



Tulane  
University

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SCHOOL OF SOCIAL WORK

# **MASTER OF SOCIAL WORK FIELD EDUCATION HANDBOOK**

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The MSW Field Education 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.

July 1, 2021

Greetings Students, Field Instructors, and Faculty!

We are pleased to present the 2021 Edition of the Field Education Instruction Handbook for the Tulane University School of Social Work Master's Program. This is a guide and is not an exhaustive tool.

Field Education's history dates back to the nineteenth century and remains a major learning component for an MSW degree. More than half of our students' academic time is spent in field education settings and our graduates earn a minimum of 900 hours of practice-based learning. Effective practice-based learning involves a process that includes a balance of educational learning experiences, effective supervision and task management, and reflective thinking that embodies empirically-based ethical social work practices. Our department is committed to providing a high quality clinical-community field education experience. Your suggestions and feedback on ways that this handbook can be more useful are welcome.

Yours Truly,

Maurya W. Glaude, PhD, MSW, LCSW-BACS  
Director of Field Education



# **ORGANIZATIONAL OVERVIEW**

## **TSSW'S MISSION**

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

## **TSSW'S 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.

## **TSSW'S INTEGRATED CLINICAL AND COMMUNITY PRACTICE**

Integrated Clinical and Community Practice is an interactive process that highlights the dual context of understanding and working with people and groups within their communities. It recognizes the interrelatedness, strengths, and needs of the individual, family, organization, and community as the focus of growth and change. Areas that give meaning to people and which are of primary importance for social work include the physical and psychological dimensions, as well as environmental forces such as social and economic justice.

The clinical-community model of the curriculum utilizes theories and interventions that address the conditions of individuals, families, groups, organizations, communities, and 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. This course of study is designed to offer the best clinical and community training that addresses the unique needs of individuals, families, groups, organizations, and communities. Students in the program enjoy a variety of learning experiences, including traditional and non-traditional class experiences. Team projects, problem-based learning, creative simulation, team teaching, field work, and electronic learning exchanges are just some of the enriching experiences you will enjoy while fulfilling the requirements for the Master of Social Work.

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

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 (full-time enrollment) and six semesters (part-time enrollment) 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 concurrently 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 a series of self-paced asynchronous modules that are completed prior to starting a field practicum. Through this experience, students learn about placement options, assess their role as adult learners, complete the application for field placement, conduct placement interviews, and complete the field placement matching process. Students meet with a Placement Advisor to complete the field application and identify field placement options in their geographic area. The Generalist Practice Field Practicum and Seminar Course (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 & Seminar Course in two semesters (SOWK 7910 & 7920).

### **Objectives of Generalist Practice Field Instruction**

Upon completion of the asynchronous Orientation to Field Education modules 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.

### **Self-paced Asynchronous Orientation to Field Education Modules (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)**

(Required: 5 Semester Hours, 24 clock hours per week for full-time students and 2.5 Semester Hours, 12 clock hours a week for part-time students)

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 to:

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. Productively utilize feedback about practice through appropriate preparation and active inquiry.
5. Proactively engage in practices for career-long learning.
6. Address social work-client similarities and differences and utilize strengths to promote positive helping relationships with diverse clients.
7. Acquire and apply knowledge of diverse populations to enhance the appropriateness and effectiveness of integrated clinical and community assessments and interventions.
8. Assess and address the impact of structural inequalities on micro, mezzo, and macro systems.
9. 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.
10. 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.
11. Use the evidence-informed practice process to guide integrated clinical and community practice in specific and complex practice context.
12. 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.
13. Assess and communicate the impact of legislative or administrative policies on individual clients and communities.
14. Demonstrate policy practice skills to facilitate institutional or structural changes that advance the well-being of vulnerable groups and individuals.
15. Effectively utilize policy to enhance practice.
16. Use an approach that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
17. Use relationship skills to engage diverse clients and/or stakeholders in integrated clinical and community practice.

18. Integrate relationship and information-gathering to conduct clinical-community assessments and to modify assessments as new information becomes available.
19. Assess clients' interpersonal and environmental strengths and vulnerabilities and how these contribute to individual and community well-being and/or dysfunction.
20. Collaboratively work with and include clients throughout the iterative process of assessment.
21. Develop intervention plans based on integrated clinical and community assessment that specify measurable objectives and outcomes.
22. Identify and integrate appropriate, ethical evaluation strategies that can be used to assess progress, barriers, and outcomes in integrated clinical and community practice.
23. 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
  - Full-time students (SOWK 7530): 5 Semester Hours, 24 clock hours per week
  - Part-time Students (SOWK 7910 & 7920): 2.5 Semester Hours, 12 clock hours a week
  - 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
  - Full-time students (SOWK 7540): 5 Semester Hours, 24 clock hours per week
  - Part-time Students (SOWK 7930 - 7960): 2.5 Semester Hours, 12 clock hours a week
  - 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 responsible for administering the field education program, the signature pedagogy of social work. Along with the Director of Field Education, Senior Program Coordinators as well as faculty members assist in the administering the program (i.e., serve as liaisons between the school, agencies, and students).

Field instructors (supervisors) are typically employed in agency settings and they have the responsibility, delegated by the school, for supervising students and creating a healthy learning experience. Students also have responsibilities for their learning experience as adult learners and as representatives of agencies, school, and the social work profession.

### **DIRECTOR OF FIELD EDUCATION**

The Director of Field Education reports to the Dean of the School of Social Work and works collaboratively with the MSW Program Director, DSW Program Director, and the Director of Admissions. The Director is responsible for the implementation of the Field Education Program within the School's budgetary guidelines.

Role and responsibilities of the Director include:

1. Provides strategic educational and administrative leadership for the department and school;
2. Ensures compliance with all CSWE field education accreditation standards;
3. Work collaboratively with other program directors, curriculum sequence chairs and faculty committees;
4. Oversees the overall direction of the field program and coordination of the activities of the Office of Field Education.
5. Remains visible in the community for the purpose of developing relationships with agencies and organizations as well as developing field placement sites and creating nontraditional sites, especially for the most under resourced communities;
6. Reviews and approves final practicum assignment of all MSW students.
7. Responsible for managing administrative and field coordinator staff and faculty advisors;
8. Appoints new faculty advisors and evaluates all field instructors' performance.
9. Orients and prepares students In conjunction with faculty liaisons, mediation of any field problems encountered by the student and/or instructor.

10. Plans programs to reward, support and advance the professional development of agency- based field instructors.
11. Provides leadership in developing new field educational pedagogical and andragogical resources, including online resources for students, field instructors, full-time and adjunct faculty advisors to meet the needs diverse intellectual interests and learning styles;
12. Oversees the maintenance of relevant department data systems to ensure coordination with the school's larger information systems.
13. Engages in program evaluation and planning that includes utilizing input from faculty, students and agencies, to design an overall program that evidences.

## **SENIOR PROGRAM COORDINATOR FOR FIELD EDUCATION**

The Senior Program Coordinator reports to the Director of Field Education and works collaboratively with staff in Academic Affairs, Admissions, and other MSW programs. Senior Program Coordinators are responsible for coordinating services related to the implementation of the Field Education program.

Role and responsibilities of the Senior Program Coordinator include:

1. Works with the Director of Field Education in locating, cultivating, assigning students to, and evaluating field sites;
2. Supports the development of field placements and helps maintain a positive working relationship with community agencies;
3. Trains and works with the field placement coordinators/advisors regarding TSSW specific policies, criteria and procedures for selecting field placement sites;
4. Assists in the approval process of field placement sites of MSW students ;
5. Provides initial training and ongoing support for Field Liaisons and Field Instructors about the policies and procedures of field education;.
6. Liaises with community, university groups, and field placement sites as appropriate;
7. 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**

Role and 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. Communicate and engage with Field Team and attend Field Team meetings, trainings and field related events.

## **FIELD INSTRUCTORS**

Roles and 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 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 their 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 via email regarding the due dates for these forms.

(SEE CHAPTER IX FOR MORE INFORMATION ABOUT THE SELECTION AND EVALUATION OF FIELD INSTRUCTORS AS WELL AS THE PERKS RELATED TO THE POSITION.)

## **MSW STUDENTS**

Students enter graduate school with varying levels of knowledge, skill and experience. A goal for all students is that at the completion of their educational experience they will 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.

Roles and 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. The student is expected to be an active participant in planning his/her own learning. Learning goals and a field practicum 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 they/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.
4. The student is expected to take initiative with course selection, outside readings or seminars to address any needs or gaps in learning.
5. 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 practicum 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. A final practicum 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 asynchronous Orientation to Field Education modules.

By -September, 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. An annual Open House for agency field instructors 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.

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.

### **Field Placement Selection Process**

After all students have provided their preferred selections ordered from 1st to 3rd or have chosen not to select placements, the process for selection will proceed as follows:

All Placement Advisors (PA) will be assigned specific placements to begin the selection process. If possible, each round has to be completed by all PA's before the process can proceed to the next round.

Note: Before the placement process begins all placements shall provide an updated selection criteria form. This form is to ensure that any specific requirements or restrictions, such as interviewing, timing, transportation, etc. is spelled out and agreed upon between the Field Dept. and the placement. If one is not received it will be assumed that there are no specific requirements or restrictions.

#### **First Round\*\***

1. Any student that has selected a placement and they are the only applicant for that placement then the student will automatically be assigned to that placement (after being matched, interviewed, accepted, and confirmed for placement.)
2. When there are multiple students that have selected a placement, the students will enter a screening process either by the placement or the FD (Field Dept.). Once this has been completed the selected students will be matched, interviewed, accepted, and confirmed for placement.
3. If a student has declared that they decline the placement, then the PC will exercise good judgement and suggests or place the student with an agency after a screening interview has been completed.
4. Any student that has not been selected in the first round will move to the next round.

#### **Second Round\*\***

1. Any student that has selected a placement as their second choice and they are the only applicant for that placement then the student will automatically be assigned to that placement.
2. When there are multiple students that have selected a placement, the students will enter a screening process either by the placement or the FD. Once this has been completed the selected students will be placed.
3. Any student that has not been selected in the second round will move to the next round.

#### Third Round\*\*

1. Any student that has selected a placement as their third choice and they are the only applicant for that placement then the student will automatically be assigned to that placement (after being matched, interviewed, accepted, and confirmed for placement.)
2. When there are multiple students that have selected a placement, the students will enter a screening process either by the placement or the FD. Once this has been completed the selected students will be placed.
3. Any student that has not been placed by the end of the third round will be directly placed by the FD.

\*\*Interests, identified blind-spots, identified concerns, and career goals are considered.

### **The Interview Process**

The PC introduces the student to the agency and the field instructor and the student then negotiates and schedules an interview. The student and the field instructor interview each other to determine the appropriateness of the site to the student's needs and professional goals. If, following this interview, there is mutual agreement on the appropriateness of the placement, the placement assignment is confirmed. 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. The outcome of the interview is shared with the PC who then notifies the Field Department.

\*\*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.

**\*\*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.**

Once confirmed for placement, the student is expected to fulfill the requirements of the field practicum minimum requirement of 900 hours.

## **FIELD PLACEMENT PROCESS FOR ONLINE STUDENTS**

1. All students receive orientation to the field through participation in the asynchronous Orientation to Field Education Modules. Online students complete the self-paced Asynchronous Orientation to Field Education Modules 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 Advisor, 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 Advisor 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 FOR FULL-TIME STUDENTS AND SIX SEMESTERS 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 FIELD EDUCATION DEPARTMENT.

## **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.

## **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 = least important - you do not need to mark all categories)

Populations: Children Families

- \_\_\_\_\_ Adolescents/Young Adults Seniors
- \_\_\_\_\_ Adults Neighborhoods/Communities Other, please identify:

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: \_\_\_\_\_

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 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 practicum related tasks 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/they 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/she/they 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 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.

## **CERTIFICATE PROGRAMS PLACEMENT REQUIREMENTS**

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. Every student completes a field application identifying areas of interest, goals, and if they are enrolled in a dual degree program and/or certificate. All field placements must satisfy the requirements of the MSW program and not the certificate program.

## **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/they are 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, they/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 and the Senior Program Coordinators provide orientation and faculty development for field liaisons and work 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 during their first semester (full-time) and first two semesters (part-time). Dyads or pairs represent best practice and optimize safety for the student. The same safeguards provided to staff must be provided to students. However, in some cases students may need additional support and security provisions. The 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.

## **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 practicum, which means three days per week or 24 hours per week for 14 weeks per semester. Part-Time students complete six semesters in field placement, which means 12 hours per week for 14 weeks per semester. Students are concurrently completing field practicum hours while also attending classes. Full-time students attend classes on Tuesdays and Thursdays and are in the field on Mondays, Wednesdays and Fridays. Part-time students have similar schedules. All students negotiate specific schedules with the agency field instructor, based on the needs of the agency/clients.

Students must remain in the agency for the duration of the semester and accumulating additional hours early, in order to complete the internship sooner, is not permissible. 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, they/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 or 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](http://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 unless it is essential to providing services.” In a macro setting, this may be common practice when doing evaluation or other work, but in a clinical setting, such searches may lead to boundary violations and other interference with both client trust and the therapeutic process.
  
5. Is it ok to use social media outlets on behalf of the field agency? Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

## **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:

<http://ssw.umich.edu/programs/msw/ofi/SocialNetworkingBrochure.pdf>

<http://ssw.umich.edu/programs/msw/ofi/SocialNetworkingGuidelines.pdf>

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 they, 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 a field placement in the work site. 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 the Director of Field Education and the agency leadership, and be formalized in writing prior to the initiation of the field placement. The plan will be evaluated periodically by a Field Liaison and agency personnel. The educational objectives of the student are to be safeguarded by the agency. The final decision for approval of a work-based internship is made by the Director of Field education. Credit may not be given for previous work experience. 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 supervisor than the employee supervisor to assure the integrity of the educational purpose of the placement.
3. A written plan for mitigation is required in case:
  - a. there is a practicum related concern that could impact the student's employment;
  - b. there is an employment related concern that could impact the student's internship;
  - c. there is a conflict between the student and their work supervisor and/or the student and their field practicum supervisor.

# **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 or School believes such removal is warranted.

## **IDENTIFYING THE STUDENT WHO IS EXPERIENCING PROBLEMS IN THE FIELD PRACTICUM**

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

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

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

- Failure of a student to meet the expected level of performance at any given stage in the curriculum;

- Excessive absences or tardiness;
- Failure to keep records current;
- Failure to prepare appropriately for supervision;
- Apathy or failure to engage and invest in the field placement learning opportunities;
- Inappropriate or questionable professional behavior.

## **POSSIBLE OUTCOMES**

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

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: <http://www.labswe.org/pdf/labswe-practiceact.pdf>
- Louisiana Professional and Occupational Standards: <http://www.labswe.org/pdf/labswe-rules.pdf>
- NASW Standards for Cultural Competence in Social Work Practice: <http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf>
- International Federation of Social Workers Global Standards: [http://www.ifsw.org/cm\\_data/GlobalSocialWorkStandards2005.pdf](http://www.ifsw.org/cm_data/GlobalSocialWorkStandards2005.pdf)
- Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/index.shtml>

# CHAPTER VII: LEARNING GOALS AND EVALUATIONS

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](http://runipt.com). Login information will be emailed to Field Instructors and students.

# **GENERALIST PRACTICE FIELD PRACTICUM LEARNING GOALS**

(SOWK 7520, 7910 & 7920)

STUDENT NAME: \_\_\_\_\_

FIELD INSTRUCTOR'S NAME: \_\_\_\_\_

AGENCY: \_\_\_\_\_

DATE GOALS WERE ESTABLISHED: \_\_\_\_\_

SEMESTER IN FIELD: \_\_\_\_\_

In the Generalist Practice Field Practicum students are evaluated on their performance in 9 areas of core competence 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:**

# GENERALIST PRACTICE PRACTICUM EVALUATION OF STUDENT PERFORMANCE

(SOWK 7520, 7910 & 7920)

5 Credit Hours Full-Time, 2.5 Hours Part-Time

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.

## Foundation Field Practicum 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. 

1	2	3
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 

1	2	3
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. 

1	2	3
4. Use technology ethically and appropriately to facilitate practice outcomes. 

1	2	3
5. Use supervision and consultation to guide professional judgment and behavior. 

1	2	3

**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. 

1	2	3
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences 

1	2	3
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 

1	2	3

**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. 

1	2	3

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

1	2	3

**Evidence to support ratings:**

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

**Behaviors:**

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

1	2	3

1	2	3

1	2	3

**Evidence to support ratings:**

**COMPETENCY 5: Engage in Policy Practice**

**Behaviors:**

- 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

1	2	3

1	2	3

1	2	3

**Evidence to support ratings:**

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

**Behaviors:**

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

1	2	3

2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|   |   |   |

**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.
- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|   |   |   |

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.
- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|   |   |   |

3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|   |   |   |

4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|   |   |   |

**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.
- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|   |   |   |

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|   |   |   |

3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|   |   |   |

4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|   |   |   |

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

1	2	3

**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.

1	2	3

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

1	2	3

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

1	2	3

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

1	2	3

**Evidence to support ratings:**

**Additional Comments:**

## **SPECIALIZED PRACTICE FIELD PRACTICUM LEARNING GOALS**

(SOWK 7530, 7540, 7930, 7940, 7950 & 7960)

STUDENT NAME: \_\_\_\_\_

FIELD INSTRUCTOR'S NAME: \_\_\_\_\_

AGENCY: \_\_\_\_\_

DATE GOALS WERE ESTABLISHED: \_\_\_\_\_

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 inter-relationship phenomena, but also on contextual influences such as community, church/synagogue, social oppression, and other mezzo or macro sources of stress or resource. Likewise, when a student assesses a community or organization, individual and interpersonal factors which may facilitate or impede change are considered when planning strategies. Agencies may provide primarily micro, mezzo, or macro services. Students should be encouraged to intervene at a variety of levels when feasible (e.g., policy development, clinical work, research, community intervention, organizational evaluation or change, etc.).

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

and places a primary value on the dynamic exchange of information and support between the social worker and the client and among the clients' own systems.

Students are evaluated on their performance in 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.
6. Proactively engage in practices for career-long learning.

#### **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**

### **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.

### **Work Plan:**

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

### **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:**

# **SPECIALIZED PRACTICE FIELD PRACTICUM EVALUATION OF STUDENT PERFORMANCE**

(SOWK 7530, 7540, 7930, 7940, 7950, & 7960)

5 Credit Hours Full-Time, 2.5 Hours Part-Time

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 inter-relationship phenomena, but also on contextual influences such as community, church/synagogue, social oppression, and other mezzo or macro sources of stress or resource. Likewise, when a student assesses a community or organization, individual and interpersonal factors which may facilitate or impede change are considered when planning strategies. Agencies may provide primarily micro, mezzo, or macro services. Students should be encouraged to intervene at a variety of levels when feasible (e.g., policy development, clinical work, research, community intervention, organizational evaluation or change, etc.).

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

## **Specialized Practice Field Practicum Evaluation of Student Performance\***

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 inter-relationship phenomena, but also on contextual influences such as community, church/synagogue, social oppression, and other mezzo or macro sources of stress or resource. Likewise, when a student assesses a community or organization, individual and interpersonal factors which may facilitate or impede change are considered when planning strategies. Agencies may provide primarily micro, mezzo, or macro services. Students should be encouraged to intervene at a variety of levels when feasible (e.g., policy development, clinical work, research, community intervention, organizational evaluation or change, etc.).

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

## 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. 

1	2	3
2. Demonstrate professional use of self in forming and maintaining helping relationships with clients in an integrated clinical and community practice context. 

1	2	3
3. Critically examine the intersection of personal values, beliefs, and expectations and community values, beliefs, and expectations as they affect the helping relationship. 

1	2	3
4. Demonstrate competency in managing value differences in integrated clinical and community practice in accordance with the values and ethical principles of social work. 

1	2	3
5. Productively utilize feedback about practice through appropriate preparation and active inquiry. 

1	2	3
6. Proactively engage in practices for career-long learning. 

1	2	3

### 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. 

1	2	3
2. Acquire and apply knowledge of diverse populations to enhance the appropriateness and effectiveness of integrated clinical and community assessments and interventions. 

1	2	3
3. Assess and address the impact of structural inequalities on micro, mezzo, and macro systems 

1	2	3

### 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. 

1	2	3
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. 

1	2	3

#### 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. 

1	2	3
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. 

1	2	3

#### 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. 

1	2	3
2. Demonstrate policy practice skills to facilitate institutional or structural changes that advance the well-being of vulnerable groups and individuals. 

1	2	3
3. Effectively utilize policy to enhance practice 

1	2	3

#### 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. 

1	2	3

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

1	2	3

**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. 

1	2	3

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

1	2	3

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

1	2	3

**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. 

1	2	3

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

1	2	3

**Evidence to support ratings:**

**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.   | <table border="1"><tr><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td></tr><tr><td> </td><td> </td><td> </td></tr></table> | <b>1</b> | <b>2</b> | <b>3</b> |  |  |  |
| <b>1</b> | <b>2</b>  | <b>3</b>  |          |          |          |  |  |  |
|          |   |   |          |          |          |  |  |  |
| 2.       | Identify and integrate appropriate, ethical, evaluation strategies that can be used to assess progress, barriers, and outcomes in integrated clinical and community practice. | <table border="1"><tr><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td></tr><tr><td> </td><td> </td><td> </td></tr></table> | <b>1</b> | <b>2</b> | <b>3</b> |  |  |  |
| <b>1</b> | <b>2</b>  | <b>3</b>  |          |          |          |  |  |  |
|          |   |   |          |          |          |  |  |  |
| 3.       | Select and evaluate data analysis approaches for various types of evaluation.   | <table border="1"><tr><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td></tr><tr><td> </td><td> </td><td> </td></tr></table> | <b>1</b> | <b>2</b> | <b>3</b> |  |  |  |
| <b>1</b> | <b>2</b>  | <b>3</b>  |          |          |          |  |  |  |
|          |   |   |          |          |          |  |  |  |

**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 self-paced Asynchronous Orientation to Field Education Modules. Part-time students are introduced to field practicum during their second semester in the self-paced Asynchronous Orientation to Field Education Modules. 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 inter-professional 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.

From: Council on Social Work Education. (2015). Educational Policy and Accreditation Standards.

# **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 assessment.

## **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: Evaluation 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.

## **TSSW MSW CURRICULUM PLANS**

Please contact Academic Affairs to discuss and identify an official course plan.

### **Master of Social Work**

The Master of Social Work program requires 60 credit hours and 900 hours of field education. Those granted Advanced Standing status can complete the degree requirements with 48 hours credit hours and 900 hours of field education.

MSW candidates may choose how they wish to complete the required course and field curriculum.

#### **MSW Curriculum: Full-Time (Approximately 16 Months)**

- Full-time 16-month on-campus program over 4 semesters, starting in the fall and continuing through the spring, summer, and following fall; field education of 24 hours per week starts in spring semester and continues through the subsequent semesters.
- Full-time 16-month online program over 4 semesters with start dates each semester; field education of 24 hours per week starts in second semester and continues through the subsequent semesters.

View Curriculum Plan for the current academic year, see <https://catalog.tulane.edu/social-work/social-work/social-work-msw/#requirements>

#### **MSW Curriculum: Part-Time (approximately 32 months)**

- Part-time 32-month online program over 8 semesters with start dates each semester; field education of 12 hours per week starts in second semester and continues through the subsequent semesters.

View Curriculum Plan for the current academic year, see <https://catalog.tulane.edu/social-work/social-work/social-work-msw/#requirements>

#### **MSW Curriculum: Full-Time Advanced Standing (Approximately 12 months)**

- Advanced Standing 12-month on-campus program over 3 semesters, starting in the spring and continuing through the summer, and following fall; field education

of 24 hours per week starts in spring semester and continues through the subsequent semesters.

- Advanced Standing 12-month online program over 3 semesters with start dates each semester; field education of 24 hours per week starts in first semester and continues through the subsequent semesters.

View Curriculum Plan for the current academic year, see

<https://catalog.tulane.edu/social-work/social-work/social-work-msw/#requirements-text>

### **MSW Curriculum: Part-Time Advanced Standing (approximately 24 months)**

- Advanced Standing Part-time 24-month online program over 7 semesters with start dates each semester; field education of 12 hours per week starts in first semester and continues through the subsequent semesters.

View Curriculum Plan for the current academic year, see

<https://catalog.tulane.edu/social-work/social-work/social-work-msw/#requirements-text>

### **MSW dual degree with the Master of Science in Disaster Resilience Leadership**

The dual degree MSW/MS-DRL program requires 51 credit hours of coursework in social work and 24 credit hours in disaster resilience leadership for a total of 75 hours. The full-time program is 5 semesters. You would take one MS-DRL class each of the first four semesters during your MSW coursework for a total of 15 hours per semester and then one semester of all MS-DRL coursework for 12 hours to complete the dual degree.

Each student completes 900 hours of field work, and individuals pursuing the dual degree will have a field internship program that joins real-world social work practice with disaster risk management.

View Curriculum Plan for the current academic year, see

<https://catalog.tulane.edu/social-work/disaster-resilience/disaster-resilience-leadership-studies-ms/#requirements-text>

### **MSW/MS-DRL Curriculum: Full-Time (Approximately 20 Months)**

- Full-time 20-month on-campus program over 5 semesters, starting in the fall and continuing through the spring, summer, and following fall; field education of 24 hours per week starts in spring semester and continues through the subsequent MSW semesters.

- Full-time 20-month online program over 5 semesters with start dates each semester; field education of 24 hours per week starts in second semester and continues through the subsequent MSW semesters.

View Curriculum Plan for the current academic year, see

<https://catalog.tulane.edu/social-work/social-work/social-work-msw/#requirements>

### **MSW/MS-DRL Curriculum: Part-Time (approximately 40 months)**

- Part-time 40-month online program over 10 semesters with start dates each semester; field education of 12 hours per week starts in second semester and continues through the subsequent MSW semesters.

View Curriculum Plan for the current academic year, see

<https://catalog.tulane.edu/social-work/social-work/social-work-msw/#requirements>

### **MSW/MS-DRL Curriculum: Full-Time Advanced Standing (Approximately 16 months)**

- Advanced Standing 16-month on-campus program over 3 semesters, starting in the spring and continuing through the summer, and following fall; field education of 24 hours per week starts in spring semester and continues through the subsequent semesters.
- Advanced Standing 16-month online program over 3 semesters with start dates each semester; field education of 24 hours per week starts in first semester and continues through the subsequent semesters.

View Curriculum Plan for the current academic year, see

<https://catalog.tulane.edu/social-work/social-work/social-work-msw/#requirements>

### **MSW/MS-DRL Curriculum: Part-Time Advanced Standing (approximately 32 months)**

- Advanced Standing Part-time 32-month online program over 8 semesters with start dates each semester; field education of 12 hours per week starts in first semester and continues through the subsequent semesters.

View Curriculum Plan for the current academic year, see

<https://catalog.tulane.edu/social-work/social-work/social-work-msw/#requirements>

## **MSW dual degree with Master of Public Health**

The MSW dual degree with a Master of Public Health program requires 90 credit hours and 900 hours of field education.

The on-campus program begins in the fall semester and takes at least five consecutive semesters, including the summer. In the beginning of the program, students take courses primarily in social work, and field education of 24 hours per week starts in spring semester and continues through the subsequent MSW semesters. As the candidates progress, they take an increasing portion of their courses in public health. The final semester's coursework focuses solely on public health.

Students interested in this dual degree may want to refer to the separate requirements of the MSW and MPH in Community Health Sciences.

## **MSW dual degree with Juris Doctorate**

Students who wish to pursue the MSW dual degree with a juris doctorate must do so by beginning the joint program at the School of Social Work. The MSW/JD dual degree program is 133 credit hours and requires 900 hours of field work. The MSW, which normally requires 60 credit hours, grants 6 hours for work completed at the Law School, thereby reducing its own requirements to 54 credit hours. The Law School reduces its requirements from 88 to 79 hours. Completion of both degrees takes four years.

	<b>Regular Program Req Hours</b>	<b>Dual Degree Req Hours</b>
<i>MSW</i>	60	54
<i>Law</i>	88	79
<i>Total</i>	148	133

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

## **Certificate Programs**

Students in our MSW program may elect to enhance their education by seeking at certification at no additional cost.

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

- Two mandatory electives SOWK 7015 Collective Trauma and SOWK 7075 Disaster Mental Health and Trauma Intervention
- FEMA Certificate in Introduction to Incident Command Systems + 3 additional specialized trainings in disaster/collective trauma
- Attendance at DaCT meetings
- Focused field placement
- Must be a Tulane MSW student in good standing

View Curriculum Plan for the current academic year, see

<https://catalog.tulane.edu/social-work/social-work/disaster-collective-trauma-certificate/>

### **Certificate in Mental Health, Addiction, and the Family**

- Elective Classes that qualify for the Certificate (2 of your 3 Electives):
  - 7010 Family Trauma
  - 7300 Clinical Intervention with Children and Adolescents
  - 7360 Contemporary Practice with Couples & Families
  - 7365 Clinical Practice in Addiction and Substance Abuse
  - 7370 Introduction into Behavior Pharmacology
- On-campus students - Attend each semester's Journal Club/Community meeting.
- Online students - Once a semester, attend one community meeting or educational opportunity related to the certificate with a 1-page reflection each semester. Meetings and opportunities are to be approved by the Program Director ahead of time.
- Certificate-related field placement with one certificate-related objective included in field work plan

View Curriculum Plan for the current academic year, see

<https://catalog.tulane.edu/social-work/social-work/mental-health-addiction-family-certificate/#requirementstext>

# **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) or licensure in the state where the services are being provided (where the student and agency reside),
- 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.
- 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 may work with the agency to 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**

In the event an approved field instructor is not available or leaves the agency during the student's internship, the Field Education Department will work with the agency to develop a plan which may include locating another qualified supervisor.

## **RELATIONSHIP OF FIELD FACULTY TO SCHOOL**

Field site visits and attendance 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 TSSW. Field instructors are often 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: ADMINISTRATIVE POLICIES**

Included in this section are:

1. Protocol for Field Related Problem Solving
2. Procedures for Problem Resolution
3. Removal of a Student from Field
4. Contract Regarding Incomplete Work
5. Academic Standards
6. Student Professional and Ethical Standards
7. Academic Grievance and Appeals
8. Reporting Discrimination

## **PROTOCOL FOR FIELD RELATED PROBLEM SOLVING**

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 meeting between the student and field instructor to discuss the situation. It is anticipated that the majority of problems related to the field practicum can be resolved at this level. However, if the situation is not resolved between the field instructor and the student, either the field instructor or the student should promptly bring the problem to the attention of the field liaison.

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

Notwithstanding the process outlined above, both the agency and the School have the unfettered discretion to immediately remove a student from the agency setting if either the agency or Field Department 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, they/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 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:

1. Initiate appropriate “next-steps” with the student and the Field Office to facilitate placement in another setting or;
2. 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 may access 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 by the Director of Field Education 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 of the field liaison and Director of Field Education must schedule a meeting immediately and they 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 their standing in the MSW program.

## 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 \_\_\_\_\_(Hours per Week) \_\_\_\_\_(Number of Weeks)

This work will be completed by \_\_\_\_\_

I understand that the grade assigned to this work will/will not reflect a penalty for its delay.

If I fail to complete the assignment by the agreed-upon date, I understand that the course grade of INCOMPLETE will be changed to FAILURE.

Date signed \_\_\_\_\_

Signature \_\_\_\_\_  
(Student)

Signature \_\_\_\_\_  
(Faculty)

## **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.

You can find this information in the [Student Rights & Responsibilities Handbook](#), starting at page 14, including grading policy, academic alerts, hearings, and probation, suspension, and dismissal, along with the Academic Code of Conduct.

## **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 and adhere to the Student Professional and Ethical Standards outlined in the [Student Rights & Responsibilities Handbook](#) starting on page 25.

## **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. A policy that covers student grievances of any grade or course concern or the finding of an Academic Hearing or Professional Standards Review is available in the [Student Rights & Responsibilities Handbook](#) starting on page 29.

## **REPORTING DISCRIMINATION AND OTHER CONCERNS**

Tulane University is committed to having a respectful, supportive, and ethical community. We have a number of resources where members of our community can report concerns or activities that are not in line with these values.

Students, faculty, and staff may use University's Campus Reporting Form at [tulane.edu/concerns](http://tulane.edu/concerns) to report academic or behavioral concerns about themselves or a classmate, discrimination or harassment, potential Title IX violations, health and safety issues, and more. Individuals may include their contact information to have a follow-up or submit anonymously.

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.

# APPENDICES

## FIELD VISIT REPORT (COMPLETED ELECTRONICALLY)

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

## **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.
2. A staff member familiar with the area needs to orient and accompany the students. It is best practice to travel in pairs to complete home visits and/or home-based services.
3. 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.
4. 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.

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.

## **LIABILITY INSURANCE FOR SOCIAL WORK STUDENTS**

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)
2. American Professional Insurance:  
<http://www.americanprofessional.com/sitemap.htm> (Scroll down to Section 13)
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.

# REVISION HISTORY

The following tracks the revision history of the Master of Social Work Field Education Handbook for the Tulane University School of Social Work.

Version Number	Revision Date	Description of Revision (include chapter & section)	Approved By
1	07-01-2021	First iteration of newly revised, formatted, and written handbook.	Glaude, M.