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Field Instruction Manual

Table of Contents

[Introduction](#_Toc349286516) 2

[Social Work Program Mission, Vision, Goals, Objectives](#_Toc349286517) 3

[Social Work Program Competencies & Generalist Practice Behaviors](#_Toc349286518) 4

[The Generalist Intervention Model](#_Toc349286519) 6

[Social Work Program Principle of Nondiscrimination 7](#_Toc349286521)

[Social Work Field Practicum](#_Toc349286523) 8

[Definition of Roles](#_Toc349286520) 10

[Criteria for Selecting Field Instruction Sites](#_Toc349286520) 11

[Criteria for Selecting Agency Field Instructors](#_Toc349286520) 12

[Criteria for Acceptance and Admittance into the Field Practicum Sequence](#_Toc349286524) 14

[Field Progression](#_Toc349286526) 16

[Procedure for Dealing with Unprofessional Behaviors](#_Toc349286527) 20

[Responsibilities of the Field Director/Assistant Field Coordinator 26](#_Toc349286540)

[Social Work Program and Field Advisory Board 27](#_Toc349286541)

[**APPENDICES**](#_Toc349286542)

[APPENDIX A](#_Toc349286543)

[APPENDIX B](#_Toc349286546)

[APPENDIX C](#_Toc349286550)

[APPENDIX D](#_Toc349286553)

[APPENDIX E](#_Toc349286555)

[APPENDIX F](#_Toc349286566)

[APPENDIX G](#_Toc349286568)

[APPENDIX H](#_Toc349286581)

[APPENDIX I](#_Toc349286594)

[APPENDIX J](#_Toc349286599)

[APPENDIX K](#_Toc349286600)

[APPENDIX L](#_Toc349286601)

[APPENDIX M](#_Toc349286602)

[APPENDIX N](#_Toc349286603)

[APPENDIX O](#_Toc349286620)

APPENDIX P………………………………………………………………………………………………………………………………….

APPENDIX Q…………………………………………………………………………………………………………………………………

APPENDIX R………………………………………………………………………………………………………………………………….

APPENDIX S………………………………………………………………………………………………………………………………….

APPENDIX T………………………………………………………………………………………………………………………………….

APPENDIX U…………………………………………………………………………………………………………………………………

APPENDIX V…………………………………………………………………………………………………………………………………

Introduction

The Social Work Department is housed in the College of Arts & Sciences at Texas A&M University- Central Texas.

The BSW program offers a variety of classroom courses designed to educate students to become generalist social work practitioners after graduation. Social work practice courses start in the junior year, after formal admission to the BSW Program. In the senior year students are placed within social service agencies for their field practicum. This supervised internship takes place through a minimum of 16 clock hours a week (preferably a minimum of two full days a week) of supervised experience for both semesters of the senior year, a total of 225 hours to be completed each semester.

**Generalist Social Work Practice**: Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

BPD Web Page retrieved from:

http://www.bpdonline.org/bpd\_prod/BPDWCMWEB/Resources/Definitions/BPDWCMWEB/Resources/Definitions.aspx?hkey=3e3a936d-fe8a-4bd9-8d41-45fdf190bc68

The TAMUCT Field Instruction Manual is provided to explain the nature and scope of our practicum for students, agency field instructors, community agencies, and interested others who wish to further the cause of professional social work education. It is our desire to work cooperatively with agency professionals in our common goals to help clients and communities and to bring about services to deal with the social and personal problems that exist in our communities.

Texas A&M University-Central Texas Social Work Program Vision, Mission, Goals, Objectives

**Vision:**   
To create a culture of excellence in pursuit of positive social change.  
  
**Mission:**   
The mission of the Texas A&M University- Central Texas Social Work Program is to provide a high quality, rigorous and innovative learning experience that helps students develop the knowledge, professional behaviors, and values that are essential in a generalist social work practitioner.  
  
The **goals** of the TAMUCT BSW Program are derived from the Program's mission.  The goals of the program are to:

1.     Develop generalist social work practitioners who are engaged in the promotion of human and community well-being

2.     Maintain a high quality and rigorous learning environment that fosters each student's commitment to, and understanding of, the importance of engaging in evidence-based practice

3.     Promote the importance of respect for human diversity and social and economic justice such that students actively engage in advocacy and service on behalf of the disenfranchised, marginalized, and oppressed

4.     Establish and maintain a learning environment that promotes collegiality, integrity, critical thinking, and academic excellence

5.     Maintain high standards of knowledge, skills, and values to ensure each individual student's appropriateness of fit for the profession of social work

6.     Graduate students who are able to successfully integrate generalist-level learning into career or graduate-level education experiences

**Objectives:**   
Our mission is achieved by:  
·        Responding to the needs of the local community, including the military and non-traditional students.

·        Providing a student-centered education that fosters personal and professional responsibility.

·        Providing compassionate mentorship that models the core values of the social work profession.

·        Fostering commitment to Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence.

Social Work Program Competencies & Generalist Practice Behaviors

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 8 core competencies upon graduation:

**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 regulations 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 understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers 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 structures 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 interconnections 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 processes for translating research findings 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 structures 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 understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. 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, and 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 data 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 workers 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, organizations 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.

# Social Work Program Principle of Nondiscrimination

The Social Work Department of TAMUCT does not discriminate. This includes non-discrimination based on race, color, sex, religion, national origin, age, disability, citizenship, veteran status, gender identity/expression or sexual orientation.

Texas A&M University-Central Texas is an Affirmative Action/Equal Opportunity Institution.

**Social Work Field Practicum**

The purpose of the Social Work Field Practicum is the development of social work competence of generalist practice through the integration and application of the knowledge and understanding developed in the courses of the social work curriculum. The student’s academic learning experiences help to develop the knowledge and skills necessary for effective intervention on many levels to affect ameliorative changes on behalf of the clients and client systems.

In an agency setting, the student has the opportunity to experience growth through the use of self and application of knowledge (Appendix: K). The student will be given opportunities to become knowledgeable about the network of services in the community, as well as learn about gaps in services. The practicum experience is also designed to promote the student’s identification with the social work profession and gain appreciation of the profession’s contributions to the community and society as a whole.

The educational objectives of the Field Practicum are:

1. Each student will become familiar with the structure, organization, and operation of their assigned field agency. He/she will begin to learn the social service delivery system and available resources in the community, will begin to develop a resource of information, and will be able to make appropriate referrals and help clients negotiate that system.
2. Each student must demonstrate an ability to adopt a professional role by assuming responsibility to meet agency and class work standards, by interacting appropriately and effectively with clients and colleagues, by showing accountability for their practice, by setting goals for professional development and competence, by monitoring progress toward meeting those goals, and by adhering to the NASW *Code of Ethics* and Standards of Practice, as well as the Texas State Board of Social Work Examiners’ Code of Conduct.
3. Each student will demonstrate effective communication skills by organizing information (both verbal and written) in a professional manner appropriate to the agency setting.
4. Each student is expected to increase in self-awareness of his/her strengths and weaknesses as well as his/her reactions to authority, conflict, and stress. Each student must demonstrate the ability to evaluate his/her generalist practice (Appendix: M), make use of supervision, and change undesired behavior that violates the NASW Code of Ethics, code of conduct and professional standards when required.
5. Each student must demonstrate ability to work with diverse client systems in order to (a) conduct an assessment; (b) develop an intervention plan that identifies objectives and appropriate interventions; (c) work toward those objectives; (d) evaluate outcomes; (e) terminate appropriately; and (f) conduct follow-up.
6. Each student must begin to demonstrate the integration of theory and evidence-based practice.
7. Each student must demonstrate the application of social work values and ethics to practice, to include developing awareness of prejudices and biases within culturally diverse populations and initiating efforts to modify those stereotypical beliefs and behaviors. The student must also demonstrate an awareness of the impact of oppression and the diverse needs of vulnerable populations.
8. The student will demonstrate the commitment and ability to plan and prepare for his or her career and ongoing professional development. The student will develop interviewing skills.

Criteria For Acceptance & Admission into the Field Practicum Sequence

The following criteria apply to acceptance and admission into the Field Practicum Sequence:

* Demonstrated commitment to social work values, including an awareness of diversity and a willingness to consider others’ viewpoints, as demonstrated by the Rubric for Assessing Professional Behaviors
* Attained an overall 2.5 grade point average, with a C or better in all required social work courses.
* Completed all social work foundation-level and mid-level coursework, along with Practice I. \*Transfer students must have taken at least two TAMUCT social work classes, including HBSE I or II, to demonstrate their readiness for the field practicum.
* Declared social work as their major, be admitted to the Social Work Program, and be in good standing according to the definitions outlined by TAMUCT Office of Student Conduct.
* Completed the field application process, including the pre-field orientation, completed background check form, completed Release of Information form and achieved acceptance to the Field Program.
* Completed successful interviews and acceptance by an agency field placement.
* Students may be allowed interviews at up to three agencies for initial field placement. While every effort will be made to help guide students to an appropriate field placement, should a student be found unacceptable for placement after three interviews, the student will be withdrawn from the practicum sequence. The Field Director/Assistant Field Coordinator will put this information in writing for the field student and meet with the student to review and discuss the course of action to be taken, and the recommendations and options available regarding the possibility of any future placement. Students may not be considered for admission to the practicum sequence until all personal and professional issues identified in the interview process have been resolved.
* Students receiving all 3s or higher in 100% of the professional domain areas receive a letter of acceptance by mail. Students receiving 3s or higher in at least 8 domains (but who received scores of 1 or 2 in 7 domains or less), receive a letter of conditional acceptance and are informed in the letter of conditions for continued matriculation (e.g., complete a semester of classes and schedule an appointment to meet with faculty at the end of the semester to review professional behavior[s]). The program then keeps a record of this data (see Admission Letter Examples, Volume III). Students who receive scores of 1 or 2 in 8 or more domains are not eligible for admission to the major and will be asked to attend a mentorship meeting with the faculty to discuss their future plans.
* Certain arrest/charges/offenses/Adult Protective Services (APS)/Child Protective Services (CPS) history may make it extremely difficult to find a field placement. If we are unable to arrange a field placement, that student cannot complete the BSW degree.
* **Students who are unable to meet one or more of the above criteria may be denied acceptance or admission into the Field Practicum.**

waivers

It is the student’s responsibility to initiate the waiver request. Waiver requests are approved on a case by case basis and a waiver request does not guarantee approval. The Field Director/Assistant Field Coordinator and the faculty has the responsibility to approve any request for a waiver of these eligibility requirements and/or the course sequencing in advance and in writing. Additionally, in order to qualify for a waiver of these eligibility standards, students will be required to submit a written contract to the Field Director/Assistant Field Coordinator detailing when prerequisites, any core curriculum courses, additional requirements or required social work courses will be completed. This waiver and approved written contract will become a supplement to the student’s Field Learning Contract. The student will then have an obligation for satisfactory compliance with the contract and all eligibility criteria prior to the completion of Field Practicum and successful graduation from the Social Work Program.

READINESS FOR FIELD

Based on information obtained from the students’ field applications, input from other social work faculty, review of the Rubric for Assessing Professional Behaviors scores, interviews with the students, and review of the eligibility criteria (including background check), the Field Director/Assistant Field Coordinator makes a decision about readiness for field practice and whether or not to admit students to the Field Program. If a student is not admitted to the Field Program, he/she is informed in person in writing. Options are then discussed with the student.

The RUBRIC FOR ASSESSING PROFESSIONAL BEHAVIORS

Academic performance is separate from professional behaviors. A student may be in good standing academically and may not be admitted into the field program due to unprofessional behaviors that make the student unsuited for the profession. The Rubric for Assessing Professional Behaviors (Appendix: S) is an important tool the Field Program uses to assess the student’s readiness for field. This tool is used to give the student direct feedback on areas they need improvement on as professional social work students to show readiness for field practicum. Unsatisfactory scores on the Rubric for Assessing Professional Behaviors may prevent the student from being admitted into the field sequence.

FINAL DECISION FOR FIELD PLACEMENT

The Field Director/Assistant Field Coordinator makes the final decision about student placement in agencies. The Field Director/Assistant Field Coordinator’s decision about where a student is to be placed is based on the best educational experience for the student. Field placements are located in Bell and Coryell County.

FIELD PROGRESSION

PROGRESSION FOR STUDENTS ENTERING FIELD PLACEMENT SEQUENCE

Step 1: Attend mandatory pre-field orientation

Step 2: Interview with Field Director/Assistant Field Coordinator

Step 3: Field assignments given to agency field instructors/task supervisors & students

Step 4: Student and agency field instructor/task supervisors have interviews

Step 5: If student is accepted, agency field instructor/task supervisor completes the “Field Acceptance Form” **(Appendix:** **G)**, which is turned into the Field Director/Assistant Field Coordinator by the student

Step 6: If the student is not accepted by the agency, they will set up a meeting with the Field Director/Assistant Field Coordinator within one week for additional mentorship and continuation of next step. Field Director/Assistant Field Coordinator will speak with the agency to identify mentorship needs.

Step 7: If agency placement is accepted by both, student and agency field instructor/task supervisor then the following progression will occur:

1. Students will purchase professional liability insurance through TAMUCT when advised by Field Director/Assistant Field Coordinator
2. If the agency requires a background or criminal history check, student will be responsible for this cost if applicable and will return to agency 6 weeks prior to beginning field to complete the background/criminal history check
3. If the agency requires drug testing and/or Tuberculosis (TB) skin test, then the student must have this completed one week prior to the first field class. Student is responsible for the cost and must have a provided a copy to the agency and provide a printed copy of the test results available at the first class to be placed in their student file.
4. One-two weeks prior to the start of the semester, student and agency field instructor/task supervisor meet to establish a schedule for field hours when semester begins
5. Following student’s attendance in first field seminar class, student will sign the “Student Responsibilities Contract for Field Placement” **(Appendix: H)**, then student may begin at agency. Student and agency field instructor/task supervisor will again meet to finalize schedule. Student will maintain a personal copy of learning contract, provide one to agency field instructor/task supervisor, and submit completed learning contract assignments to professor of field seminar class for a grade
6. In field placements where the agency field instructor is a social worker, the student and field instructor will meet a minimum of once per week for professional social work supervision; at which time student will complete the “Field Instructor Supervision Notes” **(Appendix: J)** and both student and social worker will sign it. Student will then maintain a copy, provide a copy to agency field instructor, and submit a copy to the field seminar instructor
7. In field placements where the agency does not have a social worker onsite, the student and agency task supervisor will be expected to meet weekly and complete the “Field Agency Task Supervision Notes” **(Appendix: J)**, and the student will attend group supervision with an approved field consultant social work supervisor by the Field Director/Assistant Field Coordinator. Within the first week of beginning the field seminar class, the student will be provided with the supervisor information in order to schedule weekly supervision. Student and supervisor will meet a minimum of once per week for supervision, at which time student will complete the “Field Consultant Social Work Supervision Notes” **(Appendix: J),** and both student and supervisor will sign it. Student will maintain a copy, provide a copy to supervisor, and submit a copy to field seminar instructor.
8. Field Director/Assistant Field Coordinator will visit agency field instructor/task supervisor and student at the agency a minimum of one time per semester
9. Students pursuing a field placement through the Title IV-E Child Welfare Program will be required to meet all criteria for acceptance into the field practicum sequence. Title IV-E students under contract with the Texas Department of Family and Protective Services (TDFPS) will complete a field placement with Child Protective Services in Region 7 in fall, spring or summer in order to coincide with the Basic Skills Development (BSD) Training schedule. Title IV-E students will complete a block field placement in either Fall, Spring, or Summer semesters under the supervision of a field instructor. Students are required to complete 450 total hours in one semester. Students must be course complete before entering the IV-E field placement and enrolling in the SWKK 485-Child Welfare Practicum course. Students are required to attend the mandatory pre-field orientation conducted by the Field Director during the Spring semester prior to entering their field placement. The Field Director provides students with the required forms and information during the spring orientation meeting. Additionally, Title IV-E students will be required to meet mandatory screening procedures by TDFPS. Title IV-E students are required to attend any mandatory meetings required of all field practicum students.

FIELD INTERVIEWS

After their field interview with the Field Director/Assistant Field Coordinator, students are informed about their tentative field placement assignment with a formal letter. Students are then expected to schedule appointments for interviews with their potential agency field instructors/task supervisors. Student interviews at the agencies are to be completed by the date provided that semester. The Field Director/Assistant Field Coordinator informs the agency field instructor/task supervisors by letter that they should expect students to call for an interview. After the interview with the agency field instructor/task supervisor is completed, the field instructor/task supervisor completes the “Field Acceptance Form” (Appendix: G) and the student returns the form to the Field Director/Assistant Field Coordinator. If a student is denied a field placement at that agency they must set up an appointment with the Field Director/Assistant Field Coordinator within one week for mentorship and continuation of next step. After three initial agency interviews, that student will not be admitted to the field practicum. Students are not guaranteed three agency interviews; this is determined on a case-by-case basis.

ADDITIONAL BACKGROUND AND DRUG TESTING

Students preparing for an individual field interview must provide a completed “Application to the Field” form (Appendix: F), “Release of Information” form (Appendix: E), and “Background Check Form” (Appendix: D). The Field Director/Assistant Field Coordinator provides students with access to the required forms and information during the field orientation meeting. Additionally, field agencies may require students to undergo a separate criminal background check and other background checks and medical testing (i.e. tuberculosis testing and/or drug testing). Students will be responsible for any additional costs. Students will be informed of these additional requirements by the field agency and must comply with these mandates before beginning the field placement.

PROFESSIONAL LIABLITY INSURANCE

Before the student begins field they must purchase professional liability insurance through TAMUCT. Students will be advised by the Field Director/Assistant Field Coordinator when to purchase the professional liability insurance. If a student is denied professional liability insurance coverage, that student will not be admitted to the field practicum.

HOURS BEFORE BEGINNING FIELD I

Students are not to begin seeing clients prior their first field seminar class; however; it is understood that many agencies require that students undergo orientation to the agency, background checks and training. Therefore, Field I students will be allowed to attend these under the guidance of their supervisor and count up to 20 hours prior to actually beginning the field placement. This will allow students and supervisors to be ready for the student actually to begin the educational experience soon after the student has attended their first field seminar class.

FIELD HOURS FOR THE FALL/SPRING

Students who begin a fall/spring field placement will complete the field progression requirements in the spring. Students are required to spend a minimum of 16 clock hours per week (preferably two full days a week) of supervised experience for both semesters of the senior year, a total of 225 hours to be completed each semester. The agency and the student should mutually agree upon the schedule. In order to gain the best educational experience and provide continuum of care to clients, students are expected to be available to be present at least one full 8 hour day, with the remaining ours split into 4 hour increments as arranged with the agency. In some cases an agency may require the student to be present two 8 hour days and not break up their time. Students will complete the “Time Sheet” form (Appendix: I), to be signed by their agency field instructor/task supervisor and submitted to the field seminar instructor at the end of every four weeks. The student will maintain a copy for agency field instructor/task supervisor and turn in the original to the field seminar instructor. Students are expected to notify the agency field instructor/task supervisor and class instructor in advance of absences, when possible. Absences extending beyond two days within the academic semester may result in a decision by faculty liaison, in consultation with the field instructor, to extend the practicum period beyond the scheduled ending date.

FIELD HOURS FOR THE SPRING/SUMMER

Students who begin a spring/summer field placement will complete the field progression requirements in the fall. Students are required to spend a minimum of 23 clock hours per week during the summer semester after doing 16 hours per week in the spring semester; a total of 225 hours to be completed each semester. The agency and the student should mutually agree upon the schedule. In order to gain the best educational experience and provide continuum of care to clients, students are expected to be available to be present at least one full 8 hour day, with the remaining ours split into 4 hour increments as arranged with the agency. In some cases an agency may require the student to be present two 8 hour days and not break up their time. Students will complete the “Time Sheet” form (Appendix: I) to be signed by their agency field instructor/task supervisor and submitted to the field seminar instructor at the end of every four weeks. Students can only bank a maximum of 40 hours after the spring semester ends and before the summer session begins. All banked hours must be documented on a separate time sheet that will be turned in to the field seminar instructor on the first day of field II seminar. Students are expected to notify the agency field instructor/task supervisor and class instructor in advance of absences, when possible. Absences extending beyond two days within the academic semester may result in a decision by faculty liaison, in consultation with the field instructor, to extend the practicum period beyond the scheduled ending date.

**NIGHT AND WEEKEND PLACEMENTS**

Night and weekend placements are very rare and difficult to find, therefore the field program cannot guarantee students that they will be placed in a night and weekend facility. Students should be aware of this situation as they prepare their degree plans to avoid a misunderstanding or unrealistic expectations.

Definition of Field Practicum Roles

The **field instructor** must have a BSW, LBSW license or above for undergraduate students. The field instructor is responsible for supervising the student’s educational experience within an agency or organizational setting. They provide educational direction of the student in order to meet the generalist and/or advanced generalist core competencies in order to develop as a social work practitioner. They are responsible for supervising, teaching social work knowledge, values, skills, ethics, and evaluating student performance. The field instructor models professional role behaviors, social work values and ethics, and provides instruction in values and ethics and their implications for social work practice. The field instructor has the responsibility for the evaluation of student performance. Field instructors provide regular supervisory sessions with students (one hour per week). An orientation to the Field Program is provided at least once per year and new field instructors are required to attend.

The **task supervisor** is a professional in an agency setting who is qualified to provide daily instruction, but does not meet the requirements for field instructor (does not have a social work degree or is not licensed as a social worker). The task supervisor will orient the student to the agency, the agency policies and procedures, and staff. They will provide ongoing supervision as determined by their assessment of the student’s needs for direction and task oversight. The task supervisor will support the student’s needs to gain access to other learning experiences and resources within the agency and community. They may confer with the Field Director/Assistant Field Coordinator along with the student, contracted social work supervisor for mutual planning, feedback, and evaluation of student performance. Task supervisors provide regular supervisory sessions with students. An orientation to the Field Program is provided at least once per year and new task supervisors are required to attend.

The **field seminar instructor** provides instruction in the field class seminar. The field seminar instructor is responsible for providing guidance and support to students, grading all class assignments, maintaining the student time sheets and tabulating the student’s grades. They may confer with the Field Director/Assistant Field Coordinator, field instructor/task supervisor, contracted social work supervisor and student for mutual planning, feedback, and evaluation of student performance.

#### Non- BSW/MSW/MSSW Field Supervisors

The field education program seeks to utilize field instructors who are professional social workers. In exceptional circumstances an agency may offer valuable field experiences, but does not have a professional social worker on staff. If the agency does not employ a social worker who meets the required criteria, then the program utilizes a TAMUCT faculty member or a community based social worker to provide the required social work supervision. Under these circumstances, the agency’s employee serves as the task supervisor. When the field supervision is performed by a TAMUCT social work faculty member, such supervision is considered part of the faculty member’s teaching load.

Procedure

1. Each agency that is considered for placement in which there is no direct professional social work supervisor will be evaluated according to the same criteria that apply to all other field placement agencies.
2. Agencies that have non-BSW /MSW supervisors will only be used for placement if the field experiences offered are not available in agencies that do have professional social work supervision, the experiences are consistent with developing EPAS competencies and social work values and ethics, and can offer exceptional opportunities for student learning.
3. All agency field instructors in such agencies must attend field instructor training and participate in student evaluation.
4. Community social workers who serve as a BSW/MSW supervisor must attend field instructor training and participate in student evaluation.
5. BSW/MSW supervisors must provide weekly supervision to students.
6. Agencies who do not have a BSW/MSW supervisor on site must agree to permit outside MSW supervision of field students.
7. The continued use of an agencies in which there is no BSW/MSW supervisor will be reviewed annually by the Director of Field Instruction.

Criteria for Selecting Field Instruction Sites

The Social Work Program selects field practicum agencies in which the student can be provided with an opportunity to apply the knowledge, skills, and values learned in the academic setting to practical problems in social welfare agencies. Close supervision by departmental faculty and agency field instructors/task supervisors creates an opportunity for student growth and is an important part of the field practicum. Only social welfare agencies that have entered into a contractual, educational partnership with the TAMUCT Social Work Department are designated as field practicum sites (see Appendix: B).

In the course of its history, the TAMUCT Social Work Program has placed students in over 100 agencies in Central Texas. In these agencies students are exposed to diverse cultural, racial, and ethnic perspectives. While being trained by experienced supervisors, students have the opportunity to work with clients, agency administrators, and other staff members whose backgrounds differ from their own.

Besides a diversity perspective, other criteria for selection of agencies include the following:

1. The agency must be willing and able to provide a quality educational experience using CSWE’s 10 core competencies and 41 practice behaviors.
2. The agency must be willing and able to expose students to diverse cultural, racial, and ethnic perspectives.
3. The agency must provide services that are recognized as having a credible social service function.
4. The agency must be willing and able to provide an agency-based supervisor who meets the criteria to be a field instructor/task supervisor.
5. If the agency does not have a qualified social work supervisor, than they must be willing to allow the student to meet for one hour weekly with an identified field consultant.
6. The agency and the agency field instructor/task supervisor must be willing and able to demonstrate an understanding of and commitment to baccalaureate level, generalist social work practice.
7. The agency must have staff available to carry out its daily functions without depending on the support of a TAMUCT BSW student intern.
8. The agency must be willing and able to provide suitable work accommodations for the TAMUCT BSW student intern (e.g., desk, telephone access, privacy for interviews, necessary supplies, etc.).
9. The agency must not allow or expect TAMUCT BSW student interns to transport clients or agency employees in their personal automobiles under any circumstances, nor allow or expect the student to drive the field agency vehicle during or after hours.
10. The agency must not expect/require TAMUCT BSW student interns to use their personal cellular phones to conduct agency business.

Criteria for Selecting Agency Field Instructors/Task Supervisor

1. Agency field instructors/task supervisors must be willing and able to provide a quality educational experience using CSWE’s 10 core competencies and 41 practice behaviors.
2. Agency field instructors must have either a BSW or an MSW from a CSWE-accredited social work program and at least two years post-degree practice experience. If the agency does not have a BSW or MSW on staff, the agency may identify a task supervisor who must have at least two years of experience in the current or similar agency setting. This is done because occasionally an agency has the quantity and quality of experiences available to meet the educational needs of students but does not have an employee available to serve in the role of a field instructor. The task supervisor must allow the student to meet weekly outside of the agency with an identified field consultant.
3. Agency field instructors/task supervisors must be willing and able to understand and support the TAMUCT BSW Program’s mission, definition of generalist social work practice, goals, and Program objectives, as well as the values, ethical principles, and ethical standards of the NASW *Code of Ethics*.
4. Agency field instructors/task supervisors must have sufficient time to meet the educational needs of the student; this includes a minimum of one hour per week of formal supervision with the student, during which the student’s performance with the agency, progress toward course objectives, and strengths and challenges are discussed.
5. The agency field instructor/task supervisor must be willing and able to participate in field visits with the student and field director/assistant field coordinator. At least two field visits are required between the field director/assistant field coordinator, the agency field instructor, and the student during the course of the student’s field placement. These field visits are usually held at the agency and are used to assess the student’s performance in meeting course objectives based on the learning contract.
6. The agency field instructor/task supervisor must be willing and able to complete and discuss performance evaluations (e.g., FIRS and RAPB) on and with the student that are based on generalist social work practice skills, the field seminar course objectives, and the TAMUCT BSW Program’s 10 core competencies.
7. The agency field instructor/task supervisor must be willing and able to complete a final evaluation of the field education program.
8. The agency field instructor/task supervisor must be willing and able to participate in at least one supervisor training workshop, hosted by the TAMUCT field education program.
9. When the field director/assistant field coordinator determine that the agency has met the qualifications to be an approved field placement site and has a qualified field instructor or task supervisor available to provide supervision, the field director/assistant field coordinator arranges for the agency field instructor/supervisor to participate in a new supervisor orientation hosted by the TAMUCT field education program. After a new field agency successfully completes new supervisor orientation, submits a completed Field Instructor Information Form (see page 30, Field Instruction Manual) and Social Work Field Placement Contract (see page 32, Field Instruction Manual), and provides a current résumé to the field education program, the agency is ready to receive student interns.

**PROFESSIONAL SOCIAL WORK SUPERVISION**

Students must receive one hour of professional social work supervision per week to address ethical issues that may arise and provide guidance on professional practice using the “Field Instructor/Task/Field Consultant Supervision Notes” form **(Appendix: J)**. The student is expected to be prepared for supervision and maintain a copy, provide a copy to supervisor, and submit a copy to the field seminar instructor. Should the social work supervisor not be available to meet one week, the student and social work supervisor may have a telephonic meeting. Should there be another week when the supervisor is unable to meet; the student should be prepared to meet with the contracted social work supervisor. Supervision begins the week after the first class day of Field I. Students are expected to participate in professional social work supervision throughout their internship for Field I and Field II. Within the first week of beginning the field seminar class, the student will be provided with the supervisor information in order to attend weekly supervision. This hour of supervision will be documented on a separate time sheet if the student is receiving supervision from the contracted supervisor and is included as part of their internship hours.

Should an agency not have a social worker to provide supervision on site, the student will be expected to attend group supervision with an approved field consultant social work supervisor by the Field Director/Assistant Field Coordinator. (Appendix :J)

**END OF PROGRAM EVALUATIONS**

Students will be required to complete the following evaluations at the end of field II.

* Student Self Evaluation of Student Performance (SSES)-online **(Appendix M)**
* Student Evaluation of Agency **(Appendix N)**
* Department Exit Survey is used to measure the explicit curriculum based on the learning environment. Link will be emailed.
* Foundation Curriculum Assessment Instrument (FCAI) is used to assess the student’s knowledge as a generalist practitioner. Link will be emailed.

**CONFLICT OF INTEREST**

* Students may not be employed by the agency while they are in field placement. Exceptions can be made, but are not guaranteed, for students in Field II nearing graduation. Exceptions will be considered on a case by case basis by the Field Director/Assistant Field Coordinator and must meet specific requirements:
* Meeting with Field Director/Asst. Field Coordinator, field instructor/task supervisor and student.
* The student must have completed a minimum of 420 hours in field.
* Completion of Internship Agreement in which the student and agency supervisor verify that the

student’s supervision and field activities are not the same as those for employment.

* Completion of the field sequence (e.g., attending the remaining field seminar course classes, completing all learning contract assignments, completion of all field evaluations, etc.).
* The field instructor/task supervisor and/or appropriate agency representative must be willing to sign documentation indicating the date/time that the agency takes over liability for the student.
* Meeting with Field Director/Assistant Field Coordinator, field instructor/task supervisor and student, Completed hours, Completed evaluation, Completion of Internship Agreement form **(Appendix: V)**

**Professional social work conduct**

Field students are expected to demonstrate both professional standards of practice outlined in the National Association of Social Workers (NASW) Code of Ethics **(Appendix: T)**.In preparation for the profession, TAMUCT Social Work Program has also adopted the Texas State Board Social Worker Examiners Code of Conduct found within Title 22 of the Texas Administrative Code, Chapter 781 **(Appendix: U**). Students are provided feedback on their performance of these standards through the Rubric for Assessing Professional Behaviors **(Appendix: S)**.

**Use of Technology in the Field:**

The Internet has created the ability for students and social workers to communicate and share information quickly and to reach millions of people easily. Participating in social networking and other similar Internet opportunities can support a students’ personal expression, enable individual social workers to have a professional presence online, foster collegiality and camaraderie within the profession, provide opportunity to widely advocate for social policies and other communication. Social networks, blogs, and other forms of communication online also create new challenges to the social worker-client relationship. Students should weigh a number of considerations when maintaining a presence online:

(a) Students should be cognizant of standards of client privacy and confidentiality that must be maintained in all environments, including online, and must refrain from posting identifiable client information online or conducting searches using client information.

(b) When using the Internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that once on the Internet, content is likely there permanently. Thus, students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.

(c) Students should never interact with clients, co-workers, or supervisors on the Internet, students must maintain appropriate boundaries of the social worker-client relationship in accordance with professional ethical guidelines, just as they would in any other context. *Example, do not ask your supervisor, clients, or co-workers to be your friends on Facebook.*

*Example, do not accept friend request of any client or anyone you work with at your field agency.*

(d) To maintain appropriate professional boundaries students should consider separating personal and professional content online. Should a client seek out a student online, the student should direct the client with the students professional contact information.

(f) Students must recognize that actions online and content posted may negatively affect their reputations among clients and colleagues, may have consequences for their social work careers and can undermine public trust in the social work profession.

*(Adopted from the American Medical Association, 2010)*

Procedures for Dealing with Unsatisfactory Field Performance

Every effort is made (1), to encourage students who appear unsuited for social work to leave the program as early in their academic careers as possible and (2), to deny entry to the field to those students who have identifiable deficiencies.

**Addressing unprofessional behaviors**

Ongoing supervision is key to identifying problems early in the student’s field practicum. The field agency instructor/task supervisor has the responsibility to document and address any work-related concerns or unprofessional behavior in a timely manner with the student and provide appropriate counseling and guidance to remedy the concerns. Should the student continue displaying unprofessional behaviors at their placement, the field agency instructor/task supervisor will do the following to address the behavior:

1. Give the student a verbal warning about the specific behavior.
2. Document the behavior using the “Agency Field Instructor Notes” form or the Task Supervisor Supervision Notes” form **(Appendix: J)**. For a student receiving professional social work supervision outside of the agency, the agency field instructor/task supervisor may notify the contracted social work supervisor to help the student further address this in supervision. The agency field instructor/task supervisor will also notify the Field Director/Assistant Field Coordinator.
3. Should the behavior happen a second time, the agency field instructor/task supervisor may request guidance from the Field Director/Assistant Field Coordinator on next plan of action.
4. The agency field instructor/task supervisor, Field Director/Assistant Field Coordinator, contract social work supervisor (if getting outside supervision) and student may meet to discuss the issue, and the student will complete a Performance Improvement Plan **(Appendix: P)**.
5. Should the behavior continue, the agency field instructor/task supervisor may request a meeting with the Field Director/Assistant Field Coordinator and the student and complete a Corrective Action Agreement **(Appendix: Q).**
6. An evaluative conference with the agency field instructor/task supervisor, Field Director/Assistant Field Coordinator and student will be held within a reasonable time for corrective behavior to be exhibited. A written record of the outcome of this conference will be provided on the Corrective Action Agreement form. If corrective behavior is not exhibited within a reasonable timeframe, the agency field instructor/task supervisor will inform the Director/Coordinator of Field Education of the behavior and provide the necessary documentation.
7. Following the failure to comply with the terms of the Corrective Action Agreement, the student will need to meet with the social work faculty team (not including the Program Director) to discuss future plans and appropriateness of continuation in versus termination from the Social Work Program. Termination from Social Work Program is a likely outcome of termination at a field placement **(Appendix: R).**
8. Students have a right to appeal this decision to the Social Work Program Director. If the appeal involves the social work Program Director, the student has the right to appeal to the College Dean.

**UNPROFESSIONAL BEHAVIORS**

Unprofessional behaviors in the Social Work Program/field placement include, but are not limited to:

* Missing classes/meetings to the degree that it is viewed by professors and/or supervisors as negatively impacting the student’s performance in the classroom and/or field placement setting (CSWE EPAS 2.1.1; RAPB #1).
* Consistently (more than twice) arriving late to or leaving early from class sessions, meetings, etc. without discussion with and approval from the professor and/or supervisor (CSWE EPAS 2.1.1; RAPB #2).
* Frequently (more than twice) failing to communicate with the professor/supervisor to inform of tardiness, absences, class/field placement issues, etc. ahead of time and/or failing to follow up with professor/supervisor following tardiness, absences, class/field placement issues, etc. when communicating ahead of time was not possible (CSWE EPAS 2.1.1, 2.1.3; RAPB #3)
* Demonstrating behavior deemed by professors, faculty, staff, and/or clients to be disrespectful and/or unsupportive of peers, colleagues, clients, and/or community members (CSWE EPAS 2.1.1; RAPB #4)
* Consistently (repeated behavior following at least 2 notices) demonstrating an unwillingness to correct verbal, written, and/or non-verbal communication when such communication has been determined to be inappropriate, disrespectful, unsuitable, or unprofessional in the class, field placement, or community-learning environment (CSWE EPAS 2.1.1; RAPB #5, #9)
* Demonstrating minimal or lack of respect for people with diverse backgrounds and/or experiences as observed by the professor and/or supervisor in the classroom, field agency, or other community-learning environment (CSWE EPAS 2.1.1, 2.1.4; RAPB #6)
* Consistently (repeated behavior following at least 2 notices) demonstrating reluctance to collaborate with peers (CSWE EPAS 2.1.1; RAPB #7)
* Consistently (repeated behavior following at least 2 notices) failing to engage in learning activities and/or monopolizing the learning space in such a way that it limits others from engaging in the learning environment (CSWE EPAS 2.1.1, 2.1.3; RAPB #8)
* Consistently (repeated behavior following at least 2 notices) failing to complete work/assignments/tasks in a timely manner as identified by the professor and/or supervisor and/or submitting assignments/work that lack neatness, accuracy, organization, thoroughness, or is generally incomplete (CSWE 2.1.1; RAPB #10, #14)
* Failing to adjust behaviors and/or demonstrating any unprofessional behavior following feedback on behavior from professor/supervisor (CSWE EPAS 2.1.1; RAPB #11)
* Demonstrating non-compliance with the Social Work Program’s behavioral and academic requirements as outlined in the social work student handbook, and university behavioral and academic requirements as outlined in the TAMUCT student handbook (CSWE EPAS 2.1.1, 2.1.2; RAPB #12)
* Consistently (repeated behavior following at least 2 notices) failing to uphold the ethical standards within the NASW Code of Ethics by not adhering to the ethical responsibilities to clients (Sections 1.01-1.16), to colleagues (Sections 2.01-2.11), in practice settings (Sections 3.01-3.10), as professionals (Sections 4.01-4.08), to the profession (Sections 5.01-5.02), and to the broader society (Section 6.01-6.04) (CSWE EPAS 2.1.1, 2.1.2; RAPB #13)
* Consistently (repeated behavior following at least 2 notices) presenting as unprofessional in attire for work and/or classroom setting as observed and communicated by professor, staff, supervisor, or community member (CSWE EPAS 2.1.1; RAPB #15).

**Immediate placement removal**

The agency field instructor/task supervisor or TAMUCT Field Director /Coordinator may request that a student be withdrawn immediately from a field agency placement for one or more the following egregious behaviors outlined in the NASW Code of Ethics and Texas State Social Worker Board of Examiners Code of Conduct:

One or more of the following egregious behaviors outlined in the National Association of Social Workers *Code of Ethics* (Appendix: T), may be grounds for immediate dismissal from field program and the TAMUCT Social Work Program:

* CONDUCT
  + Providing services beyond their boundaries of their professional education or training (NASW COE 1.04a)
  + Engaging in conflicts of interest that interfere with the exercise of professional discretion and impartial judgment (NASW COE 1.06a)
  + Taking advantage of any professional relationship or exploitation of others to further their personal, religious, political, or business interests (NASW COE 1.06b)
  + Engaging in dual or multiple relationships with clients or former clients (NASW COE 1.06c)
  + Engaging in disrespectful behavior toward colleagues that interferes with the workplace collaboration (see NASW COE 2.01a),
  + Engaging in negative criticism of colleagues that interferes with the workplace collaboration (see NASW COE 2.01b)
  + Lack of cooperation with colleagues that interferes with the well-being of clients (see NASW COE 2.01c)
  + Private conduct that interferes with their ability to fulfill their professional responsibilities (see NASW COE 4.03)
  + Personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with their professional judgment and performance or that jeopardizes the best interest of people for whom they have a professional responsibility (see NASW COE 4.05a)
  + Lack of maintenance and promotion of high standards of practice that interferes with their professional responsibilities (see NASW COE 5.01a)
* Privacy and Confidentiality
  + Soliciting private information from clients when unnecessary (see NASW COE 1.07a)
  + Disclosing confidential information without appropriate and valid consent (see NASW COE 1.07b)
  + Disclosing confidential information that causes serious, foreseeable, and imminent harm to a client or other identifiable person (see NASW COE 1.07c)
  + Disclosing confidential information shared by colleagues that jeopardizes the professional relationship or client well-being (see NASW COE 2.02)
* Sexual Relationship
  + Engaging in sexual activities or contact with a current client (see NASW COE 1.09a)
  + Engaging in sexual activities or contact with a clients’ relative or individuals with whom clients maintain a close personal relationship (see NASW COE 1.09b)
  + Engaging in sexual activities or contact with a former client (see NASW COE 1.09c)
  + Engaging in services with individuals with whom they have had prior sexual relationship (1.09d)
  + Engaging in a sexual relationship with colleagues where there is a conflict of interest (see NASW COE 2.07b)
* Physical Contact
  + Engaging in any physical contact with clients (see NASW COE 1.10)
* Sexual Harassment
  + Sexually harassment of a client (see NASW COE 1.11)
  + Sexual harassment of supervisees, students, trainees, or colleagues (see NASW COE 2.08)
* Derogatory Language
  + Using derogatory language in their written or verbal communications to or about clients (see NASW COE 1.12)
* Dishonesty, Fraud, and Deception
  + Participating in any dishonesty, fraud, or deception that interferes with their professional responsibility or a clients’ well-being (see NASW COE 4.04)

Each case will be reviewed on a case-by-case basis. The following process will be followed for an egregious behavior:

1. The agency field instructor/task supervisor shall notify TAMUCT’s Director/Coordinator of Field Education regarding the specific problem (or vice versa).
2. The Director/Coordinator of Field Education will meet with the agency field instructor/task supervisor and the student and notify the student that withdrawal from field placement is necessary.
3. The student will need to meet with the social work faculty team (not including the Program Director) to discuss future plans and appropriateness of continuation in versus termination from the Social Work Program. Termination from social work program is a likely outcome of termination from a field placement **(Appendix: R).**
4. If termination from the social work program is the outcome the student will have a right to appeal this professional decision to the Social Work Program Director. If the complaint involve the Program Director the student has a right to appeal to the College Dean.

\*Academic performance is separate from professional behaviors. A student may be in good standing academically and still be dismissed from the field practicum and Social Work Program due to unprofessional behaviors that make the student unsuited for the profession.

Students will be evaluated using the Rubric for Assessing Professional Behaviors who exhibit serious deficiencies in their ability to function as beginning level social work practitioners during their first field course, according to the above criteria, will receive a grade of F. No student will be admitted to Field Placement II until all requirements are completed for Field I and the student has received a grade of C or better in Field Placement I.

**Note:** Students will be held to the same criteria in both Field courses.

Responsibilities of the Field Director/Assistant Field Coordinator

The TAMUCT Social Work Program Field Director/Assistant Field Coordinator is responsible for the overall management and coordination of the Field Program. The Field Director/Assistant Field Coordinator works conjointly with the students, social work faculty, social service agency field instructors/task supervisors, and the Social Work Field Advisory Board to assure adherence to the policies and procedures outlined in the Field Instruction Manual. Additional responsibilities include:

1. Conduct an initial screening of students applying for a placement and assess their readiness for this stage of their social work education.
2. During the prior semester, TAMUCT conducts a mandatory pre-field orientation with all students who plan to enter a field placement for the following semester.
3. Review student field applications and determine the agency placement site for each student.
4. Provide suggested learning goals to aid in the design of agency learning objectives developed by the student and agency field instructor/task supervisor.
5. Conduct at least two on-site visits with the student and agency field instructor/task supervisor during the course of the student’s field placement (one per semester).
6. Facilitate a resolution to field-related problems that may arise.
7. Provide guidelines and evaluation tools for the evaluation of the student.
8. Provide needed training on the Field Program and placement supervision to agency-field instructors/task supervisors.
9. Monitor and evaluate the quality of practicum experiences provided by the various agencies and organizations utilized as field settings.
10. Develop the Field Advisory Board comprised of representatives of social service agencies in the community and TAMUCT students to guide Field Program activities.
11. Facilitate meetings of the Field Advisory Board at least once a semester, or as directed by the Field Advisory Board.

Adapted from The Social Work Practicum: A Guide and Workbook for Students, (2008) by C.L. Garthwait

Social Work Program and Field Advisory Board (FAB)

**The purpose of the Social Work Program’s Field Advisory Board is to:**

* Provide current information on trends, issues, and unmet needs within the social work community
* Assist in the development of the most optimal field placements for students
* Provide consultation in an effort to enhance the social work curriculum in response to the changing trends in social work practice
* Assist in improving integration between the social work curriculum and field placement experiences
* Enhance the collaboration between TAMUCT, the social service community, and the broader communities served by the TAMUCT Social Work Program.
* Provide consultation to the Field Program in the area of ethics, program development, and the continued development of criteria for field instruction

**Membership Criteria and Term:**

* Membership in the Field Advisory Board is open to individuals who are involved in the Field Program.
* Membership may represent a cross-section of the social service community, including representatives from behavioral health, aging, schools, children and families, medical, community outreach, criminal justice, populations at risk
* Members are asked to make a commitment of not less than two (2) academic years or not more than (4) years of board service. Members will be assigned a term of office upon acceptance to the board, and board member terms will be staggered
* Members are required to attend a minimum of 50% of scheduled board meetings per academic year to remain an active board member
* Consideration for membership on the board can be initiated by an individual, or agency representative who is actively involved in the TAMUCT Field Program; by a recommendation from the Field Director/Assistant Field Coordinator. Final determination of FAB membership is the responsibility of a vote by the FAB other than the TAMUCT student representative
* Two TAMUCT social work students are also a members. Students are chosen by the Field Director/Assistant Field Coordinator and faculty

(See TAMUCT Field Advisory Board Bylaws)

**APPENDICES**

**APPENDIX A**

**Field Instructor/Task Supervisor Information Form**

(Résumé to be attached to this form)

|  |  |
| --- | --- |
| Name: | Title at Agency: |
| Home Address: | Agency Address: |
| Home City, State & Zip | Agency City, State & Zip |
| Home Phone: | Agency Phone: |
| Home Email Address: | Agency Email Address: |

**EDUCATION AND DEGREES:**

|  |  |
| --- | --- |
|  |  |
|  |  |

**OTHER PROFESSIONAL CREDENTIALS /LICENSES:**

|  |  |
| --- | --- |
|  |  |
|  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Signature** |  | **Date** |

**Please attach a résumé that includes generalist practice experience, and mail or email to:**

**Texas A&M University-Central Texas**

**Social Work Department**

**Tammy Molina-Moore, LMSW, CTS**

**Director of Field Education**

1002 Leadership Place,

Warrior Hall, Ste. 420

Killeen, Texas 76549

Email: t.mmoore@tamuct.edu

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**APPENDIX B**

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# Social Work- Agency Field Placement Contract

The following is an agreement between the Social Work Program at TAMUCT with the designated Social Service Agency (referred to as the agency) to provide field experiences for social work students.

1. TAMUCT will provide students to the agency to engage in field experience during the given semester.
2. The agency field instructor/task supervisor will participate in at least one field instructor orientation workshop before having a student.
3. TAMUCT will assume responsibility for the selection of students and may share with the agency the student’s academic qualifications. The agency may also receive information about student’s volunteer and work experience.
4. The agency will interview potential students for field placement. TAMUCT understands and accepts that the agency has the right to reject a student for a field placement. If the agency has developed written criteria for students to be in placement in their agency, TAMUCT requests that the Social Work Program be furnished a copy of those written criteria.
5. The agency will follow procedures for dealing with a student’s unsatisfactory field performance. If a student is deemed unsuitable for continuation in the field agency, termination procedures will be initiated. (See page 20, Procedure for Dealing with Unsatisfactory Field Performance).
6. TAMUCT will provide the agency with specified educational objectives to be met by the student while in field placement.
7. The agency will provide the student with cases, client contact, and other appropriate learning experiences in order to meet the educational objectives of the field practicum learning contract (Appendix: F).
8. The agency will provide the use of existing office space, including privacy for interviewing, and such equipment and supplies as are necessary to accomplish the learning tasks.
9. The agency agrees to provide the appropriate field instructor/task supervisor time to give supervision to the student while in placement (Appendix: M). The field instructor/task supervisor agrees to participate in the evaluation of the student’s field performance (Appendix: G).
10. The agency field instructor/task supervisor will provide on-going supervision throughout the student’s field placement and will provide at least one hour per week of formal supervision to the student (Appendix: M).
11. TAMUCT agrees to provide a faculty member to serve as educational liaison with the agency around the student’s field placement.
12. The agency agrees to inform TAMUCT regarding any change in policies, procedures, and/or staffing that might affect the quality or nature of field instruction.
13. The agency agrees to provide TAMUCT with agency standards and regulations for personnel. Students are expected to put in sixteen hours a week within their agency. Students are expected to follow office guidelines for agency hours and other regulations as may be appropriate.
14. Students and TAMUCT agree to protect the confidentiality of agency clients. Any written material required for seminars or papers in social work courses will be appropriately disguised so as to protect confidentiality of the agency and the clients.
15. TAMUCT takes the final responsibility for the assignment of student grades.
16. This contract is valid until either the agency or TAMUCT provides thirty days’ notice to the other party for the need to cancel the contract. The contract shall be canceled effective thirty (30) days after the receipt of such notice.
17. All final evaluations **(Appendix: G)** must be completed online using the link provided to field instructors/task supervisors by TAMUCT for each individual student.

1. TAMUCT or the agency may, by written notice to the other party, terminate this agreement in whole or in part at any time the other party fails to perform the listed requirements of this agreement or by mutual agreement that the agreement is no longer necessary.
2. The agency must not allow or expect students to transport clients or agency employees in their personal automobiles under any circumstances, nor allow or expect the student to drive the field agency vehicle during or after hours.
3. The agency must not require the student to use their personal cellular phone to conduct agency business.

Agency Name and Address:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Representative:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title

TAMUCT SOCIAL WORK PROGRAM

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Director/Assistant Field Coordinator, Social Work Program Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department of Social Work Director Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of the College of Arts & Sciences Date

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Provost and Vice President for Academic and Student Affairs Date

Or**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Vice President for Finance & Administration Date

**APPENDIX C**

**Field Instructor/Task Supervisor Orientation Agenda**

* Introductions—Welcome
* CSWE—(p. 2-3) (Handouts)
* Social Worker? What does this really mean?—
* Generalist Practice—(p. 5-6)
* Code of Ethics—(114)
* Social Work Perspective—Ecological—
* Levels of Social Work---Micro, Mezzo, Macro—
* Field Pedagogy-What does this mean?
* Intern Assignment Process—(p. 8-10)
* Contracts for Students—(p. 17)
* Malpractice Insurance (Handout)
* Contracts for Agency—(p. 21) (p. 27-30)
* Learning Contracts—(p. 39)
* Abuse Reporting Laws—In binder (orange)
* Problems in Internship/Gatekeeping—(p. 14-19) (p. 98, 95)
* Background Checks—(p. 32)
* Final Evaluation of Students—(p. 47)
* Agency Evaluation of Social Work Practicum—(p. 90-96)
* Hours-Required & Banking Hours—(p. 12-13)
* Supervision Hour—(p. 13) (p. 100) (Handout)
* Title 9—(p.12)
* Types of Supervision—(Handout)
* Theories—(Handout)
* Syllabus—(Handout)
* Student Orientation Checklist—(Handout)
* What to expect from the Field Director/Assistant Field Coordinator—(p. 23)
* Field Advisory Board—(p.24)
* Questions/Evaluations

**APPENDIX D**

**Field Program**

# Background Check Form

The following information is for the use of the Social Work Program.

Please complete the following:

**Full Name**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Middle Last

**Previous Name(s) Used**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

i.e. maiden name, etc.

**Date of Birth**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MM/DD/YYYY

**Students will not be allowed to go to Field Placement without the results of the background check. The Social Work Program will discuss any questionable results with the student before making a final decision on the student’s status in the program.**

**\*\*\*Students will report if they are investigated by Child Protective Services or Adult Protective Services, have criminal arrests, or are hospitalized for psychiatric care after field orientation, during breaks between semesters or during the field internships. Though this information may not exclude the student from continuing in the Social Work Program, a background may impede or prevent the program from finding a field placement.**

**APPENDIX E**

**Field Program**

**Release of Information Form**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name Universal Identification Number (UIN)

authorize the TAMUCT Field Program to release and exchange with the agency based field instructor in oral and/or written reports, information concerning my physical and mental health, history of drug abuse, child protective services, adult protective services and criminal history.

I understand that no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I understand that this release will expire two (2) years from the date signed below.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature Field Director/Assistant Field Coordinator

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Witness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX F**

# Application TO field

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Personal data Semester/year ­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | | | | | | | | |
| Last | |  | | | | | | First | | | | | | | M.I. | | | | | | | |
| Street Address | | | |  | | | | | | | | | | | Phone ( ) | | | | | | | |
| City |  | | | | | | | State | | | | | | Zip | | | | | | | | |
| E-mail Address | | | | | | | | | | | | | | | | | | | | | | |
| CURRENT Employment | | | | | | | | | | | | | | | | | | | | | | |
| Employer | | |  | | Phone | | ( ) | | | | | | | | | | | | | | | |
| Job Title | | |  | | | | | | Hrs/Wk | |  | | | | | | | | | | | |
| Criminal History | | | | | | | | | | | | | | | | | | | | | | |
| After the age of 17, have you ever been arrested or received a citation other than a minor traffic violation? (DUI/DWI are not minor violations) | | | | | | | | | | | | | | | | | | | YES | | NO | |
| If yes, provide date of occurrence and describe incident (s) and outcomes (s): | | | | | | | | | | | | | | | | | | |  | |  | |
|  | | | | | | | | | | | | | | | | | | |  | |  | |
| Have you ever been investigated for any abuse allegation with adult protective services (APS), child protective services (CPS), child care licensing (CCL), or Texas Department of Aging and Disability (DADS) | | | | | | | | | | | | | | | | | | | YES | | NO | |
| If yes, provide dates of occurrence and describe the incident (s) and outcomes (s): | | | | | | | | | | | | | | | | | | |  | |  | |
|  | | | | | | | | | | | | | | | | | | |  | |  | |
| licenses | | | | | | | | | | | | | | | | | | | | | | |
| List any previous professional license held in any field: | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| Have any received a complaint or been revoked? If yes, explain | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| Mental/Emotional History | | | | | | | | | | | | | | | | | | | | | | |
| Due to the nature and sensitivity of the content related to social work, students are asked to divulge personal information to allow the Field Director/Assistant Field Coordinator to provide mentorship as needed. | | | | | | | | | | | | | | | | | | |  | |  | |
| Are you currently undergoing counseling/psychotherapy? | | | | | | | | | | | | | | | | | | | YES | | NO | |
| If yes, without going into detail, what is the nature of the issue/problem for which you are receiving counseling/psychotherapy? | | | | | | | | | | | | | | | | | | | | | | |
| Have you ever been hospitalized for mental/emotional health? | | | | | | | | | | | | | | | | | | | YES | | NO | |
| If yes, please provide the following information for each hospitalization. An additional sheet may be attached, if necessary. | | | | | | | | | | | | | | | | | | | | | | |
| Dates of Hospitalization | | | | |  | | | | | | |  | | | | | | | | | | |
| Dates of Treatment | | | | |  | | | | | | |  | | | | | | | | | | |
| dRUG & ALCOHOL HISTORY | | | | | | | | | | | | | | | | | | | | | | |
| Have you ever been in a drug and/or alcohol treatment or detoxification center as a client? | | | | | | | | | | | | | | | | | | YES | | NO | | |
| If yes, please list the following information. Attach additional sheets if necessary. | | | | | | | | | | | | | | | | | | | | | | |
| Are you aware of a condition/circumstance that might represent increased liability to you, the University, or social service agencies where you will complete your field placement? | | | | | | | | | | | | | | | | | | YES | | NO | | |
| **\*NOTE: Failure to disclose such information is grounds for denial of admission or later dismissal from the program.** | | | | | | | | | | | | | | | | | | | | | | |
| The faculty may request a written appraisal or evaluative statement from an appropriate professional attesting to the current readiness and fitness of the applicant to enter the Social Work Degree Program. Acknowledgement of criminal activity, mental/emotional problems, or drug and alcohol abuse are not automatically grounds for denial of the application. The program fully realizes that many people go into fields such as social work after facing and dealing with their own personal life issues. The purpose of this section is to ensure that students who are admitted to the program are not actively dealing with issues or exhibiting behaviors that would impair their ability to 1) succeed in such a rigorous program as Social Work; 2) deal with people as an effective helping professional; and/or 3) conform to the standards and expectations of the profession. The Program may require a professional assessment of the person's ability to function should questions arise over any of these areas until completion of the program. | | | | | | | | | | | | | | | | | | | | | | |
| Academic Data | | | | | | | | | | | | | | | | | | | | | | |
| List any previous university or college attended. | | | | | | | | | | | | | | | | | | | | | | |
| Name of College | | | | | | | | | | | | | Major | | | | | | | | | |
| Name of College | | | | | | | | | | | | | Major | | | | | | | | | |
| Name of College | | | | | | | | | | | | | Major | | | | | | | | | |
| Overall number of credit hours completed | | | | | | | | | | Overall GPA | | | | | | | Institution GPA | | | | | |
| List all CSWE accredited social work courses and grades: | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | |  | | | |  | | | | | | | | | | | |  |
|  | | | | | |  | | | |  | | | | | | | | | | | |  |
|  | | | | | |  | | | |  | | | | | | | | | | | |  |
|  | | | | | |  | | | |  | | | | | | | | | | | |  |
|  | | | | | |  | | | |  | | | | | | | | | | | |  |
| What are your career plans? | | | | | | | | | | | | | | | | | | | | | | |
| 1. Immediately after graduation: 2. Long Range | | | | | | | | | | | | | | | | | | | | | | |
| list any work or volunteer experiences you have had in working with people. Describe duties or responsibilities. | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **Signature** | | | | | | | | | | | | | | | | **Date** | | | | | | |

**APPENDIX G**

Field Placement Acceptance Form

# This form is to acknowledge that the following student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has been accepted for a social work internship with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

# Name of Field Instructor/Task Supervisor:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

**APPENDIX H**

Student Responsibilities Contract for Field Placement

Field Placement students should be aware that they are a representative of the university and the host agency. They are expected to conform to acceptable standards of dress, neatness, and courtesy to agency supervisors, fellow workers, staff members of the agency, and clients. They are to abide by the policies and regulations of the agency, as well as the following specific requirements:

1. Student must maintain 70% or higher RAPB scores during Field I & II
2. Student has received, read, understands and will abide by the expectations of the Field Instruction Manual.
3. Students are assigned to field instruction a minimum of sixteen (16) hours per week (ideally consisting of two eight-hour days).
4. Students are responsible for attending weekly professional social work supervision.
5. Students are to keep confidences as they would in any professional situation. They are not to discuss the affairs of the agency with the general public. They are to say nothing that will identify any individual client, employee, or situation. The information they discuss with the agency field instructor/task supervisor, contract social work supervisor and the field seminar instructor in field seminar is confidential in nature and belongs to the agency, not to students personally or professionally. Under no circumstances are agency materials made available to field students to be used for other purposes such as social media of any kind.
6. Students are in field placements as learners. They are expected and encouraged to ask questions to facilitate the learning process. Students should realize that it is extremely unlikely that students’ ideas on “how things ought to be run” will be of sufficient merit to justify immediate implementation. Students should not hesitate to share their ideas, however, with their supervisor, who will listen and be interested.
7. Students are not to enter into personal relationships with clients. They must not make promises to clients to provide favors or special treatment during field placement or afterwards. They are not to join with clients in any criticism of the practice setting to which they are assigned. They are not to make arrangements to meet clients away from the agency after working hours or allow a client to come to their home.
8. **Under no circumstance is a student allowed to transport a client or field agency representative, or drive the field agency vehicle during or after work hours.**
9. Students are not required to use their personal cellular phones.
10. Students are expected to notify the agency field instructor/task supervisor and class instructor in advance of absences. Absences extending beyond two days within the academic semester may result in a decision by Field Director/Assistant Field Coordinator, in consultation with the field instructor/task supervisor, to extend the practicum period beyond the scheduled ending date.
11. Field instruction begins on the first day of class of the academic semester and continues through the last day of instruction. Exceptions to the academic semester schedule may be arranged in advance to meet the agency needs. Students must complete 225 hours a semester. Agency legal holidays and appropriate religious holidays may be observed. Arrangements for religious holidays must be made in advance with the field instructor/task supervisor.
12. Students will report to the Field Director/Coordinator if they are investigated by Child Protective Services or Adult Protective Services, have criminal arrests, or are hospitalized for psychiatric care after field orientation, during semester breaks or during the field internship.
13. Students may be removed from a field placement and/or receive a failing grade in this class for a serious or repeated violation(s) of these expectations, of the students’ responsibilities, of the ethics of the social work profession, or of the policies of the agency.

I have read and understand the above expectations and responsibilities.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Name (Print) Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature

**APPENDIX I**

FIELD TIME SHEET

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Field Placement Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week of :** | | | **Week of :** | | |
|  | **Time in/out** | **Total hours**  **for day** |  | **Time in/out** | **Total Hours**  **for Day** |
| **Monday** |  |  | **Monday** |  |  |
| **Tuesday** |  |  | **Tuesday** |  |  |
| **Wednesday** |  |  | **Wednesday** |  |  |
| **Thursday** |  |  | **Thursday** |  |  |
| **Friday** |  |  | **Friday** |  |  |
| **Other** |  |  | **Other** |  |  |
| **Total Hours for Week** | | | **Total Hours for Week** | | |
|  |  | |  |  | |
| **Week of :** | | | **Week of :** | | |
|  | **Time in/out** | **Total hours**  **for day** |  | **Time in/out** | **Total Hours**  **for Day** |
| **Monday** |  |  | **Monday** |  |  |
| **Tuesday** |  |  | **Tuesday** |  |  |
| **Wednesday** |  |  | **Wednesday** |  |  |
| **Thursday** |  |  | **Thursday** |  |  |
| **Friday** |  |  | **Friday** |  |  |
| **Other** |  |  | **Other** |  |  |
| **Total Hours for Week** | | | **Total Hours for Week** | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Total Hours on Time Sheet:** |  | | **Total Cumulative Hours:** |  |
|  |  |  |  |  |
| **Student Signature:** | **Date** |  | **Agency Supervisor Signature:** | **Date** |

**APPENDIX J**

**AGENCY TASK SUPERVISION NOTES**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Discussion Areas (personal, task, administrative):
2. Decisions/Action Plans:
3. Review of Skills/ Progress on Learning Contract/Class Papers:
4. Areas to work on next week (interactions/activities) or tasks for student/supervisor:
5. Feedback on student’s professional behaviors (Examples: attendance, punctuality, initiation of communication, respect, self-awareness diversity awareness, collegiality, engagement, written expression, initiative and reliability, responsiveness to feedback, compliance with professional requirements & NASW Code of Ethics, quality and quantity of work, or professional appearance):

Hours Accumulated for Week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Agency Task Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note: The student has the responsibility for the completion of this form on a weekly basis. Each supervision log should be turned in as advised by class instructor. If additional pages are needed, please use back of form or staple additional pages to this form.**

**FIELD INSTRUCTOR SUPERVISION NOTES**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Discussion Areas (clinical, personal, task, administrative):
2. Decisions/Action Plans:
3. Review of Theories/Skills/Ethics/Progress on Learning Contract/Class Papers:
4. Areas to work on next week (interactions/activities) or tasks for student/supervisor:
5. Feedback on student’s professional behaviors (Examples: attendance, punctuality, initiation of communication, respect, self-awareness diversity awareness, collegiality, engagement, written expression, initiative and reliability, responsiveness to feedback, compliance with professional requirements & NASW Code of Ethics, quality and quantity of work, or professional appearance):

Hours Accumulated for Week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Agency Field Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note: The student has the responsibility for the completion of this form on a weekly basis. Each supervision log should be turned in as advised by class instructor. If additional pages are needed, please use back of form or staple additional pages to this form.**

**CONTRACTED SOCIAL WORK SUPERVISION NOTES**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Discussion Areas (clinical):
2. Decisions/Action Plans:
3. Review of Theory/Skills/Ethics:
4. Areas to work on next week (interactions/activities) or tasks for student/supervisor:
5. Feedback on student’s professional behaviors (Examples: attendance, punctuality, initiation of communication, respect, self-awareness diversity awareness, collegiality, engagement, written expression, initiative and reliability, responsiveness to feedback, compliance with professional requirements & NASW Code of Ethics, quality and quantity of work, or professional appearance):

Hours Accumulated for Week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Contracted Social Work Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_

**Note: The student has the responsibility for the completion of this form on a weekly basis. Each supervision log should be turned in as advised by class instructor. If additional pages are needed, please use back of form or staple additional pages to this form.**

**APPENDIX K**

***Field I Learning Contract***

***Beginning-Level Social Worker***

1. CSWE Competency: ***2.1.1 Identify as a professional social worker and conduct oneself accordingly.***

A. The student will read the dress code section of the policy and procedure’s manual for

the agency. If no manual is available, then they are to speak with the field instructor/task supervisor at the agency and obtain the dress code rules. The student will then complete one paragraph detailing the dress code procedures.

B. The student will type a formal schedule that is planned and agreed upon by the field instructor/task supervisor and the student within the first week of working at the agency. The student will also include the preferred contact method of the supervisor, and ensure to keep a copy. Student should have an outlined plan for the following: *Breaks, Lunch, Holidays, Spring Break, Inclement Weather, Running Late, Absence, or should an illness or emergency occur and the student will not be able to attend as scheduled*.

C. The student will demonstrate appropriate use of supervision to guide professional judgement and behavior by attending weekly supervision. In order to prepare for their supervision time, the student must come prepared for the meeting with at least three areas to discuss every week. These can be theories, ethics, procedures or overall questions related to the field of social work. The Supervision Notes form found in the Field Instruction Manual must be written by the student in advance of the meeting, with the areas to discuss completed.

D. The student will update their Resource Manual that was created in Intro to Social Work to help assist the clients, residents, or consumers at their agency. Students will ensure that their manuals include the resources most often used at their agency. This resource manual is to be utilized by the student continuously during practicum and updated as needed. Students will type a short memo stating that they have shown the updated Resource Manual to their field instructor/task supervisor.

E. The student will complete a résumé assignment and have it reviewed by TAMUCT Career Services.

F. The student will learn to identify two unhealthy coping mechanisms that they are currently using by the end of the semester. Students will complete one paragraph to explain the two unhealthy coping mechanisms and then complete another paragraph explaining how they will replace those unhealthy coping mechanisms.

G. The student will demonstrate they understand the agency’s mission and services through the completion of the Agency Analysis & Community Presentation.

H. The student will demonstrate an awareness of agency expectations, and with the assistance of their agency field instructor/task supervisor complete the Intern Checklist.

I. The student will demonstrate their ongoing development as a social work professional through the use of journaling. Each student will complete 7 journals detailing one or two key activities that occurred in the field placement each week, social work skills they utilized during the activities, their reactions to and feelings about the experiences, goals and strategies they have developed as a result of these activities, two (2) theoretical frameworksthey have studied in their coursework that helped them understand and plan an approach to what they experienced during the day.

2. CSWE Competency: ***2.1.2 Apply social work ethical principals to guide professional practice.***

A. The student is to identify one population served by the agency with whom they may have personal values, any bias or political differences. The student is then to research which specific social work core value, principle or standard this applies to within the NASW *Code of Ethics*. The student is then to write one paragraph, APA style discussing the above issue and how they plan to make their field instructor/task supervisor aware of this potential conflict.

3. CSWE Competency:  ***2.1.3 Apply critical thinking to inform and communicate professional judgments.***

1. The student will identify one multidisciplinary team meeting within their agency or community and it. The student will submit the flyer/agenda for the meeting. If no flyer/agenda is available, the student will write the information about the meeting to include the name, date, time, address, and purpose for the meeting.

4. CSWE Competency: ***2.1.4 Engage in diversity and difference in practice.***

A. The student is to identify at least one population with characteristics different from those of the student served within that agency. Once they have identified the population, then the student is to research two-peer reviewed articles that apply to a social worker serving that population. The student will then complete an APA style annotated bibliography. The first paragraph will detail the article. The article should be described in enough detail that provides complete understanding of it. The second paragraph should discuss the use of the application from the two articles in assisting the identified population of clients at their agency.

5. CSWE Competency: ***2.1.5 Advance human rights and social and economic justice.***

A. The student will write one paragraph and identify a client not being served by the agency and they will then explain how they would advocate for the client to receive services. The student will then provide a list of 5 potential referral places within the community.

1. Student will research the procedures for reporting in Texas abuse/neglect/exploitation of children/adults. Student will then write one paragraph explaining two reporting options for social workers in Texas and what Texas law states in regard to reporting.

6. CSWE Competency: ***2.1.6 Engage in research-informed practice and practice-informed research.***

1. Students will identify one practice theory commonly used at their agency. Once that has been identified, the student is to research that theory and find two-peer reviewed journal articles related to working with this population at their agency using that specific theory. The student will write up two APA style annotated bibliographies. The first paragraph will summarize the article. Information should concentrate on what the article is about and should be described in enough detail. The second paragraph should discuss if the criteria presents as valid research and the use of this theory with the specific populations at the agency.

7. CSWE Competency: ***2.1.7 Apply knowledge of human behavior and the social environment.***

A. The student will list three developmental theories that relate to the populations being served within their agency. The student will write one paragraph for each theory and explain how this theory helps them better understand and serve with whom they work with at their agency (minimum 1 page).

8. CSWE Competency: ***2.1.8 Engage in policy practice to advance social and economic well being and to deliver effective social work services.***

A. The student should identify at least one major policy within the agency that is currently being used to obtain funding. Once the policy is identified, the student is to write one paragraph describing how this policy impacts the clients in terms of services. Does it limit services to a particular population? Does it unintentionally leave out populations who need services?

9. CSWE Competency: ***2.1.9 Respond to contexts that shape practice.***

A. The student will identify a trend related to the population they are working with at their agency that is impacting social service delivery. This can be accomplished with attending an interdisciplinary/multidisciplinary (MDT) meeting or interview with a social worker to specifically identify a trend affecting the population they are working with at their agency or community. Once the student has identified the trend, the student will discuss ideas and suggestions on how the agency or community could address that trend.

10. CSWE Competency: ***2.1.10 Engage, assess, intervene, and evaluate with the individuals, families, groups, organizations, and communities.***

A. The student will conduct an Integrative Client Assessment while in the field agency. This assessment will include services that the student would suggest in their treatment

plan on all levels of social work. Students are to discuss with their supervisor which client at the agency will be most appropriate and have a client identified by the 3rd week of the semester. The student will use a pseudonym to uphold client confidentiality.

1. The student will identify a client and complete a genogram based on any client . Student will use a pseudonym to uphold client confidentiality. The student will write one paragraph explaining what they learned about the client and how the use of the genogram would benefit that client.

***Field II Learning Contract***

***Entry-Level Social Worker***

1. ***2.1.1 Identify as a professional social worker and conduct oneself accordingly.***

a. The student will complete the three forms required to apply for Texas social work licensure.

b. The student will complete a job search looking for social work position of interest within their community and complete an application for this position. The student will turn in a copy of the job posting.

c. The student is expected to attend one agency/community training, workshop, conference, or training (Ex. NASW Central Texas Branch Meeting). This can be in person or via webinar. The student is to submit a copy of the certificate of completion or flyer/agenda. Student will then write one paragraph about what they learned and how they will apply this to their social work practice. If no certificate or flyer/agenda is provided, student will write identifying information for training (Name, Date, Time, Location, Purpose) and write one paragraph explaining what they learned and how they will apply this to their social work practice.

d. Student will research one peer reviewed article in regards to social work and self

care. Student will then write one paragraph explaining what they learned about the article and how they will apply this to their social work practice.

e. The student will demonstrate appropriate use of supervision to guide professional judgement and behavior by attending weekly supervision. In order to prepare for their supervision time, the student must come prepared for the meeting with at least three areas to discuss every week. These can be theories, ethics, procedures or overall questions related to the field of social work. The Supervision Notes form found in the Field Instruction Manual must be written by the student in advance of the meeting, with the areas to discuss completed.

2. ***2.1.2 Apply social work ethical principals to guide professional practice.***

a. The student will complete the Awareness of Self Paper.

b. The student will complete the Awareness of Leadership Paper.

3.  ***2.1.3 Apply critical thinking to inform and communicate professional judgments.***

a. The student will research and attend one multidisciplinary team (MDT) meeting within their agency or community. The student will critically analyze the role of each participant and the prevention and intervention strategies of the MDT meeting. The student will provide one paragraph with their critical analysis.

b. The student will research the Duty to Warn laws related to mental health in Texas. The student will write up a description of how it applies to A) Generalist Social Work Practitioners and B) their current placement. The student will provide two paragraphs with their analysis.

4. ***2.1.4 Engage in diversity and difference in practice.***

a. The student will interview a client at the agency with characteristics different from those of the student. The student will engage the client as the informant to understand the client’s cultural experience from seeking services from the agency. The student must identify the multicultural identity of the client and explain any physical or language barriers. The student will provide one paragraph with their exploration of this difference.

* **When client walked in, did they feel understood**
* **Any trouble through the door**
* **Did they feel comfortable**

5***. 2.1.5 Advance human rights and social and economic justice.***

a. In order to prepare for the Macro Presentation, the student is to identify one gap in services that result in clients not receiving what they need. The student will also provide ideas on how to address this. This may be due to a lack of funding or specific policy. The student will provide one paragraph to address this.

6. ***2.1.6 Engage in research-informed practice and practice informed research.***

a. The student a research question and then develop a hypothesis related to something they have observed at their agency that has links to theory learned in the SW program. The student will also provide a suggestion on how the agency could answer the question. The student will provide one paragraph to address this to include who, how and how many, the methodology to be used and 2 examples of questions to be asked.

7. ***2.1.7 Apply knowledge of human behavior and the social environment.***

a. The student will continue to use developmental theories they have learned in HBSE I & II within their journals. The student is responsible for letting the professor know which journal they have utilized these specific theories.

8. ***2.1.8 Engage in policy practice to advance social and economic well being and to deliver***

***effective social work services.***

a. The student will interview the client about some policy of the agency that has impacted them. Example: eligibility criteria/limitation of services. Have they experienced this with other agencies and what does the client feel the community can do to respond to this. The student will provide one paragraph to address this.

9. ***2.1.9 Respond to contexts that shape practice.***

a. The student will interview with an agency staff and ask what they believe are social issues that are most responsible that hold the agency back and if they have any suggestions on how the agency could respond to this. The student will provide one paragraph to address this.

b. The student will identify an intervention for their targeted client population that will facilitate the improvement of services or agency structure through the Macro Intervention Presentation.

10. ***2.1.10 Engage, access, intervene, and evaluate with the individuals, families, groups,***

***organizations, and communities.***

* 1. Students will complete an Ecomap of the agency. The student will demonstrate that they can effectively engage in macro work by exploring the possibilities for macro change that would facilitate improvement of the agency services. The student will gather information on agency barriers and then articulate ideas for engaging and promoting changes for two social issues that could be changed within the agency. The student will provide at least one page to address this.

**APPENDIX L**

**Evaluation of Student Performance in the Field**

**Rating Scale for Evaluation of Field Placement Performance**

**TAMUCT Field Instructor/Task Supervisor Rating Scale & Rubric for Assessing Professional Behaviors**

**Field Instructor/Task Supervisor's Rating Scale (FIRS) for Evaluation of Field Placement** **Performance\***

Instructions for rating students on the 10 Core Competencies and related Practice Behaviors:

This assessment instrument is to be used to aid in the evaluation of an intern's field placement performance. The standard by which an intern is to be compared is that of a new, beginning-level, generalist social worker. The 10 core competencies specified in this evaluation form are those established by our national accrediting organization, the Council on Social Work Education (CSWE). Under each competency statement are the practice behaviors we ask that you rate the student on. Following are the criteria:

**5 (A grade equivalent):** The student has excelled at applying the practice behavior in this area.

**4 (B grade equivalent):** The student is functioning above expectations at applying the practice behavior in this area.

**3 (C grade equivalent):** The student has met the expectations for applying the practice behavior in this area.

**2 (D grade equivalent):** The student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.

**1 (F grade equivalent):** The student has not met the expectations for applying the practice behavior in this area and will not be able to do so.

The Rubric for Assessing Professional Behaviors (RAPB) is also included in this assessment. This 15 question rubric asks you to rate the intern based on observed behaviors.

Additional notes about completing this survey:

Comments should be made under each overall competency statement. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which you think the intern needs improvement.

The grade that is assigned will be based on the agency field instructor/task supervisor's overall evaluation of the student's performance in the field placement, in conjunction with the field instructor/task supervisor's evaluation and other submitted materials such as: intern logs, seminar participation, and papers that integrate field with classroom instruction. If you prefer to use another evaluation system in addition to this form to evaluate a student's performance, please discuss this with the Field Director/Assistant Field Coordinator.

*\*The FIRS survey is adapted from rubric courtesy of Charles Zastrow, Ph.D., George Williams College, Williams Bay, WI and the RAPB is adapted from the University of Vermont Department of Social Work, created 6/17/10.*

Please select the season of this assessment.

* Spring (Typically January-May)
* Summer (Typically June-August)
* Fall (Typically September-December)

Please select the semester of this assessment.

* 1st Semester (this is the intern’s first semester in field)
* 2nd Semester (this is the intern’s last semester in field)

Please enter the year of this evaluation (for example: 2014)

Next, we'd like to know more information about you and your intern. Please review and answer the following questions. Shortcut Tip: Pressing the tab key on your keyboard will move your cursor to each box.

Intern's Name (First and Last)

Your Name

Name of your agency

Your Email Address

Your Phone Number

Name of Your Campus Contact/Field Director/Assistant Field Coordinator

Email Address of Your Campus Contact/Field Director/Assistant Field Coordinator

The following is an example of the FIRS questionnaire

Core Competency 2.1.1 - The student identifies as a professional social worker and conducts themselves accordingly.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 5 (A): The student has excelled at applying the practice behavior in this area. | 4 (B): The student is functioning above expectations at applying the practice behavior in this area. | 3 (C): The student has met the expectations for applying the practice behavior in this area. | 2 (D): The student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future. | 1 (F): The student has not met the expectations for applying the practice behavior in this area, and will not be able to do so. |
| 2.1.1a: Advocates for client access to the services of social work. |  |  |  |  |  |
| 2.1.1b: Practices personal reflection and self-correction to assure continual professional development. |  |  |  |  |  |
| 2.1.1c: Attends to professional roles and boundaries. |  |  |  |  |  |
| 2.1.1d: Demonstrates professional demeanor in behavior, appearance, and communication. |  |  |  |  |  |
| 2.1.1e: Engages in career-long learning. |  |  |  |  |  |
| 2.1.1f: Uses supervision and consultation. |  |  |  |  |  |

**APPENDIX M**

**Student Self Evaluation of Performance in the Field**

**Instructions for rating yourself on the 10 Competencies and underlying Practice Behaviors: The 10 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education [CSWE]). Under each competency statement are the practice behaviors we ask that you rate yourself on using the following criteria:**

**5 (A grade equivalent): I have excelled at applying the practice behavior in this area.**

**4 (B grade equivalent): I am functioning above expectations at applying the practice behavior in this area.**

**3 (C grade equivalent): I have met the expectations for applying the practice behavior in this area.**

**2 (D grade equivalent): I have not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.**

**1 (F grade equivalent): I have not met the expectations for applying the practice behavior in this area, and will not be able to do so.**

**Not Yet Demonstrated: I have not had the opportunity to demonstrate the competence of applying the practice behavior in this area. Note: This option is only available during the Field I Midterm Evaluation period.**

**Comments regarding your rating are required for each competency. Please be sure to indicate those areas in which you think you are particularly strong and those areas in which you think you need improvement.**

**This evaluation is intended to provide a self-rating assessment at the completion of your requirements for the Social Work Program.**

The following is an example of the assessment:

#### ****Competency 2.1.1 Student identifies as a professional social worker and conducts oneself accordingly****\*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **5 (A): I have excelled at applying the practice behavior in this area.** | **4 (B): I am functioning above expectations at applying the practice behavior in this area.** | **3 (C): I have met the expectations for applying the practice behavior in this area.** | **2 (D): I have not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.** | **1 (F): I have not met the expectations for applying the practice behavior in this area, and will not be able to do so.** | **Not Yet Demonstrated: I have not had the opportunity to demonstrate the competence of applying the practice behavior in this area.** |
| 2.1.1.a: Advocates for client access to the services of social work | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |

**APPENDIX N**

**Social Work Student Evaluation of Field Agency**

Name:

Agency:

Field Agency Supervisor:

Date:

1. Which practice behavior(s) did your supervisor model most effectively in the field placement?
2. Which practice behavior(s) did your supervisor struggle to model in the field placement?
3. How could the supervisor improve on modeling the practice behavior(s) more effectively
4. Which of the practice behavior(s) was/were the most difficult for you to attain in this field setting?
5. Which of the practice behaviors(s) was/were the least difficult for you to attain in this field setting?
6. Briefly describe your tasks as a student in this agency.
7. What were the most positive learning experiences you had in your field placement?
8. Was your field agency supervisor readily available for supervision at least one hour per week?
9. In what ways could your field agency supervisor have been more helpful to you during your placement?
10. On a scale of one to ten (1-10) with ten being the highest, rate your field placement in terms of a learning experience for you, and provide comments for your rating.
11. Is there anything you would like to have seen changed about your field experience at the agency?
12. Additional Comments:

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX O**

**Field Instructor/Task Supervisor Evaluation of Social Work Practicum**

Academic Year\_\_\_\_\_\_

Name (optional):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please indicate the number and level of students that you supervised during the past year:

From TAMUCT-Killeen\_\_\_\_\_\_\_\_

From other universities\_\_\_\_\_\_

1. How many years have you supervised students?
2. Please select your degree (Undergraduate)

\_\_BSW \_\_Sociology \_\_Education

\_\_Criminal Justice \_\_Psychology \_\_Other

(Graduate)

\_\_MSW or MSSW \_\_Educational Psychology \_\_N/A

\_\_Criminal Justice \_\_Education \_\_Counseling Psychology

1. What is your level of licensure? \_\_\_LBSW \_\_\_LMSW \_\_\_LCSW \_\_\_other (specify)
2. Please answer the following demographic questionnaire:
3. How long have you been an agency instructor?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Gender?: This question is used to evaluate program efforts to promote diversity:\_\_\_\_\_\_\_\_\_\_
5. What is your job title?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. How long have you been practicing Social Work? \_\_\_\_\_\_\_\_\_\_\_\_years/months
7. What percentage of the client population of your agency is in each ethnic group?

\_\_\_\_\_White(not Hispanic)\_\_\_\_\_\_Black \_\_\_\_\_\_\_\_American Indian/Alaskan National

\_\_\_\_\_Hispanic \_\_\_\_\_\_Asian/Pacific Islander

1. Which of the following best describes the organization for which you work?

\_\_\_\_public \_\_\_\_private, non-profit \_\_\_\_private, profit \_\_\_\_other

1. Please indicate the number of times each semester that your TAMUCT field liaison visited you and your agency.

1st semester\_\_\_\_\_\_\_\_ 2nd semester\_\_\_\_\_\_

1. Please indicate the number of times you had telephone contact with your field liaison during each semester.

1st semester\_\_\_\_\_\_\_\_ 2nd semester\_\_\_\_\_\_

1. Did you have an agency visit prior to the placement? \_\_\_Yes \_\_\_No
2. Did you receive a practicum field manual prior to or at the beginning of the semester? \_\_\_Yes \_\_\_No
3. Did you receive a seminar syllabus at the beginning of the semester?

\_\_\_Yes \_\_\_No

1. Did you attend a training workshop sponsored by TAMUCT Social Work Program during the past year? \_\_\_Yes \_\_\_No

The below section asks you to provide feedback on the support that you received from TAMUCT ’s Field Education program. For these statements, please circle the number that most closely conveys your response, ranging from **1 = inadequate or poor quality** to **5 = excellent quality**.

|  |  |
| --- | --- |
| ***Item*** | ***Poor Excellent*** |
| Orientation provided by TAMUCT ’s Field Education office | 1 2 3 4 5 |
| Communication with the Field Director/Assistant Field Coordinator | 1 2 3 4 5 |
| Overall liaison support | 1 2 3 4 5 |
| Clarity of your role as a field instructor | 1 2 3 4 5 |
| Integration of field practicum with the field seminar | 1 2 3 4 5 |
| Information for developing the learning contract | 1 2 3 4 5 |
| Student evaluation form | 1 2 3 4 5 |

For the next series of questions, please rate TAMUCT ’s Social Work Program for preparing students for **beginning their BSW field placements** (not for beginning social work practice). This rating should be based on the curriculum rather than the individual students.

|  |  |
| --- | --- |
| ***Item*** | ***Poor Excellent*** |
| Overall level of generalist social work practice skills | 1 2 3 4 5 |
| Understanding and commitment to social and economic justice | 1 2 3 4 5 |
| Knowledge of and commitment to working with diverse populations | 1 2 3 4 5 |
| Knowledge of and commitment to working with vulnerable populations | 1 2 3 4 5 |
| Preparation for beginning to conduct assessment of individuals and families | 1 2 3 4 5 |
| Preparation for beginning to facilitate group processes | 1 2 3 4 5 |
| Ability to engage clients empathetically | 1 2 3 4 5 |
| Ability and willingness to engage in supervision | 1 2 3 4 5 |
| Interviewing skills | 1 2 3 4 5 |
| Oral communication skills for interacting with colleagues | 1 2 3 4 5 |
| Written communication skills | 1 2 3 4 5 |
| Leadership skills | 1 2 3 4 5 |
| Commitment to ongoing professional development | 1 2 3 4 5 |
| Critical thinking and problem solving skills | 1 2 3 4 5 |

The final section asks you to evaluate our program’s success in preparing students as beginning Bachelor level social work practitioners as they complete their practicum. This rating should be based on the curriculum rather than the individual students.

|  |  |
| --- | --- |
| ***Item*** | ***Poor Excellent*** |
| Identifies as a professional social worker and conducts self accordingly | 1 2 3 4 5 |
| Applies social work ethical principles to guide professional practice | 1 2 3 4 5 |
| Applies critical thinking to inform and communicate professional judgments | 1 2 3 4 5 |
| Engages diversity and difference in practice | 1 2 3 4 5 |
| Advances human rights and social and economic justice | 1 2 3 4 5 |
| Engages in research-informed practices and practice-informed research | 1 2 3 4 5 |
| Applies knowledge of human behavior and the social environment | 1 2 3 4 5 |
| Engages in policy practice to advance social and economic well-being and to deliver effective social work services | 1 2 3 4 5 |
| Responds to contexts that shape practice | 1 2 3 4 5 |
| Engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities | 1 2 3 4 5 |

**Please feel free to provide additional comments or recommendations below regarding field liaison, the practicum coordinator, and the TAMUCT Social Work Program. Comments can include strengths or areas for improvement of the program, and any other comments that will help us to achieve our mission.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Please return this completed form at the end of the final practicum semester to:

Please mail/scan to:

Texas A&M University-Central Texas

Social Work Program

Tammy Molina-Moore, LMSW, CTS

Director of Field Education

1002 Leadership Place,

Warrior Hall, Suite. 420

Killeen, Texas 76549

Email: [tmmoore@tamuct.edu](mailto:tmmoore@tamuct.edu)

**APPENDIX P**

**Field Instruction performance improvement plan**

(This form is to be filled out by the student)

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Student is to describe area of concern in behavioral terms.
2. Student must describe what must be done to correct the behavior(s) identified above.
3. Establish the time frame by which the corrected behavior(s) is(are) to occur. If there are steps to be accomplished over a period of time, name each step and provide a date for accomplishment.
4. Identify the consequences to the student if the desired behavior change(s) does(do) not occur.

Signature of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Field Agency Instructor/Task Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_

Signature of Field Director/Assistant Field Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Director/Assistant Field Coordinator

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

**APPENDIX Q**

**Corrective Action Agreement**

Date and Location of Meeting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor/Task Supervisor’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Director/Assistant Field Coordinator’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meeting Participants (list and provide title for each):

1. Describe areas of concern with student’s performance in behavioral terms.
2. Describe what the student must do to correct the behavior(s) identified above.
3. Establish the time frame by which the corrected behavior(s) is(are) to occur. If there are steps to be accomplished over a period of time, name each step and provide a date for accomplishment.
4. Identify the consequences to the student if the desired behavior change(s) does(do) not occur.
5. Document any previous discussions with this student that have occurred about this issue.

**Evaluative Conference:**

Student, Field Director/Assistant Field Coordinator and field Instructor/task supervisor will meet on (date and time) to evaluate the student’s progress toward the desired behavior(s).

Signatures for agreement on plan:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Field Instructor/Task Supervisor Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Director/Assistant Field Coordinator

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

**Documentation of Evaluative Conference**

Describe how the student did or did not demonstrate the desired behavior(s).

Signature for Evaluative Conference:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Field Instructor/Task Supervisor Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

**APPENDIX R**

**Social Work Field Dismissal Form**

Date and Location of Meeting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor/Task Supervisor’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Director/Assistant Field Coordinator Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meeting Participants (list and provide title for each):

1. Student is discharged from the social work program for the following reasons:

Signature of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Field Education Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Faculty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Faculty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Faculty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX S**

**Rubric for Assessing Professional Behaviors (RAPB)**

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

| Professional Behaviors | 1  Unacceptable | 2  Needs  Improvement | 3  Acceptable | 4  Outstanding |
| --- | --- | --- | --- | --- |
| 1. Attendance: Attends classes and related meetings  (CSWE EPAS 2.1.1) | Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance. | Student has missed several (4-5) classes and/or a moderate number meetings such that it impacts performance. | Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance. | Student attends all classes and/or meetings. |
| 2. Punctuality: Is punctual and present  (CSWE EPAS 2.1.1) | Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester. | Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester. | Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor. | Student is always on time and stays until the end of class/meetings. |
| 3. Initiation of Communication: Initiates communication with the professor/supervisor  (CSWE EPAS 2.1.1; 2.1.3) | Student rarely contacts the instructor/supervi-sor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence. | Student may contact the professor/supervi-sor to inform of tardiness/absence, but generally does so after the occurrence. | Student almost always contacts the professor/supervisor prior to the occurrence to inform of tardiness/absence. In rare instances when this is not done prior, the student contacts the professor/supervisor immediately after. | Student always contacts the professor/supervi-sor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency, and then contacts the professor immediately thereafter. |
| 4. Respect: Demonstrates respect and support in relationships  (CSWE EPAS 2.1.1) | Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members. | Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members. | Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interac-tions. | Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/in-teractions. |
| 5. Self-Awareness: Demonstrates self-awareness  (CSWE EPAS 2.1.1) | Student rarely shows self-awareness about the impact of verbal and non-verbal communications. | Student occasionally shows self-awareness about the impact of verbal and non-verbal communications. | Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications. | Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications. |
| 6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity  (CSWE EPAS 2.1.1; 2.1.4) | Student’s classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people. | Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions. | Student’s classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people. | Student’s classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people. |
| 7. Collegiality: Demonstrates collegiality and collaborative interactions  (CSWE EPAS 2.1.1) | Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning. | Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships. | Student almost always works collaboratively with team members, and/or student almost always engages positively with others. | Student always works collaboratively with all team members, and/or student always engages positively with others. |
| 8. Course Engagement: Demonstrates appropriate engagement in class activities/discussions  (CSWE EPAS 2.1.1) | Student rarely engages in class activities/discus-sions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment. | Student occasionally engages in class activities/discus-sions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment. | Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment. | Student always engages in class activities/discus-sions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment. |
| 9. Written Expression: Strives for a high level of written expression  (CSWE EPAS 2.1.1; 2.1.3) | Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F. | Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a low C. | Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a high C. | Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A. |
| 10. Initiative & Reliability: Demonstrates initiative, reliability and dependability  (CSWE EPAS 2.1.1) | Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time. | Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates. | Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time. | Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time. |
| 11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself.  (CSWE EPAS 2.1.1) | Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly. | Student is usually receptive to suggestions and feedback but does not adjust performance accordingly. | Student is almost always receptive to suggestions or feedback and adjusts performance accordingly. | Student is always receptive to suggestions or feedback from others and adjusts performance accordingly. |
| 12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies.  (CSWE EPAS 2.1.1; 2.1.2) | Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual. | Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual. | Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual. | Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual. |
| 13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety  (CSWE EPAS 2.1.1; 2.1.2) | Student is consistently non- compliant with one or more components of the Code of Ethics. | Student is only moderately compliant with components of the Code of Ethics. | Student is almost always compliant with the Code of Ethics. | Student consistently demonstrates compliance with the Code of Ethics. |
| 14. Quality and Quantity of Work: Strives for high quality work that meets assignment guidelines.  (CSWE EPAS 2.1.1) | Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete. | Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete. | Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete. | Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete. |
| 15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibil-ities.  (CSWE EPAS 2.1.1) | Student’s professional attire and presentation is consistently inappropriate for professional and classroom settings. | Student's professional attire and presentation is frequently inappropriate for professional and classroom settings. | Student's appearance is routinely appropriate for classroom and professional settings. | Student's appearance is consistently appropriate for classroom and professional settings. |

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

Professor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX T**

**The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:**

**1.05 Cultural Competence and Social Diversity**

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

**2.01 Respect**

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.   
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

**4.02 Discrimination**

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

**6.04 Social and Political Action**

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

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| http://www.socialworkers.org/pressroom/events/peace/images/red_divide.gif |

**Preamble**

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

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

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

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

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

**Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

**Ethical Principles**

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

**Value:** *Service*

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

**Value:** *Social Justice*

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

**Value:** *Dignity and Worth of the Person*

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

**Value:** *Importance of Human Relationships*

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

**Value:** *Integrity*

**Ethical Principle:** *Social workers behave in a trustworthy manner.*   
Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*   
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

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

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

**1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**

**1.01 Commitment to Clients**

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

**1.02 Self-Determination**

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

**1.03 Informed Consent**

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients’ right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

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

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

**1.04 Competence**

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

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

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

**1.05 Cultural Competence and Social Diversity**

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

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

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

**1.06 Conflicts of Interest**

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

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

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

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

**1.07 Privacy and Confidentiality**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**1.08 Access to Records**

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

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

**1.09 Sexual Relationships**

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

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

**1.10 Physical Contact**

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

**1.11 Sexual Harassment**

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

**1.12 Derogatory Language**

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

**1.13 Payment for Services**

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

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

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

**1.14 Clients Who Lack Decision-Making Capacity**

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

**1.15 Interruption of Services**

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

**1.16 Termination of Services**

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

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

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

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

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

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

**2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES**

**2.01 Respect**

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

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

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

**2.02 Confidentiality**

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

**2.03 Interdisciplinary Collaboration**

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

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

**2.04 Disputes Involving Colleagues**

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

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

**2.05 Consultation**

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

**2.06 Referral for Services**

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

**2.07 Sexual Relationships**

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

**2.08 Sexual Harassment**

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

**2.09 Impairment of Colleagues**

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

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

**2.10 Incompetence of Colleagues**

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

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

**2.11 Unethical Conduct of Colleagues**

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

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

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

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

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

**3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

**3.01 Supervision and Consultation**

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

**3.02 Education and Training**

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

**3.03 Performance Evaluation**

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

**3.04 Client Records**

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

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

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

**3.05 Billing**

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

**3.06 Client Transfer**

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

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

**3.07 Administration**

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

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

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

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

**3.08 Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

**3.09 Commitments to Employers**

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

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

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

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

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

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

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

**3.10 Labor-Management Disputes**

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

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

**4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

**4.01 Competence**

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

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

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

**4.02 Discrimination**

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

**4.03 Private Conduct**

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

**4.04 Dishonesty, Fraud, and Deception**

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

**4.05 Impairment**

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

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

**4.06 Misrepresentation**

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

**4.07 Solicitations**

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

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

**4.08 Acknowledging Credit**

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

**5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

**5.01 Integrity of the Profession**

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

**5.02 Evaluation and Research**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

**6.01 Social Welfare**

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

**6.02 Public Participation**

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

**6.03 Public Emergencies**

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

**6.04 Social and Political Action**

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

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

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

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

**APPENDIX U**

**Texas State Board of Social Worker Examiners**

**Code of Conduct**

(a) A social worker must observe and comply with the code of conduct and standards of practice set forth in this subchapter. Any violation of the code of conduct or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.

(1) A social worker shall not refuse to perform any act or service for which the person is licensed solely on the basis of a client's age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.

(2) A social worker shall truthfully report her or his services, professional credentials and qualifications to clients or potential clients. A social worker shall not advertise or claim a degree from a college or university which is not accredited by the Council on Higher Education Accreditation.

(3) A social worker shall only offer those services that are within his or her professional competency, and shall provide services within accepted professional standards of practice, appropriate to the client's needs.

(4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.

(5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.

(6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.

(7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.

(8) A social worker shall be responsible for setting and maintaining professional boundaries.

(9) A social worker shall not have sexual contact with a client or a person who has been a client.

(10) A social worker shall refrain from providing services while impaired by physical health, mental health, medical condition, or by medication, drugs or alcohol.

(11) A social worker shall not exploit his or her position of trust with a client or former client.

(12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.

(13) A social worker shall refer a client for those services that the social worker is unable to meet, and shall terminate services to a client when continuing to provide services is no longer in the client's best interest.

If you have a question about the professional performance of a social worker licensed by the Texas State Board of Social Worker Examiners call toll-free at 1-800-232-3162. In Austin, call (512) 719-3521 or write to: Texas State Board of Social Worker Examiners, P.O. Box 149347, Mail Code 1982  
Austin, Texas 78714-9347 <http://www.dshs.state.tx.us/socialwork> 1-800-942-5540 (Complaint Hotline)

**APPENDIX V**

**Completion of Internship Agreement**

Date and Location of Meeting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor/Task Supervisor’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Director/Assistant Field Coordinator Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This agreement is verification that the student, Field Instructor/Task Supervisor and Field Director/Assistant Field Coordinator met on the following day\_\_\_\_\_\_\_\_\_\_\_\_\_ to discuss the exception for employment. The agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has allowed the student to complete their internship hours by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for employment eligibility. The field student has completed their 450 hour internship with the following agency and the agency field instructor/task supervisor has verified these hours. The agency field instructor/task supervisor has also completed the students’ final field evaluation which was a grade of \_\_\_\_\_\_\_\_\_\_.

The following must be attached:

* Time Sheets
* Evaluation of Student Performance in Field

The following signature certifys that the student has completed their field obligations with the agency and is eligible for employment.

Signature of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Field Instructor/Task Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Field Education Director/Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_