plan for provision of reasonable accommodations in the learning environment. This may include testing accommodations. No accommodations can be made without the student first going through the Goldman Center.

• Course/Instructor Evaluations. You are invited to provide feedback throughout the semester that will enhance the content of the course and address your learning needs and those of the class. You are expected to complete the course/instructor evaluations
at the end of the semester. These evaluations are used by the instructor to improve course activities and materials.

- Multi-section Courses. Instructors have academic freedom to shape some aspects of a course to reflect their own style and understanding of learning. Do not expect each section to be exactly alike. To assure basic consistency across course sections, all sections of a given course will use the same course outcomes, the same syllabus, and the same major text. Course instructors may make modifications in assignments or specific supplemental readings as long as they cover the same content and are at an equivalent level of difficulty as compared to other sections.

Instructor Policies:
- Live Sessions and Driving. Live sessions are an opportunity to interact with your peers, and often these interactions are visual and very engaging. Therefore, it is required that you be in a quiet space where you may concentrate. Driving during a live session is prohibited.

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Text and Other Readings:
The there are no required texts.

Calendar and Reading:
N/A

Class Assignments:
1. Reflection Assignment
2. Time Sheet
3. Field Evaluation

Assignment Description:
REFLECTION ASSIGNMENT
Submit a double spaced, typed, reflective essay to your seminar instructor answering the following questions.
· How are you different today than when you started the program?
· What does the term professional social worker mean to you now and how do you define yourself professionally?
· What self care strategies are working and not working?
· What will be your plan going forward to ensure a long and satisfying social work career?
SW 7910 Field Seminar - Fall 2018

**Catalog Description:**
The Integrative Field Seminar is a required course and is taken concurrently with each semester of field practicum. It relates theory to practice and integrates classroom learning with field experiences. This process-oriented seminar is designed to afford students the opportunity to discuss, analyze, and integrate their field placement experiences.

This twice monthly course provides students the opportunity to discuss, process and integrate their agency-based field placement experience with classroom learning. Teaching methods and learning activities may include: readings, skill building exercises, didactic presentations, case presentations and role plays, and field site visits.

Credit Hours: 2.5

**Course Objectives:**
Upon completion of the seminar, the students will be able to:
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and additional codes of ethics as appropriate to context.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
4. Use supervision and consultation to guide professional judgment and behavior.
5. Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication.
6. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
7. Apply classroom learning to field situations.
Competencies Addressed in this Course:

<table>
<thead>
<tr>
<th>Social Work Competency</th>
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<th>Learning Dimension</th>
<th>Level of Practice</th>
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| Competency 1: Demonstrate Ethical and Professional Behavior | Confirmation of Supervision Plan and Safety Discussion  
Students create and discuss their plan for supervision using the LABSWE Supervision template.  
Class Discussion and Reflection Assignment: Going forward as a Professional Social Worker: Identifying personal and professional growth and a plan to ensure a long and satisfying social work career. | K |  |

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Text and Other Readings:


Reamer (2013) Reflective Practice in Social Work: The Ethical Dimension


Class Assignments:

1. Confirmation of Supervision Plan and Safety Discussion
2. Learning Goals in IPT
3. Canvas Discussion Posts

Calendar and Readings:

Session 1
Reading: Young, S. Eight Tips for Social Work Interns

Session 2
Readings: Learning Goals Form in IPT, Work Plan Exemplars

Session 3
Reading: Garthwait, Chapter 7 – Communication
Assignment Due: Confirmation of safety and supervision talk
Assignment Due: Learning Goals in IPT
Session 4
Assignment Due: Canvas Discussion Post

Session 5
Reading: Garthwait, Chapter 6 – Personal Safety

Session 6
Reading: Garthwait, Chapter 14 – Social Work Ethics

Session 7
Reading: Reamer - Reflective Practice in Social Work: The Ethical Dimension
Assignment Due: Canvas Discussion Post
Assignments/Discussion Prompts:
Answer the Discussion prompt and respond to at least one of your classmates’ posts.

Session 8
Describe your relationship with your field instructor in terms of communication: what is your style of communication compared to theirs? Do you have face-to-face talks, phone calls, emails, texts, etc.? Does the mode of communication work for you? Have you noticed changes in the depth or quantity of your communications as time has passed at your field placement? Any other thoughts?

Session 9
In what ways are your clients (or colleagues) different from you and which differences are the hardest to bridge, such as language skills, values, generational norms and preferences, lifestyles, cultural legacies, power imbalances, etc.
What are some approaches or practices that you have used to try to address difference in your field placement?

Session 10
As your first semester as a social work intern comes to a close, please consider these prompts and respond to the one that resonates most with you:
How has your sense of ‘professional identity’ developed -- in December 2018, when someone looks to you as the social work professional (intern) in the room, what do you think they see?
What has your field experience taught you about the state of social services in NOLA in 2018?
What field experience connects well with your school-based learning, and/or which real world experience is vastly different from what you've learned at school? What would you like to learn more about next semester?
SOWK 7920 - Field Practicum and Seminar PT 2

Catalog Description:
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.
Credit Hours: 2.5

Course Description:
This bi-monthly course provides students the opportunity to discuss, process and integrate their agency-based field placement experience with classroom learning. Teaching methods and learning activities may include: readings, skill building exercises, didactic presentations, case presentations and role plays, and field site visits.

Course Objectives:
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and additional codes of ethics as appropriate to context.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
4. Use supervision and consultation to guide professional judgment and behavior.
5. Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication.
6. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
7. Apply classroom learning to field situations.
### Competencies Addressed in this Course:

<table>
<thead>
<tr>
<th>Social Work Competency</th>
<th>Course Content (Sessions, Readings or Assignments)</th>
<th>Learning Dimension</th>
<th>Level of Practice</th>
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<tbody>
<tr>
<td><strong>Competency 1:</strong></td>
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<tr>
<td><strong>Demonstrate Ethical and Professional Behavior</strong></td>
<td>Practicing in the Field Setting: Class Discussions. Students participate in class discussions of safety, productive supervisory relationships, professional ethics, confidentiality, documentation, boundaries, and ethical decision-making.</td>
<td>K, V, CA</td>
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<td><em>Self-Care:</em> Based on readings and class discussions about self-care, self-awareness, reflection and cultural humility, students participate in an in-class exercise on the development of self-care strategies.</td>
<td>K, V, CA</td>
<td>CA</td>
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<td><em>Assignment: Reflection and Vision.</em> Students reflect on their first semester of field practicum. Students describe what they have learned about themselves and their choice to enter the field of social work, the skills and abilities they have and that they want to develop further, and their vision of themselves as social workers</td>
<td>CA</td>
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**Assignment: Reflection and Vision.** Students reflect on their first semester of field practicum. Students describe what they have learned about themselves and their choice to enter the field of social work, the skills and abilities they have and that they want to develop further, and their vision of themselves as social workers.

### Respect for Diversity Statement – TSSW:

Audre Lorde said, “It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.” It is the Tulane School of Social Work’s intent that we provide an educational experience where students leave our program with a deeper understanding of why they believe what they believe and that they examine their assumptions and attitudes about race, gender, sexual orientation, religion, able-bodiedness, political affiliations, and other differences. We seek to create an atmosphere where each and every student, regardless of their backgrounds and perspectives, will be both supported and challenged. We welcome discussions, divergent viewpoints, and disagreements in this course. We realize the course material, discussions, and viewpoints that may surface in this course may be difficult intellectually and emotionally. We ask everyone to be thoughtful when engaging in discussion and use care and empathy with one another.
As emerging social work professionals, all interactions with peers/colleagues, clients, and the overall community **MUST** adhere to the ethics and ethical principles of the National Association of Social Workers (NASW). Therefore, as an emerging professional, you are expected to:

- **Value and respect the inherent dignity and worth of all people;** meaning, that in all interactions and communications, *you are to treat each person in a caring and respectful fashion being mindful of individual differences and cultural and ethnic diversity* (NASW, 2017).

- **Understand the importance of human relationships;** meaning, that as an emerging social work professional you are to *engage partners in the helping process* (NASW, 2017). In this educational milieu, your peers are your partners. Being respectful of others' thoughts/ideas and sharing your thoughts/ideas in a respectful manner not only helps facilitate your peers' learning but facilitates your personal learning and cultivates your own self-awareness.

- **Understand the value of integrity;** meaning, that as an emerging social work professional you are to *act honestly and responsibly and promote ethical practices on the part of the organization of which you are affiliated* (NASW, 2017). It is your responsibility and part of your integrity in keeping your learning environment not only safe for yourself but for your peers and all members of the TSSW community.

To dismantle systems of oppression, help liberate our clients, and advocate for change, we cannot avoid uncomfortable conversations. We must critically examine and assess our assumptions, values, beliefs, and philosophies, as this is vital to liberatory social work practice. We hope you embrace your discomfort, have the courage to show up fully, and allow yourself to take intellectual and emotional risks, so you can be changed in ways that deepen your capacity for understanding, empathy, and awareness of the diverse perspectives and lived experiences of others.

**Guideposts for a Safe and Supportive Learning Environment**

Students, faculty, and staff in the TSSW community have wanted to know how we might have more respectful dialogue while still addressing difficult issues. Below are guidelines created by the William Winter Institute for Racial Reconciliation (WWIRR) they use in their community-building work. According to the WWIRR’s (2020) Facebook page:

> We are clear in our mission to end all discrimination and division based on difference. We invite all people of good will who want to have more inclusive communities to join us. In your own conversations, these guideposts may be helpful. They are not meant to be used to correct other folks' behavior, but rather to hold them up as a mirror to gauge our own behaviors. In all things, we prefer face-to-face interactions, based on trusting relationships that have been built deliberately.
Winter Institute – The Welcome Table Guidepost

1. **Be present and welcoming.** Be 100% present. Set aside the usual distractions of things undone from yesterday, things to do tomorrow. Bring all of yourself to the work and participate fully. Practice hospitality. We all learn most effectively in spaces that welcome us. Welcome others to this place and this work, and presume that you are welcomed.

2. **Listen deeply to learn.** Listen intently to what is said; listen to the feelings beneath the words. Listen to yourself also. Strive to achieve a balance between listening and reflecting, speaking and acting. You will be invited to share in pairs, small groups, and in the large group.

3. **No fixing.** Each of us is here to discover our own truths, to listen to our own inner teacher, to take our own inner journey. We are not here to set someone else straight, or to help right another’s wrong, or to “fix” or “correct” what we perceive as broken or incorrect in another member of the group. Be a community of learners; set aside perfectionism and fear of “messing up.”

4. **Suspend judgment and assumptions and seek understanding.** Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully, & thus our perspectives, decisions and actions are more informed. Our assumptions are usually invisible to us, yet they undergird our worldview & thus our decisions & our actions. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.

5. **Speak your truth and respect the truth of others.** Say what is in your heart, trusting that your voice will be heard and your contribution respected. Your truth may be different from, even the opposite of, what another in the circle has said. Speaking your truth is not debating with, or correcting, or interpreting what another has said. Own your truth by speaking only for yourself, using “I” statements.

6. **Maintain confidentiality.** Create a safe space by respecting the confidential nature & content of discussions held in the formation circle. What is said in the class, stays there; what is learned here, leaves here. Everyone gets to tell their own story for themselves.

7. **Respect silence.** Silence is a rare gift in our busy world. After you or someone else has spoken, take time to reflect, without immediately filling the space with words. Look inward and listen to yourself in the silence.

8. **When things get difficult, turn to wonder.** If you find yourself disagreeing with another, becoming judgmental, shutting down in defense, try turning to wonder: “I wonder what brought her to this place?” “I wonder what my reaction teaches me?” “I wonder what he’s feeling right now?” You do not have to agree with another’s story; but you do have to respect their right to tell their own story.
9. **Trust the class process.** In this class, all voices are valued equally. All viewpoints are welcomed and respected.

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As “One Wave,” Tulane is committed to providing an environment free of all forms of discrimination based on race, ethnicity, creed, religion, gender, gender identity, and sexual orientation, as well as all forms of sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences discrimination, domestic violence, sexual assault, or sexual harassment, know that you are not alone. Resources and support are available. Learn more at onewave.tulane.edu. Any and all of your communications on these matters will be treated as either “Strictly Confidential” or “Mostly Confidential” as explained in the chart below.

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<tr>
<th>Strictly Confidential</th>
<th>Mostly Confidential</th>
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<tr>
<td>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</td>
<td>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary, for safety reasons.</td>
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**Coordinator of Violence Prevention | (504) 314-2161**  
**Tulane University Police (TUPD) | (504) 865-5911**  
**Office of Institutional Equity | (504) 862-8083**  

**Tulane School of Social Work Policies:**

- **Attendance.** Live class sessions are an essential part of the course; attendance is mandatory. You are expected to be present, on time, and fully prepared to engage with the material, fellow students, and the instructor. If extenuating circumstances prevent you from attending a live session, contact your instructor in advance of the absence. If you are unable to contact your instructor in advance, contact your instructor as soon thereafter as possible. Your attendance and participation in the live sessions is part of your course grades.

- **Participation in a Learning Community.** Fundamental to your responsibility as a member of this learning community is your professional, active participation in all synchronous and asynchronous activities, which is necessary to create a positive and successful learning environment for yourself and others. Your participation should reflect timely and thoughtful completion of assigned readings and tasks, as well as respectful contributions to fellow students and the instructor. You are expected to attend all of the live sessions to obtain the best learning experience, and you are expected to be punctual so as not to disturb class discussion.
• Grading. Your grade for this course will be determined according to the grading scale of the Tulane School of Social Work:
  960 - 1000 = A (Outstanding)
  910 - 959 = A- (Excellent)
  860 - 909 = B+ (Above expected)
  810 - 859 = B (Expected)
  760 - 809 = B- (Marginal)
  710 - 759 = C (Unacceptable)
  < 709 = F (Failing)

• Student-Teacher Relationships. Fair, honest, and respectful conduct is expected in this course by both student and instructor. You are encouraged to maintain regular contact with your instructor. Early and respectful communication with the instructor through appointments, email, or phone is critical to resolve concerns and provide needed guidance. You are expected to be appropriately assertive with your instructor and should expect clear and supportive communication in return. At no time should appropriate communication with the instructor impact your grade.

• Honorable Conduct. The TSSW’s Student Handbook on Rights and Responsibilities, including the Honor Code, is in effect for this course. You are urged to become familiar with the Handbook and particularly the Honor Code, which guides our actions in relation to cheating, plagiarism, falsification of records, multiple submissions, misrepresentations, false testimony, or improper disclosure. Violation of any of the policies in the Handbook, which reflect expected professional and ethical behavior, can impact your grade and may result in an academic and professional review of student conduct.

• APA Standards. To promote good scholarship and to protect against plagiarism, all written work, including slide presentations, must follow currently accepted APA standards for quoting, citing, and referencing others’ work or personal statements. This expectation applies to all written work unless your professor specifically makes a particular exception for a particular assignment.

• Additional Needs: Students with documented learning needs should request formal approval of accommodations through the University’s Office of Disability Services, the Goldman Center. Once approved, students are required to inform each instructor in order to plan for provision of reasonable accommodations in the learning environment. This may include testing accommodations. No accommodations can be made without the student first going through the Goldman Center.

• Course/Instructor Evaluations. You are invited to provide feedback throughout the semester that will enhance the content of the course and address your learning needs and those of the class. You are expected to complete the course/instructor evaluations
at the end of the semester. These evaluations are used by the instructor to improve course activities and materials.

- Multi-section Courses. Instructors have academic freedom to shape some aspects of a course to reflect their own style and understanding of learning. Do not expect each section to be exactly alike. To assure basic consistency across course sections, all sections of a given course will use the same course outcomes, the same syllabus, and the same major text. Course instructors may make modifications in assignments or specific supplemental readings as long as they cover the same content and are at an equivalent level of difficulty as compared to other sections.

Instructor Policies:
- Live Sessions and Driving. Live sessions are an opportunity to interact with your peers, and often these interactions are visual and very engaging. Therefore, it is required that you be in a quiet space where you may concentrate. Driving during a live session is prohibited.

- Attendance for Live Sessions. Live sessions are an integral part of the learning experience, and are best when attended live. Because the participation in the live session is part of the experience, there are no make-up sessions. If the live session is missed, you may view the recording, but points will not be earned.

- Electronic Equipment Multitasking with electronic devices during the live session is prohibited. Devices not used for the live session should be turned off or placed on silent. Checking emails, texts, or other messages are prohibited during the live session. Students who are multitasking during the live session may see their participation grade decrease.

Text and Other Readings:
Green Cross Standards of Care Guidelines
Louisiana Practice Standards, pp. 1-6
NASW (2013). Guidelines for Social Worker Safety in the Workplace,
Calendar and Reading:

Session 1
Developing Professional Learning Plans
Reading: Work Plan Exemplars for Foundation Learning Goals

Session 2
Productive Supervisory Relationships

Session 3
Professional Ethics
Readings: Garthwait, Chapter 14 - Social Work Ethics

Session 4
Understanding Your Field Agency
Reading: Garthwait, Chapter 8 – The Agency Context of Practice

Session 5
Self Care
Green Cross Standards of Care Guidelines

Class Assignments:
1. Discussion of safety issues & supervision plan with field supervisor.
2. Learning Goals.
3. Ethical Decision Making Exercise.
4. Ethical Decision Making Exercise.
5. Field Agency Profile.

Assignment Description:

**DISCUSSION OF SAFETY ISSUES AND SUPERVISION PLAN WITH FIELD SUPERVISOR**

Do you think social work is viewed as less safe than other professions? Why is safety a topic for discussion as you begin your internship? For this first discussion, you will first review the NASW Guidelines for Social Work Safety in the Workplace and consider key aspects of safety—both in your agency and in the community—and then share/discuss with your classmates what you already do to enhance your day-to-day safety and what you want to put in place going forward to increase your safety.
Developing goals for your internship is important because it helps you identify more specifically what you want to learn and provides your field instructor with an opportunity to evaluate you. The actual goals have already been determined for you. They are the CSWE competencies and practice behaviors. You will be developing work plans that correspond to the competencies and practice behaviors. The work plan is what you will do to demonstrate you are meeting these competencies and behaviors. For this discussion, you will share a sample of your work plan with your classmates and provide feedback on some aspect of their work plan.

Have you ever thought about what it takes to create and maintain professional and supervisory relationships? In this discussion, you will reflect on how supervisory relationships are different than friendships and peer relationships and how you use or do not use feedback. This is important to consider because a supervisor is the first line of inquiry in difficult and complex cases, and good supervision facilitates your growth as an effective social worker.

Who determines what rules you must legally abide by when practicing as a social worker? It is important to know who will legally sanction and license your practice as a social worker and to understand what rules you will be expected to follow and held accountable to. For this discussion, you will research who licenses social workers in your state and how, what rules/laws apply to your social work practice, and how those rules/laws assist in addressing potential ethical issues.

As a social worker, you will often feel stretched to your limits and wonder how you’ll find time for yourself. How can you build regular self-care activities into your daily life and make your well-being a priority? For this discussion, you will first assess how well you are taking care of yourself physically, psychologically, socially, and professionally; you will then develop overall personal goals you can implement in your daily life in each of these areas.

FOUNDATION LEARNING GOALS

In the Foundation Field Practicum, you are expected to achieve competence in ten core competency areas as established by the Council on Social Work Education. First, review the document Learning Goals: Work Plan Activities to familiarize yourself with these competencies and associated activities.

On the form Foundation Field Practicum Learning Goals in the Internship Placement Tracking (IPT) management system, under each core competency area, you will find a list of practice behaviors that you are expected to perform that demonstrate competence in that area. Review a copy of the form before completing the form in IPT.

Using the form, you will describe the specific work plans that you will follow to achieve the core competencies as evidenced by the practice behaviors. Complete the form in IPT. At the end of each semester, your field instructor will grade your performance by rating each of the practice behaviors.
ETHICAL DECISION MAKING
Social workers are tasked with making decisions that involve ethical issues on a regular basis. Ethical dilemmas arise when the action is not clear and involves conflicting obligations. Ethical decision-making models assist social workers in making those decisions. The purpose of this assignment is to provide students the opportunity to utilize a decision-making model for addressing ethical concerns.

Read ONE of the following case studies and answer the corresponding questions. The exercise will be discussed in class.

Case Study I – Jasper (From Grobman, Gary. Ethics Scenario #10: Down By the Old Main Stream, Inc. In The New Social Worker Online.
Jasper is the executive director of a nonprofit organization that serves severely disabled children. A generous donor has provided a $1,000,000 grant to the society to provide for a camp serving such children, but only for that purpose. Jasper was in the middle of a painful, but necessary process of shutting down a respite care program serving the parents of severely disabled children because of a lack of funds.

Knowing that it would take several years before any new camp could be established, and scores of parents would be severely affected by the loss of services provided by the respite care program, Jasper decides to temporarily divert some of the funds from the camp grant to keep the respite care program from shutting down, justifying this in his mind by the fact that this diversion is temporary until replacement funds could be found, no one would find out about this, that much more good would be provided by the organization by doing this, and that the use of this money is certainly consistent with the mission of the organization to serve those who are severely disabled.

a. What provisions of the NASW Code of Ethics are relevant to this dilemma and what may be some inherent conflicts?
b. Are there any other alternatives he might consider if he feels uncomfortable with diverting these funds?
c. If he chooses to divert these funds, even temporarily, should he disclose this to anyone?
d. Are there any actions that could have taken or policies that could have been put in place to avoid this ethical dilemma?

Case Study II – Lisa (Adapted from Royse, Dhooper, and Rompf)
Mike is a new social worker at a community service agency serving mostly residents of a public housing development. The agency has strict eligibility standards based on income. Mike has a client named Lisa who is a single mother with four small children. Lisa is struggling to get by on her welfare (TANF) check. Lisa also receives a small amount of assistance from the agency to help pay her large utility bill.
One day, when Mike calls Lisa’s house to remind her of their appointment the next day, Lisa’s friend answers the phone and informs Mike that Lisa is not home – she is out working at her part time job. Mike realizes that Lisa has deliberately not informed him of this job and has not been reporting this income. He thought he had established a solid, trusting helping relationship with Lisa and so he feels somewhat deceived and betrayed. At the same time, he admires Lisa’s resourcefulness in finding ways to support her family. Part of Mike’s job is to determine and certify the eligibility of agency clients. He must decide how to handle this situation.

**ANSWER THE FOLLOWING QUESTIONS (Adapted from Garthwait Chapter 14)**

1. From the NASW Code of Ethics, what ethical principles apply in this situation, for example: client self-determination, confidentiality, informed consent, competence, professional integrity, dual relationships, commitment to employers, social welfare?
2. Which ethical principles are in conflict and therefore create the ethical dilemma? Briefly describe the dilemma.
3. Who is the primary client, i.e. the person or group who requested the services and expects to benefit from them? Who else could be considered a client?
4. What aspects of the agency’s activity or social worker’s duties give rise to the dilemma?
5. Who can or should resolve this dilemma, e.g. the client, family members, worker, agency administrator?
6. What are some of the possible actions that the social worker could take? What harm could be done and who would stand to gain and lose from some of the possible choices/outcomes?
7. Will a particular resolution set an undesirable precedent for future decision-making concerning other clients?
8. If you were the social worker, what would you do?
9. Are there any actions that could have taken or policies that could have been put in place to avoid this ethical dilemma?

**Case Study III – Rachel (Adapted from Rothman, From the Front Lines)**

A private, non-profit agency serves children in need of adoption services and their biological and adoptive parents. Located in a large city, the agency serves “hard-to-place” as well as “normal” children and has developed an excellent reputation for careful and thoughtful placement planning.

Mr. and Mrs. Smith wish to put their baby girl up for adoption. The baby, Rachel, is now three months old and she has been diagnosed with cerebral palsy, possible blindness, and possible mild mental disability. The Smiths also have a 2-year-old son, whom they describe as “perfect.” The Smiths request immediate placement. They state that they have been considering adoption since the “nightmare” began at Rachel’s birth, and they feel they can no longer continue to care for her. They have waited these three months to be sure that there was no error in diagnosis, but now they have been assured that Rachel’s condition is permanent, and they wish to proceed with the adoption immediately. They have adequate financial resources to provide for Rachel, but they do not wish to be responsible for the cost of raising a disabled child. They
expressly state that they so not wish to receive any counseling from the agency -- placement services are all that they require.

In assessing the Smiths’ request, the social worker thinks that the Smiths are currently in crisis, mourning the loss of their “perfect” family, and unable to cope with the thought of a disabled child. She hears them express a sense of failure and guilt, as well as confusion. Also, in attempting to assess whether the Smiths have explored other avenues, the social worker determines that they are unaware of the resources and support services available to assist parents of disabled children.

**ANSWER THE FOLLOWING QUESTIONS** (Adapted from Garthwait Chapter 14)

1. From the NASW Code of Ethics, what ethical principles apply in this situation, for example: client self-determination, confidentiality, informed consent, competence, professional integrity, dual relationships, commitment to employers, social welfare?
2. Which ethical principles are in conflict and therefore create the ethical dilemma? Briefly describe the dilemma.
3. Who is your primary client, i.e. the person or group who requested the services and expects to benefit from them? Who else could be considered a client?
4. What aspects of the agency’s activity or social worker’s duties give rise to the dilemma?
5. Who can or should resolve this dilemma, e.g. the client, family members, worker, agency administrator?
6. What are some of the possible actions that the social worker could take? What harm could be done and who would stand to gain and lose from some of the possible choices/outcomes?
7. Will a particular resolution set an undesirable precedent for future decision-making concerning other clients?
8. If you were the social worker, what would you do?
9. Are there any actions that could have taken or policies that could have been put in place to avoid this ethical dilemma?

**CONSIDER THE FOLLOWING QUESTIONS TO DEEPEN YOUR ANALYSIS**

1. Unfortunately, the worker knows that placing Rachel in an adoptive home may not be as simple as the Smiths want to believe. Rachel may indeed remain in foster care for an extended period of time before a permanent home is found for her. Should this fact influence her planning for the family?
2. The agency can provide a service that the Smiths desire: adoption. Is it ethical for the agency to require that, in order to obtain the desired service, clients be forced to accept services they explicitly do not want, such as counseling?
3. The Smiths did not cause Rachel’s medical problems. They are, however, well able to provide for Rachel financially. Along with surrendering her for adoption, they are asking “society” to assume the financial burden of her care. Do you think they are justified in expecting society to pick up the tab?
Case Study IV - Kayla (Adapted from Juliet Cassuto Rothman)
A social work intern at a private, non-profit agency has been assigned to provide counseling to Kayla, an 11-year-old girl who had been exhibiting aggressive and disruptive behavior at school. The social work intern has met Kayla’s Mom and received written permission from her to provide counseling. During that meeting, the intern established good rapport and believes that the Mom is invested in coming to therapy with Kayla and addressing her difficulties with parenting as well as own mental health issues.

A couple of weeks later, while meeting with Kayla and exploring her feelings about her home life, Kayla states that her mother is kind and helpful “except when she’s drinking her vodka.” The intern is concerned about the Mom’s ability to provide consistent parenting if she is drinking too often in the presence of her child. The intern has Kayla wait in the lobby while she brings the Mom in for some discussion about this. The Mom reveals that she has been drinking a bit more lately because she has been stressed – she lost her job, she is having financial problems, and her ex-boyfriend stole her marijuana supply from her purse. She tells the intern that she wants to work on finding healthier ways to cope with her troubles.

The intern is concerned about these revelations of alcohol and drug use by this parent of a young child. She also thinks the Mom’s stress and the effects of her alcohol and drug use could be driving some of Kayla’s acting out behaviors at school. The intern considers talking to her supervisor about the revelations, but she worries that the supervisor would make her report the situation to Child Protection. If this happens, she thinks it likely that her relationship with the Mom would be ruined and consequently the family will drop out of treatment and they will both be reluctant to ever trust a social worker again. The intern reminds herself that she did not actually hear any direct accusations of child abuse or neglect. Additionally, she herself engages in drinking and smoking on occasion and does not feel right joining in demonizing of these behaviors.

ANSWER THE FOLLOWING QUESTIONS (Adapted from Garthwait Chapter 14)
1. From the NASW Code of Ethics, what ethical principles apply in this situation, for example: client self-determination, confidentiality, informed consent, competence, professional integrity, dual relationships, commitment to employers, social welfare?
2. Which ethical principles and laws are in conflict and therefore create the ethical dilemma? Briefly describe the dilemma.
3. What personal biases should be identified and set aside?
4. Who is the primary client, i.e. the person or group who requested the services and expects to benefit from them? Who else could be considered a client?
5. What aspects of the agency’s activity or social worker’s duties give rise to the dilemma?
6. Who can or should resolve this dilemma, e.g. the client, family members, worker, agency administrator?
7. What are some of the possible actions that the social worker could take? What harm could be done and who would stand to gain and lose from some of the possible choices/outcomes?
8. Will a particular resolution set an undesirable precedent for future decision-making concerning other clients? 
9. If you were the social worker, what would you do? 
10. Are there any actions that could have taken or policies that could have been put in place to avoid this ethical dilemma?

FIELD AGENCY PROFILE
STUDENT:
AGENCY/PROGRAM:
FIELD INSTRUCTOR(S):
AGENCY’S MISSION STATEMENT OR PURPOSE
(if available, copy from agency materials)

SUMMARY OF AGENCY’S HISTORY
· How many years has the agency existed? 
· What major changes have taken place since its founding?

AGENCY’S CURRENT AND LONG TERM GOALS
(if available, copy from agency materials)

ADMINISTRATIVE STRUCTURE
· Who’s who in the agency; who is in charge? (if available, attach organizational chart) 
· What is your Field Instructor’s position in the agency? 
· Which department(s) or unit(s) you will be associated with during your practicum?

FUNDING
· Is the agency a public agency? A private agency? Is it a non-profit or a for profit organization? If it’s for profit, who owns it? If it’s a non-profit, under whose auspices does it operate? 
· Is the agency’s budget or income fairly predictable and stable from year to year, or is it uncertain and unpredictable? 
· What are the agency’s major funding sources? Does the agency compete with other agencies for funding? If yes, with what other agencies? 
· If the agency provides services to clients, do the clients pay for services? Are insurance companies (public and/or private) billed for services?

TARGET POPULATION
· What types of problems, concerns or needs does your agency address? Are there certain problems that the agency explicitly will not serve? 
· How would you describe your agency’s “clients” – e.g. individuals, families, specific neighborhoods, sub-populations? If your agency serves individuals, are there age, gender, or other restrictions on who may be served? What types of diversity exist among the populations served? 
· What geographic areas or communities are served by your agency (e.g. specific
neighborhoods, city, parish, state)?
· If applicable, what community agencies frequently refer clients to the agency? And, what is the process for intake of clients?

SERVICES PROVIDED
· Briefly describe the agency's major programs or services.
· Are there any needed services or projects that the agency would like to implement but is unable to due to lack of resources or capacity?

STAFF
· How many people work in your agency/program?
· What is the professional makeup of the agency? Is it predominantly social work, multidisciplinary, etc.?
· How many social workers are employed by the agency/program?
· Do staff members tend to stay with the agency for a long time, or is there a high rate of turnover?

POLICIES AND PROCEDURES
· Is there a Policies and Procedures manual? If not, how are policies/procedures communicated to staff?
· What state or federal agencies or regulatory bodies have a significant impact on the agency's policies and operations?

AGENCY/PROGRAM EVALUATION
· What information is recorded on a regular basis by agency personnel (number of clients served, number of projects funded, etc.)?
· What information does the agency use to determine effectiveness of its services (e.g. recidivism, completion of treatment plans, level of client satisfaction, legislation passed)?
· Is the effectiveness of the agency's services and programs evaluated by agency staff or by persons from outside the agency?
· If the agency serves clients, do the clients or consumers participate in the evaluation process?
· If the agency ceased to exist next week, who would care? Who would be harmed? Who would complain? (stakeholders)
· What data or information would the agency like to collect or have but does not?

FIELD INTERNSHIP
· How many social work interns does your agency currently have?
· In which departments or services can social work interns participate?
· Describe the role(s) of the social work intern(s), including activities, learning opportunities, responsibilities, and services provided.
AGENCY CHARACTER
· What is the atmosphere in the agency, how does it feel there? Is it welcoming, calm, supportive, exciting, chaotic? What is your sense of employee morale?
· Is the agency fast-paced and demanding or more relaxed and easy-going?
· Any other observations?

REFLECTION ASSIGNMENT
Submit a two page, double spaced, typed, reflective essay to your seminar instructor answering the following questions.
· What is your vision for yourself as a social worker at the close of your first semester in field?
· What have you learned about yourself during this first semester of field that confirms or causes you to question your choice of social work as a profession?
· What skills and abilities have you discovered and want to develop further that will make you a good social worker?
· How can you maintain this vision?
SOWK 7930 - Field Practicum and Seminar PT 3

Catalog Description:
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.
Credit Hours: 2.5

Course Description:
This bi-monthly course provides students the opportunity to discuss, process and integrate their agency based field placement experience with classroom learning. Teaching methods and learning activities may include: readings, skill building exercises, didactic presentations, case presentations, role plays, and field site visits.

Course Objectives:
1. Apply strategies of ethical reasoning and decision-making to issues specific to integrated clinical and community practice.
2. Demonstrate professional use of self in forming and maintaining helping relationships with clients within an integrated clinical and community practice context.
3. Demonstrate competency in managing value differences in integrated clinical and community practice in accordance with the values and ethical principles of social work.
4. Productively utilize feedback about practice through appropriate preparation and active inquiry.
5. Apply classroom learning to field situations.
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<tr>
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<th>Learning Dimension</th>
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<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td><strong>Discussion and Reading:</strong> Ethics in practice, managing self-disclosure, boundary issues and managing dual relationships.</td>
<td>K, V, CA</td>
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<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td><strong>Class Discussion:</strong> Practicing with self-awareness, reflection and cultural humility. In-class discussion topics include: “The aspect of diversity that is most challenging for me in field is...” and “Additional learning about diversity that would really help me the most in field and class is...”</td>
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<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td><strong>Discussion (Sessions 4, 5, &amp; 6)</strong>&lt;br&gt;<strong>Assignment: Case Presentation</strong></td>
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### Respect for Diversity Statement – TSSW:

Audre Lorde said, “It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.” It is the Tulane School of Social Work’s intent that we provide an educational experience where students leave our program with a deeper understanding of why they believe what they believe and that they examine their assumptions and attitudes about race, gender, sexual orientation, religion, able-bodiedness, political affiliations, and other differences. We seek to create an atmosphere where each and every student, regardless of their backgrounds and perspectives, will be both supported and challenged. We welcome discussions, divergent viewpoints, and disagreements in this course. We realize the course material, discussions, and viewpoints that may surface in this course may be difficult intellectually and emotionally. We ask everyone to be thoughtful when engaging in discussion and use care and empathy with one another.

As emerging social work professionals, all interactions with peers/colleagues, clients, and the overall community **MUST** adhere to the ethics and ethical principles of the National Association of Social Workers (NASW). Therefore, as an emerging professional, you are expected to:
• Value and respect the inherent dignity and worth of all people; meaning, that in all interactions and communications, you are to treat each person in a caring and respectful fashion being mindful of individual differences and cultural and ethnic diversity (NASW, 2017).

• Understand the importance of human relationships; meaning, that as an emerging social work professional you are to engage partners in the helping process (NASW, 2017). In this educational milieu, your peers are your partners. Being respectful of others' thoughts/ideas and sharing your thoughts/ideas in a respectful manner not only helps facilitate your peers' learning but facilitates your personal learning and cultivates your own self-awareness.

• Understand the value of integrity; meaning, that as an emerging social work professional you are to act honestly and responsibly and promote ethical practices on the part of the organization of which you are affiliated (NASW, 2017). It is your responsibility and part of your integrity in keeping your learning environment not only safe for yourself but for your peers and all members of the TSSW community.

To dismantle systems of oppression, help liberate our clients, and advocate for change, we cannot avoid uncomfortable conversations. We must critically examine and assess our assumptions, values, beliefs, and philosophies, as this is vital to liberatory social work practice. We hope you embrace your discomfort, have the courage to show up fully, and allow yourself to take intellectual and emotional risks, so you can be changed in ways that deepen your capacity for understanding, empathy, and awareness of the diverse perspectives and lived experiences of others.

**Guideposts for a Safe and Supportive Learning Environment**

Students, faculty, and staff in the TSSW community have wanted to know how we might have more respectful dialogue while still addressing difficult issues. Below are guidelines created by the William Winter Institute for Racial Reconciliation (WWIRR) they use in their community-building work. According to the WWIRR’s (2020) Facebook page:

- We are clear in our mission to end all discrimination and division based on difference.
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**Winter Institute – The Welcome Table Guidepost**

1. **Be present and welcoming.** Be 100% present. Set aside the usual distractions of things undone from yesterday, things to do tomorrow. Bring all of yourself to the work and participate fully. Practice hospitality. We all learn most effectively in spaces that
welcome us. Welcome others to this place and this work, and presume that you are welcomed.

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8. **When things get difficult, turn to wonder.** If you find yourself disagreeing with another, becoming judgmental, shutting down in defense, try turning to wonder: “I wonder what brought her to this place?” “I wonder what my reaction teaches me?” “I wonder what he’s feeling right now?” You do not have to agree with another’s story; but you do have to respect their right to tell their own story.

9. **Trust the class process.** In this class, all voices are valued equally. All viewpoints are welcomed and respected.
Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As “One Wave,” Tulane is committed to providing an environment free of all forms of discrimination based on race, ethnicity, creed, religion, gender, gender identity, and sexual orientation, as well as all forms of sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences discrimination, domestic violence, sexual assault, or sexual harassment, know that you are not alone. Resources and support are available. Learn more at onewave.tulane.edu. Any and all of your communications on these matters will be treated as either “Strictly Confidential” or “Mostly Confidential” as explained in the chart below.

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Student Health Center | (504) 865-5255
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Coordinator of Violence Prevention | (504) 314-2161
Tulane University Police (TUPD) | (504) 865-5911
Office of Institutional Equity | (504) 862-8083

Tulane School of Social Work Policies:
- Attendance. Live class sessions are an essential part of the course; attendance is mandatory. You are expected to be present, on time, and fully prepared to engage with the material, fellow students, and the instructor. If extenuating circumstances prevent you from attending a live session, contact your instructor in advance of the absence. If you are unable to contact your instructor in advance, contact your instructor as soon thereafter as possible. Your attendance and participation in the live sessions is part of your course grades.

- Participation in a Learning Community. Fundamental to your responsibility as a member of this learning community is your professional, active participation in all synchronous and asynchronous activities, which is necessary to create a positive and successful learning environment for yourself and others. Your participation should reflect timely and thoughtful completion of assigned readings and tasks, as well as respectful contributions to fellow students and the instructor. You are expected to attend all of the live sessions to obtain the best learning experience, and you are expected to be punctual so as not to disturb class discussion.
• Grading. Your grade for this course will be determined according to the grading scale of the Tulane School of Social Work:
  960 - 1000 = A (Outstanding)
  910 - 959 = A- (Excellent)
  860 - 909 = B+ (Above expected)
  810 - 859 = B (Expected)
  760 - 809 = B- (Marginal)
  710 - 759 = C (Unacceptable)
  < 709 = F (Failing)

• Student-Teacher Relationships. Fair, honest, and respectful conduct is expected in this course by both student and instructor. You are encouraged to maintain regular contact with your instructor. Early and respectful communication with the instructor through appointments, email, or phone is critical to resolve concerns and provide needed guidance. You are expected to be appropriately assertive with your instructor and should expect clear and supportive communication in return. At no time should appropriate communication with the instructor impact your grade.

• Honorable Conduct. The TSSW’s Student Handbook on Rights and Responsibilities, including the Honor Code, is in effect for this course. You are urged to become familiar with the Handbook and particularly the Honor Code, which guides our actions in relation to cheating, plagiarism, falsification of records, multiple submissions, misrepresentations, false testimony, or improper disclosure. Violation of any of the policies in the Handbook, which reflect expected professional and ethical behavior, can impact your grade and may result in an academic and professional review of student conduct.

• APA Standards. To promote good scholarship and to protect against plagiarism, all written work, including slide presentations, must follow currently accepted APA standards for quoting, citing, and referencing others’ work or personal statements. This expectation applies to all written work unless your professor specifically makes a particular exception for a particular assignment.

• Additional Needs: Students with documented learning needs should request formal approval of accommodations through the University’s Office of Disability Services, the Goldman Center. Once approved, students are required to inform each instructor in order to plan for provision of reasonable accommodations in the learning environment. This may include testing accommodations. No accommodations can be made without the student first going through the Goldman Center.

• Course/Instructor Evaluations. You are invited to provide feedback throughout the semester that will enhance the content of the course and address your learning needs and those of the class. You are expected to complete the course/instructor evaluations
at the end of the semester. These evaluations are used by the instructor to improve course activities and materials.

- Multi-section Courses. Instructors have academic freedom to shape some aspects of a course to reflect their own style and understanding of learning. Do not expect each section to be exactly alike. To assure basic consistency across course sections, all sections of a given course will use the same course outcomes, the same syllabus, and the same major text. Course instructors may make modifications in assignments or specific supplemental readings as long as they cover the same content and are at an equivalent level of difficulty as compared to other sections.

Instructor Policies:
- Live Sessions and Driving. Live sessions are an opportunity to interact with your peers, and often these interactions are visual and very engaging. Therefore, it is required that you be in a quiet space where you may concentrate. Driving during a live session is prohibited.
- Attendance for Live Sessions. Live sessions are an integral part of the learning experience, and are best when attended live. Because the participation in the live session is part of the experience, there are no make-up sessions. If the live session is missed, you may view the recording, but points will not be earned.
- Electronic Equipment Multitasking with electronic devices during the live session is prohibited. Devices not used for the live session should be turned off or placed on silent. Checking emails, texts, or other messages are prohibited during the live session. Students who are multitasking during the live session may see their participation grade decrease.

Text and Other Readings:
Louisiana Practice Standards


Calendar and Reading:
Session 1
Readings: Reamer: Boundary issues in social work: Managing dual relationships.
Class Assignments:
Learning Goals
Case Presentations
Reflection Assignment

Assignment Description:
LEARNING OBJECTIVES
In the Advanced Field Practicum, you are expected to achieve competence in the ten core competency areas as established by the Council on Social Work Education.
First, review the document Sample Work Plans: Learning Activities for Advanced Learning Goals to familiarize yourself with these competencies and associated activities.
On the form Advanced Field Practicum Learning Goals in the Internship Placement Tracking (IPT) management system, under each core competency area, you will find a list of practice behaviors you are expected to perform that demonstrate competence in that area. Review a copy of the document Learning Goals: Advanced Field Semester before completing the actual form in IPT.

Using the form, you will describe the specific work plans that you will follow to achieve the core competencies as evidenced by the practice behaviors. Complete the form in IPT. At the end of each semester, your field instructor will grade your performance by rating each of the practice behaviors.

PRESENTATIONS
MICRO CASE PRESENTATION

IX. Identifying Information
   • first name/initial
   • age
   • gender

X. Presenting Complaint/Issue
   • Why are they seeking TX?
   • How long have they been seeing you?
   • How frequently?

XI. Social History
   • Where do they come from?
   • Education
   • Employment
   • Marital status
   • Support network

XII. Family History
   • Siblings/Parents
   • birth order
• relevant history of immediate family members
• family traumas

XIII. Psychological History
• previous treatment
• substance abuse
• hospitalizations/suicidality
• medications & responses/reactions

XIV. Medical History
• Accidents
• major illnesses
• medications

XV. Clinical Impressions/Diagnosis
• What do YOU think is going on?
• How does the client present?
• What kind of approach have you taken?
• Give a DSM diagnosis

XVI. Questions
• What are you struggling with?
• What feedback would be helpful?)

Integrative Case Analysis Model (macro)

Identify a macro problem or need in your organization or in the community your agency serves. Please keep your presentation brief, between 5-7 minutes. Remember that your audience does not need to know "everything" about the problem/need, provide only the main facts to generate a picture of the organization or community problem/need being presented.

1. Briefly identify the presenting organization problem or community practice situation related to your agency (scope of problem, frequency/severity, any relevant data or statistic, contributing factors, demographic information, frequency or severity of problem, relevant history).

2. Describe how you would go about further assessing the problem or need? What steps would you take, who would you speak with in the agency? Outside the agency?

3. Describe what you see are the agency or community strengths or assets.

4. Describe at least three “change agent” goals with measurable objectives and explain how these would address the problem or need? (Specify how did you prioritize goals?).

5. Identify some specific macro interventions to address the problem/need, and how you would present your plan to the agency.

6. What social work macro theory can be applied to this situation or problem?
7. What ethical issues and/or cultural diversity issues did you take into consideration in your assessment and intervention plan?

8. Describe how you will evaluate outcomes, i.e. how will you measure whether you have been successful in achieving your goals?

9. Peer feedback: Are there any issues or challenges that you would like suggestions or feedback on?

**REFLECTION ASSIGNMENT**
Submit a two page, double spaced, typed, reflective essay to your seminar instructor answering the following questions.

1. What experience at your field placement most impacted you personally and professionally this semester?

2. What did you learn from that experience and how can you build on that learning in the next semester?

3. What challenges do you anticipate in the next (and final) semester that might affect your learning and how do you plan to address them?
**SOWK 7940 - Field Practicum and Seminar PT 4**

**Catalog Description:**
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.
Credit Hours: 2.5

**Course Description:**
The bi-monthly Field Seminar provides students the opportunity to discuss, process and integrate their agency based Field Practicum experience with classroom learning. Teaching methods and learning activities may include: readings, skill building exercises, didactic presentations, case presentations and role plays, and field site visits.

**Course Objectives:**
1. Apply strategies of ethical reasoning and decision-making to issues specific to integrated clinical and community practice.
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3. Demonstrate competency in managing value differences in integrated clinical and community practice in accordance with the values and ethical principles of social work.
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Competencies Addressed in this Course:

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<td>Competency 1:</td>
<td>Social Work Licensure in My State:</td>
<td>K</td>
<td>V, CA</td>
</tr>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>On-campus students: Presentation by the Louisiana Board of Social Work Examiners discussing policies for beginning social work practice. Reading and class discussion. Online students: conduct an online search of the social work licensing or credentialing body in your state to determine the requirements for licensure in their state and what steps they need to make sure they can practice when they graduate. Class discussion. <strong>Class Discussion and Reflection Assignment:</strong> Going forward as a Professional Social Worker: Identifying personal and professional growth and a plan to ensure a long and satisfying social work career.</td>
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<td>Competency 8:</td>
<td>Reading and Class Discussion:</td>
<td>K, V, CA</td>
<td>I, F, G, O, C</td>
</tr>
<tr>
<td>Intervene with</td>
<td>Discussion on Termination- saying good bye. Students discuss how they are managing termination with clients and co-workers and plans for termination from the field site.</td>
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- Sexual Aggression Peer Hotline and Education (SAPHE) | (504) 654-9543

**Tulane School of Social Work Policies:**

- **Attendance.** Live class sessions are an essential part of the course; attendance is mandatory. You are expected to be present, on time, and fully prepared to engage with the material, fellow students, and the instructor. If extenuating circumstances prevent you from attending a live session, contact your instructor in advance of the absence. If you are unable to contact your instructor in advance, contact your instructor as soon thereafter as possible. Your attendance and participation in the live sessions is part of your course grades.

- **Participation in a Learning Community.** Fundamental to your responsibility as a member of this learning community is your professional, active participation in all synchronous and asynchronous activities, which is necessary to create a positive and successful learning environment for yourself and others. Your participation should reflect timely and thoughtful completion of assigned readings and tasks, as well as respectful contributions to fellow students and the instructor. You are expected to attend all of the
live sessions to obtain the best learning experience, and you are expected to be punctual so as not to disturb class discussion.

- Grading. Your grade for this course will be determined according to the grading scale of the Tulane School of Social Work:
  - 960 - 1000 = A (Outstanding)
  - 910 - 959 = A- (Excellent)
  - 860 - 909 = B+ (Above expected)
  - 810 - 859 = B (Expected)
  - 760 - 809 = B- (Marginal)
  - 710 - 759 = C (Unacceptable)
  - < 709 = F (Failing)

- Student-Teacher Relationships. Fair, honest, and respectful conduct is expected in this course by both student and instructor. You are encouraged to maintain regular contact with your instructor. Early and respectful communication with the instructor through appointments, email, or phone is critical to resolve concerns and provide needed guidance. You are expected to be appropriately assertive with your instructor and should expect clear and supportive communication in return. At no time should appropriate communication with the instructor impact your grade.

- Honorable Conduct. The TSSW’s Student Handbook on Rights and Responsibilities, including the Honor Code, is in effect for this course. You are urged to become familiar with the Handbook and particularly the Honor Code, which guides our actions in relation to cheating, plagiarism, falsification of records, multiple submissions, misrepresentations, false testimony, or improper disclosure. Violation of any of the policies in the Handbook, which reflect expected professional and ethical behavior, can impact your grade and may result in an academic and professional review of student conduct.

- APA Standards. To promote good scholarship and to protect against plagiarism, all written work, including slide presentations, must follow currently accepted APA standards for quoting, citing, and referencing others’ work or personal statements. This expectation applies to all written work unless your professor specifically makes a particular exception for a particular assignment.

- Additional Needs: Students with documented learning needs should request formal approval of accommodations through the University’s Office of Disability Services, the Goldman Center. Once approved, students are required to inform each instructor in order to plan for provision of reasonable accommodations in the learning environment. This may include testing accommodations. No accommodations can be made without the student first going through the Goldman Center.
• Course/Instructor Evaluations. You are invited to provide feedback throughout the semester that will enhance the content of the course and address your learning needs and those of the class. You are expected to complete the course/instructor evaluations at the end of the semester. These evaluations are used by the instructor to improve course activities and materials.

• Multi-section Courses. Instructors have academic freedom to shape some aspects of a course to reflect their own style and understanding of learning. Do not expect each section to be exactly alike. To assure basic consistency across course sections, all sections of a given course will use the same course outcomes, the same syllabus, and the same major text. Course instructors may make modifications in assignments or specific supplemental readings as long as they cover the same content and are at an equivalent level of difficulty as compared to other sections.

Instructor Policies:
• Live Sessions and Driving. Live sessions are an opportunity to interact with your peers, and often these interactions are visual and very engaging. Therefore, it is required that you be in a quiet space where you may concentrate. Driving during a live session is prohibited.

• Attendance for Live Sessions. Live sessions are an integral part of the learning experience, and are best when attended live. Because the participation in the live session is part of the experience, there are no make-up sessions. If the live session is missed, you may view the recording, but points will not be earned.

• Electronic Equipment Multitasking with electronic devices during the live session is prohibited. Devices not used for the live session should be turned off or placed on silent. Checking emails, texts, or other messages are prohibited during the live session. Students who are multitasking during the live session may see their participation grade decrease.

Text and Other Readings:
There are no required texts.

Calendar and Reading:
N/A

Class Assignments:
Reflection Assignment
Time Sheet
Field Evaluation
Assignment Description:

REFLECTION ASSIGNMENT
Submit a double spaced, typed, reflective essay to your seminar instructor answering the following questions.

- How are you different today than when you started the program?
- What does the term professional social worker mean to you now and how do you define yourself professionally?
- What self care strategies are working and not working?
- What will be your plan going forward to ensure a long and satisfying social work career?
APPENDIX A-1
Tulane School of Social Work APPLICATION FOR FIELD PRACTICUM

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

STUDENT'S NAME:
LOCAL ADDRESS:
PHONE:
E-MAIL:

Do you have a car for transportation to/from field placement?
How far from your home address are you able to travel to a field placement? Geographic preference:
If Other, please specify:

List any conditions or limitations to be considered in arranging your field placement (such as days/hours, transportation, child care, ability issues):
Please state language abilities other than English and level of fluency:

Are you:
An Advanced Standing Student? Part Time Student?
A Dual Degree (MSW/MPH) Student? A Dual Degree (MSW/JD) Student?
A Dual Degree (MSW/DRLA) Student?

Please state your overall learning goals for the field practicum:

PRACTICE INTEREST
Methods/Skills (Please prioritize where 1 = most important and 4 = least important - you do not need to mark all categories)
Individual Counseling Case Management Group Counseling Outreach
Administration/Management Community Organizing/Development Advocacy/Policy Development
Other, please identify:

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

A. Populations: Children Families
   Adolescents/Young Adults Seniors
   Adults Neighborhoods/Communities Other, please identify:

B. Settings:
   Hospital
   Addiction Treatment Agency Health Clinic
   Homeless Shelter/Day Program Mental Health In-Patient
   Community Development Organization Mental Health Out-Patient
Government Agency Counseling Center Criminal Justice Agency School
Other, please specify:

C. Area of Special Interest:
Health/Medical Issues LGBTQIA Issues Mental/Behavioral Health Poverty/Economic Justice Adoption/Foster Care Women's Issues Child/Adult Protection Substance Abuse Disabilities Homelessness/Housing Criminal Justice Education Veterans/Military Refugee/Immigrant Issues HIV/AIDS/Sexual Health Intimate Partner Violence Other, please specify:

Please indicate any agencies where you, or your significant others have kinship or friendship ties with supervisory staff, where you have or are currently receiving services, etc.

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

State briefly your major concern about field practicum.

What would you like your field instructor to know about you?

AGENCY PLACEMENT PREFERENCE
Review the placement options in the IPT system, at the Field Open House, and through discussions with faculty members and list three agencies that interest you. This does not guarantee placement at one of these agencies, but will be used as information by the Field team in making its decision. List the agencies and a brief reason why you are interested in the agency:
1. 
2. 
3. 

* ATTACHMENTS:
1. Your current resume.
2. Advanced standing students should attach a summary evaluation of their BSW practicum experience.

Student Signature: Click to sign Completed Document
Received by the Field Education Office:

Signature: Click to sign Completed Document
Chapter XI

ADMINISTRATIVE POLICIES

Included in this section are:

1. Protocol for Field Related Problem Solving

2. Procedures for Problem Resolution

3. Contract Regarding Incomplete Work

4. Academic Standards and Professional Review Procedures
ADMINISTRATIVE PROTOCOLS

FOR INFORMATION RELATED TO THE OVERALL PROGRAM DIRECTION, CLARIFICATION OF POLICIES, OR SPECIFIC QUESTIONS RELATED TO FIELD INSTRUCTION PLEASE CONTACT THE DIRECTOR OF FIELD EDUCATION

PROCEDURES FOR PROBLEM RESOLUTION

General Information

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

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

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

Identifying the Student who is Experiencing Problems in the Field Practicum

Students have different learning styles and subsequently progress at different rates in development and skill attainment. Despite varied learning patterns, it is expected by the time any student has completed the Foundation and Advanced field semesters, she/he will be capable of providing MSW level practice intervention, as indicated by satisfactory ratings on the Core Competency standards on the Field Performance Evaluation.
When there is concern about a student's progress (for whatever reason), the field instructor must hold a face to face meeting with the student to attempt to resolve the concern. If this does not rectify the problem, the process above should be followed.

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

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

Possible Outcomes

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

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

2. The grade of Incomplete "I" is used in the following situations:
   - 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;

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

Reasons for Removal

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

1. Level of student performance in the placement is below standards. Using the Competency standards on the Field Performance Evaluation for the appropriate level of field practicum (Foundation or Advanced), the field instructor determines that the student is far below standards and has little or no chance of achieving a level of 'Satisfactory' for the semester. The field instructor and field liaison attempted to remedy sub-standard performance areas, but those efforts were unsuccessful in bringing the student up to the 'Satisfactory' level for that given semester and its Competency standards. For either semester, evidence to the contrary of the above expectations, given appropriate efforts by the field instructor and field liaison to remedy deficiencies, will constitute grounds for an Academic and Professional Standards Review to determine the student's continuation in the MSW program.

2. A student's failure to meet the expected standards for ethical practice as outlined in the NASW Code of Ethics, Louisiana Professional and Occupational Standards, assigned agency policies or procedures and TSSW policies and procedures;

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

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

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

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

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

8. Repeated tardiness or absences from the field site without notification or approval.
**Procedures for Removal of a Student from Field**

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

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

1. Apprise the Director of Field Education of the situation;
2. Meet with the student and field instructor to determine the specific problems and attempt to remediate the situation with a plan for corrective action, specifically articulating the behavioral indicators that would show that the problems are being resolved.
3. Document the findings of the meeting and send that document to the Director of Field Education, the student, and the field instructor;

If a solution cannot be worked out that will allow the student to remain in the field setting, then the field liaison will convey this in writing to the Director, who can attempt further remediation efforts or terminate the placement. The Director of Field Education will then initiate appropriate "next-steps" with the student and the Field Office to facilitate placement in another setting or

4. Request an Academic and Professional Standards Review to determine the student's standing in the MSW program.

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

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

Course No._________ Course Name ________________________________

I understand that I will receive an **Incomplete** for my work in this course since I have not yet met all of its requirements.

I understand the School's policy statement regarding Incompletes:

It is the responsibility of the Student to contact the instructor when incomplete work in a course is anticipated, or occurs, to reach an agreement as to when the assignment will be completed. The time may not exceed six weeks from the last day of class in which the "I" occurred. This agreement should be confirmed **IN WRITING** by the instructor and signed both by the instructor and the student, with a copy for the student's file.

Once the extension of time has been agreed upon **ALL** further responsibility for meeting deadlines, contact with the instructor, etc., rests with the student.

1. If the agreed-upon date passes without the necessary assignment being completed, or an extension being approved by the Coordinator of Student Affairs, a failure is given for the course.

2. The imposition, if any, of a grade penalty because of the delay in completing the assignments is determined by the instructor.

3. The student should be apprised of this in the original discussion around the INCOMPLETE. This should be included in the written agreement referred to in (1) above.

To have the grade of Incomplete for this course removed from my transcript, I shall complete the following work:

Paper________

Exam_____

Other____________________________________

Field Assignment __________________________ (Number of Weeks)

(Hours per Week)____________________

This work will be completed by _________________________________
I understand that the grade assigned to this work will/will not reflect a penalty for its delay.

If I fail to complete the assignment by the agreed-upon date, I understand that the course grade of INCOMPLETE will be changed to FAILURE.

Date signed__________________________

Signature________________________________
(Student)

Signature________________________________
(Faculty)
Academic Standards

The following describes academic related issues which guide the school when students have challenges in maintaining minimum academic standards. The intent of the Academic Standards are to support students to be successful in the program, ensure that they receive their degree, and have the tools to begin their career as social workers.

Grading Policy

The School's grading policy complies with the University policy and students' grades are processed through the Tulane Office of the Registrar and Records. Students may gain access to their grades at the end of the semester through the on-line system known as "Gibson." Privacy of students' records is protected under the Federal Family Educational Rights and Privacy Act of 1974 as amended (P.P. 93-380) and by policies issued by the Tulane Board of Administrators.

Every syllabus in the school prints the grading system below and specific course requirements and grading weights for each assignment or test. The grading system is as follows:

(100-96%) A
(95.9-91%) A-
(90.9-86%) B+
(85.9-81%) B (minimum expectation) (80.9-76%) B-
(75.9-71%) C
S = Satisfactory
(70.9% and below) F or U = Failing W = Withdrawn
WF = Withdrawn/Fail
WU = Withdrawn/Unsatisfactory I = Incomplete

For classes that are pass/fail, students must receive an 81% or higher to pass the class, anything below 81% is considered a failing grade.

Graduate students at Tulane University must earn a 3.0 GPA cumulative to graduate and receive a diploma.

Failure to Meet Minimum Academic Requirements

Academic Alert

The academic policy at the Tulane School of Social Work stipulates that students must maintain a "B" average (81% total course grade) in all courses. An academic alert can only be initiated by a professor. Criteria for initiating an Academic Alert includes but is not limited to:

- Total course grade is below 81% at any point in the semester.
- There is concern about a student’s attendance and/or academic performance.

Instructors report this concern or problems to the Program Manager as soon as possible during
the semester. The Academic Alert encourages the student to work with the professor and support team to ensure that academic standards are maintained.

**Procedures**

An Academic Alert may be triggered by any professor who observes attendance, academic, or other concerns that affect the student's performance in their class. The instructor notifies the Program Manager as early as possible during the semester. The Program Manager initiates the alert via email to the student, the instructor, Associate Dean of Academic Affairs, the Student Affairs Liaison/Academic Success Coach, and the student's Faculty Advisor.

**Example Correspondence**

Dear Student,

I have been notified by Professor _____ that they are concerned about your attendance and/or academic performance in SOWK_____. I encourage you to speak with Professor immediately to address specific class concerns. Further I want you to know that_____your Faculty Advisor,________________________your Academic Success Coach/Student Affairs Liaison,________________________as Associate Dean of Academic Affairs, and myself as your Program Manager and Academic Advisor are available for consultation as well. Please remember you must maintain a "B" average to avoid an Academic Hearing as outlined in your Student Handbook.

Sincerely,

_____

An Academic Alert can result in academic related outcomes:

**Outcome 1: Written Advisement**
Students are advised to meet with their support team (Academic Success Coach, Faculty Advisor, Instructors) and provided written warning via email above.

**Outcome 2: Mandatory Faculty Advising Session**
A mandatory faculty advising session will be the outcome if:

- The student's total grade is at or below failing (i.e. below 71%) at mid semester.
- The student has two or more consecutive absences.

**Academic Probation**
A final grade equal to or less than a "C" automatically puts the student on probation. Two grades of C require the program to justify continued enrollment. An example to keep a student enrolled is if the overall GPA is still above 3.0 with the grades of C.

Any student who earns academic probation will have a Personal Success Plan created during a
mandatory faculty advising session unless the student meets the requirement for a higher level of academic sanctions.

After one semester on academic probation, the student will be reassessed for satisfactorily completing their Personal Success Plan, cumulative GPA, and final grades. If the student’s academic performance does not meet the program standards and/or fulfill their Personal Success Plan, they will have an Academic Hearing.

Possible Outcomes Personal Success Plan (including but not limited to):
- Mandatory faculty advising sessions;
- Creating a time management plan;
- Mandatory academic success coaching;
- Other developmental actions as assigned.

Academic Hearing
An Academic Hearing is required when a student is failing to meet the minimum required standards of the program including:
- If the student has a cumulative GPA at or below 2.5 over two consecutive semesters;
- If a student earns a GPA within one semester at or below 2.0;
- If at any time a student earns a final grade of F or U;
- If a student has more than one incomplete in the program;
- When there has been a violation of the Academic Code of Conduct.

Any violation that spans both TSSW Academic Code of Conduct and the NASW Code of Ethics or Professional Standards is described below in the Professional Standards section.

Outcome: Academic Hearing
(Termination or Conditional Continuance of Enrollment)
The Tulane University Office of Academic Affairs has the authority to determine whether or not a student should continue in the school or university, and, if so, under what condition(s). Possible sanctions are not limited to, but include:
- Mandatory advising with Faculty Advisor and/or Academic Success Coach
- Academic suspension for up to one year/three semesters
- Dismissal from program

An Academic Hearing Committee primarily will consist of the student, the student's Faculty Advisor, the Associate Dean of Academic Affairs, a Student Affairs Liaison, the Program Manager, and two Faculty representatives.

Academic Code of Conduct
The integrity and reputation of the Tulane School of Social Work depends on the honesty of the entire academic community in all of its endeavors.

This implies that the School's faculty, students, administration and staff are willing to adhere to and uphold the Code of Academic Conduct. Every member of the academic community has the
duty to take action by reporting any observed or suspected code violations. Under no circumstances should any member of the academic community tolerate any form of academic dishonesty. Students are expected to represent themselves honestly in all work submitted for academic purposes. When a student puts their name on any material submitted as an academic assignment, they vouch that both the content of the assignment and the process through which the assignment was produced conform to the standards of the Code of Academic Conduct. This principle applies to ALL FORMS of academic assignments 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.

The authority for adopting a Code of Academic Conduct is pursuant to paragraph II (b) of the Unified Graduate Student Code of Academic Conduct for Tulane University.

**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 enrolled in a course in the School of Social Work is responsible for adhering to and upholding the Code of Academic Conduct. Every student matriculating through Tulane School of Social Work will receive a copy of the Code of Academic Conduct at or before student orientation and will sign the Academic Code of Conduct and Student Handbook Pledge which will be held in the TSSW student file.

Students have the responsibility to become thoroughly familiar with the code and to conduct themselves at all times in a manner consistent with its principles. Lack of familiarity either with the code or with the application of its principles to any specific assignment will not be an acceptable excuse for non-compliance.

The School's 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 and to conduct themselves at all times in a manner consistent with its principles. As in the case of students, lack of familiarity either with the code 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.

**Academic Conduct Violations**

Any action 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:

- **Cheating:** Unauthorized giving, receiving, or use of material or information in academic assignments, or the attempt to do so.
- **Plagiarism:** Use of ideas, data or specific passages of another person's work that is unacknowledged or falsely acknowledged. Any paraphrasing or quotation must be appropriately acknowledged.
- **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 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.

These examples of violations pertain to **ALL FORMS** of academic assignments 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?**

**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 Program Manager in writing within five working days of discovery.

**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. The instructor should consider the appropriateness of an informal resolution before providing the Program Manager written notification within five working days of the discovery of the suspected violation.

**Prevention of Academic Violations**

**Prevention**
It is the explicit intent of this policy to prevent violations of the Code of Academic Conduct.

**Administrative Role in Prevention**
TSSW will provide incoming students information about the Academic Code of Conduct via the Student handbook and the needed skills and knowledge related to APA formatting and citation. Enrolled students will be provided with an APA review training with APA citation resources in their first semester.
Faculty Role in Prevention
Each faculty member should indicate at the beginning of their course 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.

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 APA expectations or provisions regarding collaboration with other students on an assignment, they bear the responsibility for consulting with the instructor and/or Faculty Advisor.

Resolution of Academic Violations

Informal Resolution (only in Response to low-level APA citation violations)
All instructors are encouraged to exercise prudent judgment with APA citation problems. Informal resolution (IR) is the preferred course of action if:
- It is the first semester of the program; or
- The citation problems may be related to inadequate skill/knowledge about APA and not meant to be intentional plagiarism.

Procedures
1. Meet with the student(s) involved to discuss the nature of the APA violation (missing or incorrect citations) and the sanction(s) that they will impose including revising of the paper, grading implications and/or further APA training.
2. Even if an informal resolution is reached, instructors still must complete and submit an Academic Code of Conduct Violation Form, for each student and each offense discussing the incident and agreed upon resolution. It should include that the student is informed of the need for further training and also their right to a grievance. The student should be notified that the report will be entered in their file in case of repeated violation.

Formal Resolution (Required in Case of Some APA and All Other Honor Code Violations)
An Academic Hearing will be called for APA violations or other Academic Code Violations in circumstances such as:
- The faculty member believes that the APA violation's severity (intended plagiarism) merits consideration of an Academic Hearing; or
- The student has violated any other honor code item (besides APA); i.e. cheating, falsification, multiple submissions, etc. or
- No negotiated informal resolution around APA citation violations has been agreed upon or
- It is a repeated violation of APA requirements in the program.
- Other Code Violations not specific outlined here.

Procedures
Any suspicion should be submitted as soon as possible after the complainant becomes aware of
the relevant events or challenged actions and/or complained of actions, within five (5) working
days of the alleged violation. **However, plagiarism can be identified and reported at any time
during the semester.** Written notification initiates the formal procedures of the School of Social
Work's Academic Hearing process, including the right of the student to appeal any finding of
that hearing. An Academic Hearing Committee will primarily consist of the student, the
student's Faculty Advisor, the Associate Dean of Academic Affairs, a Student Affairs Liaison, the
Program Manager, and two Faculty Representatives.

If the Academic Hearing Committee determines that a violation did occur, the violation will be
noted in the student's permanent academic record. The penalties for violating the Code of
Academic Conduct include, but are not limited to, any or all of the following:
• A failing grade for the work in which the violation occurred.
• A failing grade for the course in which the violation occurred.
• School probation - which includes a letter in the student's permanent file signifying that the
  student is not in good standing for a specified period of time.
• Abstention or withdrawal of institutional support of a student's application to other
  programs.
• Suspension from the university for a specified period of time.
• Dismissal from the university.

**Documentation**
The school will maintain a record in the student's file of all Academic Hearings and Professional
Standards Review decisions wherein a student has been judged in violation of the Code of
Academic Conduct. The record will include a copy of all evidence submitted to the committee,
the report of Academic Hearing committee, and the letter to the student. The School will retain
at all times a copy of the permanent record. To create documentation within the University, all
incidents related to the Code of Academic Conduct must be reported to the University Office of
Student Affairs.

**Student Professional and Ethical Standards**

All students enrolled in a social work degree must abide by the National Association of Social
Workers Code of Ethics.

**Student Professional Performance Policy and Procedures**
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 CSWE. Violation of these standards includes but is
not limited to:

• Failure to meet generally accepted standards of professional conduct, personal integrity or
  emotional stability required for professional practice;
• 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, or staff.

Procedures
Informal Resolution (only if it is a minor professional standards violation)
All faculty members 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, or adjunct which does not cause serious harm.
• A student exercises bad judgement in field which does not cause serious harm or other violations.

Outcome 1: Written Warning from Instructor to Student
• Meet with the student(s) involved to discuss the actions of concern.
• Even if an informal resolution is reached, instructors members still must complete and submit an Instructor Letter for Professional Standards Violations, for each student and each offense discussing the incident and agreed upon resolution. It should include that the student is informed of the need for further training and also their right to a grievance. The student should be notified that the letter will be entered in their file for documentation and for reference in case of future violations.

Optional Additional Outcome 2: 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.
• The 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.

Formal Resolution (Major Professional Standards Violations)
A Professional Standards Review (PSR) will be called for major professional standards violations. Examples of professional performance issues that may result in termination include, but are not limited to:
• Professional disrespect of the personal rights and dignity of all persons, including students, faculty, supervisors and clients receiving services from the student
• Discrimination or harassment related to race, sexual orientation, gender, religion, age
• Violating confidentiality of the professional relationship;
• Hostility and disrespect towards students, faculty, or others at school or in the field;
• 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
• Repeated APA violations
• Any other violations of the NASW Code of Ethics; violations of the policies of the Tulane University Code of Student Conduct.

Procedures
Faculty should submit a Letter for Professional Standards Violation that delineates the reasons (evidence) based on one or more non-academic violation(s) to the Program Manager. The Performance Evaluation Toll (see Addendum 3) should accompany the report.

1. The Professional Standards Review Committee primarily will include the student and social work professor bringing forth the evidence, the student’s Faculty Advisor, the Associate Dean of Academic Affairs, a Student Affairs Liaison, Program Manager, and at least two Faculty Representatives. Other committee members may include representation from disability services and program administrators (i.e. the Field education team).

2. Once all information is presented by the student and the instructor, the Committee temporarily will excuse the student from the meeting to discuss the evidence and determine recommendations, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Associate Dean of Academic Affairs will call for a decision vote.

3. The student will return to the meeting to discuss the decision of the Professional Standards Review Committee.

4. The Associate Dean of Academic Affairs or Program Manager will provide documentation of the meeting in the form of a written determination within 10 business days. No other written, audio, or video documentation will be provided at this point. This letter will include the following:
   • the performance concern(s); the Professional Standards Review Committee decision;
   • a date for the PIP Review (if applicable);
   • the re-entry plan for a student being suspended; and the date of exit from the program for a student terminated from the program.
   • information for filing a grievance should they contest the committee decision, including the link to the Grievance and Appeals Policy.

Possible Outcomes
1. Students may have to complete an assignment which discusses the academic and or professional violation. They may have to discuss how this violation is incongruent with social work’s academic or professional standards. The specifics of the assignment will be decided by the committee. If the assignment is not completed satisfactorily by the deadline, this could result in automatic suspension or dismissal from the program.

2. Performance Improvement Plan. If the Performance Improvement Plan is not completed satisfactorily by the deadline, this could result in automatic suspension or dismissal from the program. (see Addendum 1)
   • Suspension for up to one year/three semesters.
   • Dismissal from the program.
3. According to the Council on Social Work Education (CSWE), Guidelines for Termination for Academic and Professional Reasons:

4. Programs are encouraged to differentially define academic and professional performance in their policies. However, knowledge, skill and value expectations are all academic in a professional program as they relate to a student's 'likely performance as a social work practitioner.' They are 'professional' (in the language of the accreditation standard) to differentiate between termination for deficiencies in academic standing and inadequacies in a student's ability to demonstrate professional conduct and relationship skills and behavior consistent with the values and ethics of the profession." (Revised May, 2003)

Accordingly, the Tulane School of Social Work framework for professional termination is broad and inclusive of language taken directly from the CSWE guidelines. Students may be terminated from the program, following due process and procedures of the Academic Hearing Committee and/or the Professional Review Standards Committee, for "failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty or staff at school or field placement (CSWE, May 2003).

This includes failure to comply with the TSSW's Field Policy Manual, Professional Conduct Expectations Code of Academic Conduct or with the National Association of Social Workers' Code of Ethics.

If at any point, there is a suggestion of discrimination of race, gender, sexual orientation, religion, disability or age, the situation must be immediately referred to the Tulane Office of Institutional Equity. For more information, please see the Student Affairs Non-Discrimination Policy.

**Academic Grievance and Appeals**

The Tulane School of Social Work supports in principle and in practice the right of any student to access a mechanism for resolving student complaints regarding grades or any other cause affecting their academic experience. This policy covers student grievances of any grade or course concern, or the finding of an Academic Hearing or Professional Standards Review.

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). They will make a determination regarding discrimination. Only after their investigation can any other action take place.

**For Course or Assignment Grades**

**Informal Resolution**

Within ten 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.

**Formal Grievance**

If the student and the instructor cannot arrive at a mutually satisfactory resolution, a formal grievance should be sent to the student's Program Manager within fifteen business days of receiving official notice of the course grade.

A Grade Grievance and Appeal Committee will be chaired by the Associate Dean of Academic Affairs and primarily will consist of the student, the student’s Faculty Advisor, a Student Affairs Liaison, the Program Manager, and two Faculty Representatives. The student must appear at the meeting to provide their rationale and any additional information. If the student does not attend the meeting within 10 minutes of the start time, the appeal will be forfeited.

The Program Manager will collect the [Grade Grievance and Appeal Form](#) from the student and any written documentation from the instructor for committee review. The Committee shall render a decision in writing on the matter within ten (10) business days following the hearing and communicate the results in writing to the student and the instructor. The Committee records will contain the decision and an explanation of the grounds upon which the decision was reached and stored in the TSSW Student File.

**Appeal of the Grievance Committee's Decision**

If the student is dissatisfied with the Committee's decision, the student within five (5) business days of receiving the decision may appeal to the Dean. The Dean shall seek to settle the matter within five (5) business days and shall notify the instructor and the student in writing of their decision.

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 of a violation was arbitrary and capricious.
- An arbitrary and capricious finding would be one not supported by any evidence.

The Dean will notify the Associate Dean of Academic Affairs and the student in writing of their decision. The Associate Dean of Academic Affairs will notify the committee of the Dean's
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 with the Tulane University Senate Committee on Academic Rights, Freedom and Responsibilities of Students. The student should contact Erica Woodley, Assistant Vice President & Dean of Students, Student Resources and Support Services. Her office located in the Lavin-Bernick Center for University Life, Garden Level Room G02 ewoodley@tulane.edu, (504) 314-2160. They can instruct the student about how to submit an appeal to the Senate Committee on Academic Rights, Freedom and Responsibilities of Students.

Instructor Appeal of the Grade Appeal
If the instructor believes that their academic freedom or academic responsibilities have been affected by the Dean's ruling, the teacher may appeal to the Faculty Grievance Committee of the School. No grade may be changed or action final taken until the teacher's appeal process has been completed.

For an Appeal of an Academic Hearing and/or Professional Standards Review Committee Decision
If the student is dissatisfied with the APSR Committee's decision, the student within ten (10) days of receiving the decision may appeal to the Dean. The Dean shall seek to settle the matter within five days and shall notify the Director of Student Affairs, the committee and the student in writing of his/her decision. The primary purpose of the appeal is to enable the student to demonstrate in a written statement 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 of a violation was arbitrary and capricious. An arbitrary and capricious finding would be one not supported by any evidence.

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 with the Tulane University Senate Committee on Academic Rights, Freedom and Responsibilities of Students. The student should contact Erica Woodley, Assistant Vice President & Dean of Students, Student Resources and Support Services. Her office located in the Lavin-Bernick Center for University Life, Garden Level Room G02 ewoodley@tulane.edu, (504) 314-2160. They can instruct the student about how to submit an appeal to the Senate Committee on Academic Rights, Freedom and Responsibilities
If, in accordance with faculty rights as specified in the Faculty Handbook and in the Constitution and Bylaws of the University Senate and TSSW, 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 Dean's ruling, the teacher may appeal to the Faculty Grievance Committee of the School. The teacher's appeal must be made within ten (10) days of the action provoking the appeal. If the teacher 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 ten (10) days of the action provoking it. No review decision may be changed until the teacher's appeal process has been completed.

If, in accordance with faculty rights as specified in the Faculty Handbook and in the Constitution and Bylaws of the University Senate and TSSW, 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 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 ten (10) days.

To create documentation within the University, all non-academic concerns must be reported to the University Office of Student Affairs.

**Dismissal**

TSSW students can be dismissed for any of the aforementioned reasons outlined in this handbook. Students may petition (after two completed semesters) to return to TSSW following their first dismissal. Coursework taken at another college or university during the dismissal period is not transferable to TSSW.

**Reinstatement**

Students will be eligible to petition to be reinstated beginning their third semester following their dismissal. Students should submit the [Petition for Readmission Form](#) to their Program Manager. The Program Managers will submit the petition to the Review Committee for evaluation. The Review Committee primarily shall consist of the Associate Dean for Academic
Affairs, the Program Manager, the Academic Success Coach/Student Affairs Liaison, and field (if applicable). The committee will review the petition within 15 business days. The committee will make a determination whether the student can move on to the admissions process and communicate that decision to the student within five business days. The decision of the Review Committee is final.

Successful petitioners will need to finish the admissions process. They will be readmitted on the terms and conditions specified by the Review Committee, which may include academic probation, specification of courses that must be taken or retaken, progress that must be achieved, the time within which terms and conditions must be met, and classification of academic standing.

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

Between

And

THE ADMINISTRATORS OF THE TULANE EDUCATIONAL FUND TULANE UNIVERSITY SCHOOL OF
SOCIAL WORK

I. _____________________________ (hereafter, Agency) and the Administrators of the Tulane
Educational Fund aka Tulane University and its School of Social Work (hereafter, School) do
hereby agree to a student field placement in accordance with the Field Instruction Handbook of
the School and the policies and procedures of the Agency to contribute to the advancement of
the social work profession, the personal and professional growth of the student, and the
mutual benefit of the Agency and the School.

II. RESPONSIBILITIES OF THE AGENCY/FIELD INSTRUCTOR

To provide a learning environment, learning experiences, and supervision and instruction to
prepare the student for beginning professional employment. The Agency must deliver
professional social work services and provide School with a description of Agency services;
populations served, and anticipated experiences for students. Agency must submit a current
resume to School for its proposed Field Instructor, including verification of a professional
license prior to being designated as a Field Instructor. If state law (where Field Instructor
practices and where student is engaging in learning experience) does not require professional
social workers to retain a professional license to practice, Agency shall inform School of such,
and this requirement is waived.

a. To provide a qualified Field Instructor, as defined in the Handbook, who is capable of
meeting the needs of students and School in relation to the placement curriculum,
subject to approval by the School. Where required by state law, the Agency must have a
licensed social worker (LMSW with 2+ years of experience or LCSW) available to
regularly observe and supervise the student and provide a minimum of one hour per
week of face-to-face supervision. Agency should notify School immediately in the event
of personnel changes, agency reorganization, or pending closure.

b. To provide thorough orientation and training regarding the roles and responsibilities of
the social and learning opportunities for a well-rounded student experience. Agency
recognizes that the field placement is an educational arrangement, not a job service or
staff replacement arrangement, and provides supervision to ensure quality of client
service. The Agency is responsible for thoroughly orienting students to safety issues and
appropriate Agency procedures concerning fire, disaster, emergency, home visits, use of equipment, infection control, urban environments, etc. (The student has the right and responsibility to refuse any assignment that is potentially hazardous to safety or which violates accepted School or Agency policy or professional ethics.)

c. To provide working space, equipment, supplies, and safe working conditions necessary to perform assigned duties.

d. (Subject to Agency requirements and/or laws governing minors) To obtain criminal background and child abuse (including sexual offender registry) clearance checks on the assigned student prior to assignment to the Agency and to conduct any federal Child Abuse and Neglect training requirements.

e. To provide ongoing evaluation of student performance, including complete documentation of same in written evaluation as provided by School each semester. Agency must provide a written student evaluation by each semester deadline as indicated. Failure to do so will result in an incomplete grade for the student and termination of Field Instructor status.

f. To be available for pre-placement interviews to determine appropriateness, as well as for compliance with affirmative action and equal opportunity guidelines.

g. Agency is not expected to provide Workers' Compensation or professional liability benefits.

h. To request the School engage in joint evaluation of any student whose performance is questionable despite instructor conferences; whose personal characteristics or behaviors seem to prevent appropriate staff or client relationships; or whose health status becomes a detriment to the successful completion of the placement. The Field Instructor/Agency is expected to engage in problem solving, conflict resolution in a professional manner with the student and/or School as needed.

i. To permit the visiting of the Agency facilities, review of services available for the placement experience, and student records by the School designee.

j. To fully respect the University academic calendar as it pertains to students, as well as the scheduled class days.

k. To immediately notify the School's Director of Field Education in writing of any change or proposed changes in its program which would affect the placement.

l. 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. (Examples of violations include critical or judgmental conversations about
lients or students, entering into deeply personal relationships with students or clients to validate self, consistently attempting to "do therapy" with students, exhibiting overly controlling or rigid behavior, or the opposite extreme of a passive relationship in which the student is not offered direction.)

m. To become familiar with School's policies and procedures as outlined in the Field Instruction Handbook of School and to attend at least one training or networking event per year for Field Instructors offered by School. All new instructors are asked to attend orientation for new field instructors offered in person or online.

n. To take consistent advantage of opportunities for interchange with the School through agency/school visits, telephone, training events, written surveys, and other means of communication to constantly upgrade the student experience and the School/Agency relationship.

III. RESPONSIBILITIES OF THE SCHOOL:

a. To administer and coordinate the field education program.

b. To familiarize Agency with field education requirements, providing new Field Instructors with information about field policies and protocols, School-Agency Agreement form, letter of appointment, and instructions regarding same.

c. To designate a School field liaison to be available for the Agency Field Instructor and/or student as needed.

d. To affirm that a student has met the necessary prerequisites before recommending placement.

e. To mediate student/Agency problems, after student and Field Instructor have unsuccessfully attempted same.

f. To provide malpractice liability insurance coverage for all students placed in the Agency.

g. To provide thorough academic preparation and support for the students' field placement responsibilities.

h. To make available the teaching administrative personnel of the School to the Agency for consultation as appropriate.

i. To offer annual training in field instruction.

j. To engage field representatives in collaborative curriculum review and policy development.
k. To inform students of their responsibilities as outlined in this document.

l. To inform any individual who provides mental health care or social service diagnosis, assessment, counseling or treatment, or who provides counseling services to a Child or his/her family of their responsibilities as a Mandatory Reporter and to provide any individuals affiliated with School by contract, including non-employees, such as vendors, volunteers, interns, and independent contractors of the webpage where the School's policy on Child Abuse, Neglect and/or Crimes against the Child is posted. http://tulane.edu/sites/tulane/files/Child-Abuse- Neglect-Reporting.pdf

m. School will not provide Workers' Compensation or healthcare insurance benefits to students.

IV. RESPONSIBILITIES OF THE STUDENT:

a. To demonstrate the capacity, willingness, and motivation to be a responsible learner and an active participant in his/her professional development.

b. To abide by all Agency policies, procedures, and Standards of Ethical Conduct, including confidentiality, formal protocols, staff rules, and infection control procedures.

c. To carry out assigned responsibilities in accordance with Agency's service philosophy within reasonable limits of safety and professional ethics. The student has the right and responsibility to refuse any assignment that is hazardous to personal or safety of others, which violates School and Agency policy or professional ethics.

d. To produce documentation, if required, that student is free of infectious diseases and is medically capable of functioning in the Agency setting.

e. To provide his/her own health insurance coverage.

f. To advise Field Instructor of any anticipated absences or unavoidable tardiness, and to provide the Field Instructor with a copy of the School’s academic calendar.

g. To fulfill 24 hours/week of field practicum for full-time students, reporting to Agency regularly and on time. (12 hours/week for part-time students)

h. To inform the Field Instructor of any placement problems, concerns, questions, and personal evaluation of progress in the Agency.

i. To engage in problem solving in a mature, respectful manner, utilizing appropriate protocol of Field Instructor, then School's field liaison, and then School's Director of Field Education.
V. TERMS AND CONDITIONS:

It is mutually agreed that the School and the Agency will indemnify, defend, and hold each other harmless against any and all losses, damages, expenses or other liabilities, including attorneys' fees, court costs, and related costs of defense arising from or in any way connected with claims for personal injury, death, property damage, or contractual liability that may be asserted against the School or the Agency by any parties, which arise or allegedly arise out of the action, failure to act or breach of duty by their own employee, student, agent, or representative while in the conduct of the placement experience.

Neither the Agency nor the School shall discriminate against any student during this placement affiliation because of race, color, disability, gender, sexual orientation or ethnicity.

This agreement shall be effective as of _____________, and shall apply to current and future student placement assignments. This agreement shall terminate five years from effective date and shall only be binding insofar as School and Agency policy allows, and may be modified, terminated, or renegotiated by either party with 30 days written notice. In the event of termination during a student placement term, Agency and School shall make every effort to fulfill their respective obligations to the student.

_______________________________            _________________________________
Patrick S. Bordnick, Dean                        Date

By signing below, I certify that I have been authorized and have signatory authority by Agency to fully execute documents on behalf of Agency.

_______________________________
Printed Named and Title of Agency Representative

_______________________________            _________________________________
Signature of Agency Representative                        Date

Rev. 9/2017
Tulane School of Social Work FIELD VISIT REPORT

DATE OF VISIT: ________________________________ AGENCY: ______

PRESENT AT MEETING: __________________________________________

Student: ______________________________________________________

Field Instructor(s): _____________________________________________

Faculty Field Liaison: ___________________________________________

Other: _________________________________________________________

SUMMARY OF VISIT:

Learning Goals/Work Plans Addressed:

Student's Strengths:

Areas for Improvement:

Other Concerns/Issues Discussed, Plan for follow-up if needed:

Field Liaison Signature: ____________________________ Date: ____________
PERSONNEL APPOINTMENT LETTER

SCHOOL OF SOCIAL WORK

Date

Dear New Field Instructor,

Thank you for participating in our mission of professional social work by joining the Tulane University School of Social Work as an adjunct clinical field faculty member beginning January 2017 thru May 2018. While your greatest rewards will be in teaching and being part of a student's professional development, the appointment also offers the following benefits:

a. appointment as an adjunct clinical instructor;
b. library privileges & email account;
c. the use of certain recreational facilities;
d. participation at a reduced charge in continuing education sponsored solely by TSSW;
e. a ten percent discount on all cash purchases (except sale items) at the University Bookstore; &
f. discounts on tickets to certain athletic and cultural events.

In order to take advantage of these campus benefits, you must personally take this letter to the Tulane University Card Services, 107 Lavin Bernick Center, 20 McAlister Drive or 802 Tidewater Bldg. 1440 Canal Street.

Information which may be helpful in understanding the roles and responsibilities of the Field Instructor, Student, and School can be found here: http://tssw.tulane.edu/academics/field-education-program/field-education-manual. Please feel free to call Heather Gillis, Director of Field Instruction, if you have any administrative questions. She can be reached at 504/865-5314 or FAX 504/862-8727. For specific placement or student issues please contact the field coordinator assigned as your faculty liaison.

Sincerely,

Patrick Bordnick, PhD, MPH         Heather Gillis, Ph.D., LCSW-BACS
Dean                        Director of Field Education
Risk Management Strategies

The following guidelines have been designed to make a student's time in the field safer. While it is impossible to identify all possible sources of potential risk to students, the following need to be considered when working with students in field settings.

General

1. Written agency policies should address working situations that entail potential risk. These may include policies about home visits, visits to high crime areas, services provided during the evening or weekend hours, and services to clients with infectious diseases. Further, if students are required to have special immunizations or medical tests, they need to be notified before beginning a field placement. If students are to be working around special equipment or hazardous chemicals they need to be forewarned. Generally, if students are to be involved in any services that may result in a potentially hazardous situation they need to be alerted to that risk. Each agency is responsible for determining its own level of risk and to take necessary precautions to alert students to these potential dangers.

2. When agencies have specific risk management training, please assure that students participate in that training.

3. According to the School-Agency Agreement signed by each agency and Tulane University, students have both a right and a responsibility to refuse any assignment they deem to be too dangerous to pursue. The Director of Field Instruction and Field liaison are available for problem solving regarding issues of risk management.

4. Do not have student interns meet with clients alone in your agency building. Be certain other personnel are nearby to provide assistance if needed.

5. Examine the arrangement of office furniture. Is the social worker's chair and desk in a position that allows for easy exit? Are there sharp objects or other potentially dangerous objects within easy grasp? Be cautious and arrange the office with the motto of "safety first."

6. Students should be made familiar with the agency routine and environment. All exits and entrances, evacuation routes, and potentially hazardous areas should be pointed out. Health care settings should be certain to alert students to infection control policies.
7. Supervision should be provided in a consistent manner so that the supervisor is fully apprised of the activities of the student. Students are not fully able to represent the agency in making crucial decisions about client disposition where legal or physical implications exist. Involuntary hospitalizations or client threats of suicide or homicide will require consultation between the supervisor and the student.

8. Students need to have specific instructions relating to agency policies surrounding confidentiality. Under most circumstances students should not be taking any identifying information related to clients out of an agency. The only possible exception to this might be that if a student was working with clients in an outreach center where records were kept in central locale. However, records must be protected at all times. Students are absolutely forbidden to take records home to complete agency paperwork.

Home Visit Precautions

1. Students should be oriented to agency policies related to making home visits. A staff member familiar with the area needs to orient students. It is always better to travel in pairs where on seasoned home visitor accompanies a novice.

2. Once in the field, become familiar with the environment. Be aware of exits, entrances, places to avoid. Do not "look lost" and project an image of knowing what you are doing and where you are going.

3. Be alert to your surroundings. Follow the "stop light color code" where green means you are totally relaxed (you should never feel this way in the field), yellow means you are on alert and aware of everything around you -what/who is in front of you, what/who is on either side of you, what/who is in back of you (you should be in yellow mode when in the field), or red for alarm and evasive action (red is used when you are facing imminent threat of harm).

4. Be alert to how those around you are dressed. Are they wearing clothes that could conceal a weapon?

5. Park your car a few spaces away from the home you are visiting. If you have to make an emergency exit it will give you a little time to out distance a pursuer. If you have to make a hasty exit and are not able to get into your car, head for the, nearest spot where there are people and hopefully security.

6. Always be certain that you have enough gas in your car and that it is in good working condition.
7. A cellular phone is an excellent security precaution. Often agencies have cellular phones for such purposes.

8. Time your visits to occur at high activity times such as between 8-10 a.m. or between 2-4 p.m. If you know there are violent persons in the home (who are not your clients), try and visit when they are not at home.

9. Be alert to the clothing you wear. Flashy jewelry, tight jeans, or provocative dress could be read as misinterpretation of your role.

10. It is helpful if you can be seen with your client sitting on a front porch or walking around the neighborhood. This allows others in the neighborhood to see you are there with the client’s permission.

11. If it is not possible to meet with the client at home, arrange to meet at a nearby coffee shop or local restaurant for coffee.

12. If the neighbors ask you questions, answer honestly but do not violate a client’s confidentiality. You do not want to be wrongly identified as a neighborhood salesperson, evangelist, police person, or drug dealer.

13. In all instances, let agency staff know where you are going, how you are getting there (and back), and when you plan on returning. If you will not be returning to the agency after your visit, after finishing your visit make arrangements to call your supervisor to report that you have completed your assignment in the field.

14. Always prearrange your visits by calling clients to let them know your plans. Request that the client call the agency if you fail to arrive at the appointed time.

15. When you arrive at the home, listen before you knock. If you hear any threatening, leave immediately. Rather than standing directly in front of the door when you knock, stand to one side of it. Do not respond to invitations of "Just come on in," but rather, identify yourself and ask the occupant to come to the door to let you in.

16. Once inside the home, be alert and observant of all that is going on around you. Are there potential weapons lying around, evidence of drug use, is someone drunk or acting out. If you encounter a situation that is not safe, explain to your primary client that you cannot stay and try and reschedule the meeting. Exit the situation immediately.

17. If a situation escalates to a dangerous situation, do not get involved in a physical altercation. In a verbal situation use these tips:

- DIVERT: Switch the attention to another subject. Ask for a glass of water, change
seats, etc.

- **DIFFUSE**: Use a soft voice, focus on how the person feels she/he has been treated, and assure the person they are safe.
- **DELAY**: Ask to postpone, get back-up, practice strength in numbers.
- **LEAVE**: Get out of the situation any way you can.

While none of us likes to think that any of the issues discussed in this risk management guide will happen to us, it is always better to be safe than sorry. If students or field instructors have questions please contact the Field Liaison assigned to your agency or the Director of Field Education.
DATE: October 29, 2007

TO: Ronald F. Marks
   Dean, School of Social Work

FROM: William A. Schroeder, III
      Director of Insurance and Risk Management

RE: Liability Insurance for Social Work Students

Tulane carries General Liability insurance for faculty and students participating in practicums at institutions outside of Tulane, subject to any applicable policy exclusions. Coverage is only available for practicums approved by Tulane that are in connection with an academic program. The coverage does not apply to any other type of practicum, field work or professional service not connected with an academic program. Because these policies are subject to self-insured retentions, Tulane requires students to have personal professional liability insurance with limits of $1,000,000 per occurrence and $3,000,000 annual aggregate. Many of the practicum field sites require that students provide evidence of insurance coverage. Your students will need to demonstrate that they have the required personal professional liability insurance coverage by providing Tulane and the practicum field site with a current Certificate of Insurance.

Please contact Insurance and Risk Management if you need assistance or additional information.

cc: Meredith A. Whitten
**Student Liability Insurance Coverage**

Prior to beginning field placement, all students are required to carry professional liability insurance. A current certificate of Insurance must be submitted to the Office of Field Education **before** placement begins. Coverage at the $3-5 million limits is required. Options for coverage are:

1. CPH and Associates: [www.cphins.com](http://www.cphins.com)
3. NASW Insurance Trust: [www.socialworkers.org](http://www.socialworkers.org). This option requires you to be a student member of NASW and have a BSW degree.
## Field Survey

### Enrollment Type
- full-time-Onground (1)
- part-time-Onground (3)
- advanced standing-Onground (5)
- full-time-Online (2)
- advanced standing-Online (6)
- part-time-Online (4)

### Race/Ethnicity
- African American or Black (1)
- White (2)
- Native American or Alaskan Native (3)
- Asian, (4)
- Native Hawaiian, Pacific Islander (5)
- Bi-racial (6)
- Multi-racial (7)
- Other (8)

### Ethnicity
- Latino or Hispanic (1)
- Not Latino or Hispanic (2)

### The field procedures are clear.
- Strongly agree (18)
- Somewhat agree (19)
- Neither agree nor disagree (20)
- Somewhat disagree (21)
- Strongly disagree (22)

### The field office is responsive to my concerns.
- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)
The field office addresses issues or questions via email or in-person in a timely manner.
- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

The field placement process is clear.
- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

The initial match for field placement met my expressed interest on the field application?
- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

The placement I received was my:
- First Choice (1)
- Second Choice (2)
- Third Choice (3)
- Was not on my list? (4)
- Not Applicable (5)

The quality of my field placement site is.
- Extremely good (84)
- Somewhat good (85)
- Neither good nor bad (86)
- Somewhat bad (87)
- Extremely bad (88)
- Not Applicable (89)

If I knew then, what I know now, I would choose the same placement.
- Strongly agree (75)
- Somewhat agree (76)
- Neither agree nor disagree (77)
- Somewhat disagree (78)
- Strongly disagree (79)
- Not Applicable (80)
There were a variety of options available for my field placement?

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

What does the TSSW field office do well (check all that apply)?

- Respond to students (1)
- Find great field placements (2)
- Offers a variety of field placements (3)
- Provide students with support (4)
- Problem solve when issues arise (5)
- Find creative solutions to problems (6)
- Provide unique learning opportunities (7)
- Gives us our first choice most of the time (9)
- Other (8)

What can the TSSW field office do to improve (check all that apply)?

- Be more responsive to students (1)
- Find better placements (2)
- Offer more of a variety of placements (3)
- Allow us to pick our own placement (4)
- Provide more support to students (5)
- Help us to problem solve when problems arise (6)
- Find more creative solutions to problems (7)
- Provide more unique learning opportunities (8)
- Give us our first choice in field placements more often (9)
- Other (10)

My faculty field liaison is responsive.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)
- Not Applicable (6)

Did your faculty field liaison make the required agency visit/s.

- Yes (23)
- No (24)
- Not applicable (25)
Professional foundations is a useful class that adequately prepares me for field.
- Extremely useful (1)
- Very useful (2)
- Moderately useful (3)
- Slightly useful (4)
- Not at all useful (5)

Field seminar provided a place for me to process what I was learning in my internship.
- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)
- Not Applicable (6)

What does your faculty field liaison do well (check all that apply)?
- Supportive (1)
- Responsive (2)
- Knowledgeable (3)
- Creatively solves problems (4)
- Advocates for me (5)
- Makes time for me (9)
- Prepares me for what I am going to experience as a SW (10)
- Other (12)

What could your faculty field liaison do better (check all that apply)?
- Be more supportive (1)
- Be more responsive (2)
- Be more knowledgeable (3)
- Be more creative in their problem solving (4)
- Advocate for me more (5)
- Make more time for me (9)
- Better prepare me for what I am going to experience as a SW (10)
- Other (12)

What does your agency field instructor do well (check all that apply)?
- Supportive (1)
- Responsive (2)
- Knowledgeable (3)
- Creatively solves problems (4)
- Advocates for me (5)
Makes time for me (9)
Prepares me for what I am going to experience as a SW (10)
Other (12) ________________________________

What could your agency field instructor do better (check all that apply)?
- Be more supportive (1)
- Be more responsive (2)
- Be more knowledgeable (3)
- Be more creative in their problem solving (4)
- Advocate for me more (5)
- Make more time for me (9)
- Better prepare me for what I am going to experience as a SW (10)
- Other (12) ________________________________

My field education experience helps me to apply classroom knowledge to the real world.
- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

My overall MSW field experience has prepared me for **beginning** professional social work practice
- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

What else do you want to tell us about field that you think we need to know.