

ALBANY STATE UNIVERSITY

BACHELOR OF SOCIAL WORK PROGRAM

BSW FIELD MANUAL



ALBANY STATE UNIVERSITY
Albany, Georgia

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Albany State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters and educational specialist degrees. Albany State University is also accredited by the National Council for Accreditation of Teacher Education, the Georgia Professional Standards Commission, the Association of Collegiate Business Schools and Programs, the National League for Nursing, the Georgia Board of Nursing and the Council on Social Work Education. Individual colleges and departments also hold memberships in the regional and national professional organizations associated with their respective disciplines.

The Bachelor of Social Work (BSW) program of the Department of Social Work is fully accredited by the Council on Social Work Education (CSW.). The Master of Social Work (MSW) program is fully accredited by the Council on Social Work Education (CSWE). Please contact the Social Work Department for further accreditation information.

The BSW Field Manual is for informational purposes only and is not an official publication of Albany State University. For official rules, regulations, and degree requirements, please refer to the ASU's Student Catalog.

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INTRODUCTION

An important part of Albany State University's undergraduate curriculum in Social Work since the inception of the Program, has been the assignment of social work students to an agency, an institution, or an organization to engage in hands-on experiences. Over time, students in the Social Work BSW Program have been placed in agency settings within the Albany area, as well as the surrounding counties. Mutually beneficial working relationships between the University, the students and the agencies have provided opportunities for professional growth, and employment experiences.

Agency participation in the learning process is not only essential, but also greatly appreciated by the University, as it involves additional effort by field instructors with full-time work assignments. Students in field placements are provided scholarly directed learning activities under supervision. Students are to apply, test and integrate the principles, theories, skills and values extrapolated from the social work curriculum as they engage in their field placements with individuals, families, groups, organizations and communities.

The *BSW Field Manual* is used to organize the placement process and the field experience as a positive curriculum component in the Department of Social Work. This document is created as a tool for students, field instructors, and faculty to utilize in an effort to introduce students to the true functions of the generalist social work perspective. It further allows the student to realize the extent of their personal knowledge base, and enhance their knowledge base by interacting with a professional social worker in an agency setting.

BACCAULAUREATE SOCIAL WORK AT ALBANY STATE UNIVERSITY

1.0 THE BSW PROGRAM IN CONTEXT

1.0.1 Department of Social Work

For students anticipating careers of helping to improve the quality of life by working with various client systems, the Department provides both a bachelor's degree and master's degree in social work and provides academic preparation for work in a variety of settings. The Bachelor of Social Work program prepares students as generalist practitioners to work with client systems at various levels, including individuals (micro), groups and families (mezzo), and communities and organizations (macro). The Master of Social Work program prepares students for advanced, autonomous clinical practice with children, families, and vulnerable adults across the lifespan.

The Department provides training in skills used in both understanding humans and in successful professional interventions with individual clients and multiple client systems. These skills include application of theoretical constructs to ethical practice, the ability to engage in culturally competent practice in diverse settings; the attainment of social and economic justice for individuals, families, groups, communities and organizations; relationship-building; data collection; assessment; intervention; advocacy; evaluation; termination; critical thinking; social policy analysis; and the ability to be critical consumers and producers of social research.

The Department of Social Work is housed in the College of Business, Education, & Professional Studies. Albany State University received approval from the Georgia Board of Regents to incorporate an undergraduate major in Social Work in September of 1981. The Office of Education awarded a Title III Curriculum Development Grant to the Social Work Program for the purpose of meeting the standards for accreditation as outlined by the Council on Social Work Education (CSWE). The Bachelor of Social Work (BSW) Program received accreditation status by CSWE in February of 2003.

The BSW program is offered at the upper division level and is a major concentration. It is planned for undergraduates who will become generalist social workers, and will immediately engage in practice upon graduation, with many going on to attend the Master of Social Work (MSW) program. Further, the BSW program is designed to enhance the on-the-job experiences and skills of practitioners' through its strong theoretical base and engagement in research-informed practice. The Fall semester of 2003, the BSW program attracted students with interests across settings as well as those with special interest in actively participating in the Title IV-E Program. The number of students in the undergraduate social work program continues to grow.

The University received approval from the Georgia Board of Regents (BOR) to develop a Master of Social Work program in March of 2008. The program was developed and received the full approval of the Georgia BOR on May 27, 2010. On August 13, 2010, the MSW program received approval from the Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC), the accrediting body of all colleges and universities in the Southeastern United States. The Master of Social Work program achieved "Candidacy" status from the CSWE, the national accrediting body for all social work programs in the United States, on February 11, 2012. The MSW Program was successfully approved for full accreditation status in February of 2014 by the Council on Social Work Education.



THE BSW CURRICULUM

2.0 BSW PROGRAM'S CONCEPTUAL FRAMEWORK

2.01 BSW Mission Statement

The mission of the Bachelor of Social Work program is to advance social, economic and environmental justice by preparing students for competent, empowering generalist social work practice with individuals, families, groups, communities and organizations.

The BSW program of Albany State University is a fully accredited program by the Council on Social Work Education (CSWE) and aligned with the core competencies. The Program is uniquely connected to Albany State University's mission, vision, and values, shares the common goal of preparing students to become outstanding social workers and, thereby, contributors to society through service, particularly to underserved populations.

The BSW program prepares students for competent service to diverse populations who are oppressed, marginalized, and underserved in Southwest Georgia and beyond. This focus is in keeping with the profession's commitment to promote social justice, economic stability, and environmental safety. The BSW program prepares bachelor level social workers for entry-level positions, and/or admission into an accredited graduate program in social work.

In the classroom and field, students develop the foundational knowledge, values and skills needed to function as social work professionals utilizing critical thinking skills to work in an ethical manner with others to affect change with individuals, families, groups, organizations, and communities. In their field placements, students complete their educational experience in approved field settings that specialize in working with the issues of children, families, individuals and the elderly throughout the life cycle. Field sites may include public agencies that specialize in working with individuals, families and groups, in community-based centers and in agencies that are privately funded. Upon graduation, students will be prepared to assume entry-level roles in the provision of direct services, planning, and advocacy and program/practice evaluation within public and private organizations/agencies.

The program started with ASU as a Historically Black University (HBCU), and continues to be broad enough to provide students with the knowledge, values and skills necessary to work with diverse populations. Drawing from the painful history of the African-American experience, the program is particularly sensitive to the plight of all oppressed and/or underserved populations (e.g. women, the elderly, children, the poor, those with disabilities, the transgendered, communities, Latinos, Asians, Native Americans, refugees, immigrants, veterans, etc.). Accordingly, while attention is given to the various aspects of African-American life, the program is responsive to, and concerned with, all groups who share in the struggle for equality and freedom from oppression around the world. The trademark of the BSW program is a dual focus on individuals who are underserved and their social and physical environments. The generalist model considers the interplay of personal and collective issues and incorporates a variety of human systems to create change and to maximize social functioning.

The BSW program challenges students to become lifelong learners who are ethically motivated to continue developing new knowledge and skills throughout their careers. The faculty models this for students by assuming leadership roles within the profession, engaging in service and scholarship aimed at continually advancing social work practice, and offering curricula that is at the forefront of the new and developing knowledge bases of social work and its supporting disciplines.

2.02 BSW Program Goals

The BSW program is aligned with the core competencies of educational policy 2.0 and is designed to prepare students for responsible, professional generalist social work practice in entry-level positions as well as entry into a master level program. The goals of the program are to generate social workers who demonstrate:

1. ETHICAL AND PROFESSIONAL BEHAVIOR

With an understanding of the profession's historical development, ensure that BSW students, as representatives of the profession, its mission and its historical values, commit themselves to the profession's enhancement and to their own ongoing professional conduct and growth. Ensure that BSW students critically apply the ethical principles of the profession to their practice, utilizing frameworks of ethical decision-making, as well as relevant laws and regulations to their practice at the micro, mezzo, and macro levels.

2. DIVERSITY AND DIFFERENCE IN PRACTICE

Ensure that BSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as 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, characterizes and shapes human experience and identity formation.

3. HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE

Ensure that BSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and 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.

4. PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Ensure that BSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.

5. POLICY PRACTICE

Ensure that BSW students possess an understanding of how human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, and local levels. Ensure that BSW students understand their role in policy formulation, analysis, implementation and evaluation within their practice settings at the micro, mezzo, and macro levels, actively engaging in policy practice to effect change within those settings.

6. ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Ensure that BSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

7. ASSESSMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Ensure that BSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities.

8. INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Ensure that BSW students are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations and communities. Ensure that BSW students are able to identify, analyze, and implement theory-directed, evidence-informed interventions to achieve client and constituency goals.

9. EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Ensure that BSW students understand the theories of human behavior and the social environment and can critically evaluate and apply that knowledge to evaluating processes and outcomes in order to advance practice effectiveness.

2.03 BSW Program Behavioral Competencies

The BSW curriculum competencies are derived from CSWE's Explicit Curriculum Educational Policy (2015 EPAS). Thus, at the completion of the BSW Program, all students will be able to demonstrate competence in their abilities to:

ALBANY STATE UNIVERSITY
BACHELOR OF SOCIAL WORK PROGRAM
MISSION STATEMENT, GOALS, BEHAVIORAL COMPETENCIES AND PRACTICE BEHAVIORS

BSW MISSION STATEMENT

The mission of the Bachelor of Social Work program is to advance social and economic and environmental justice by preparing students for competent, empowering generalist social work practice to individuals, families, groups, communities and organizations, both locally and globally.

#	BSW Program Goals Areas	BSW Program Goals	BSW Competencies	Observable Practice Behaviors <i>Foundation Year</i>
1	ETHICAL AND PROFESSIONAL BEHAVIOR	With an understanding of the profession's historical development, ensure that BSW students, as representatives of the profession, its mission and its historical values, commit themselves to the profession's enhancement and to their own ongoing professional conduct and growth. Ensure that BSW students critically apply the ethical principles of the profession to	The BSW Student will apply social work ethical principles to guide professional behavior and practice.	<p>(1a.) Demonstrate the ability to make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i>, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context</p> <p>(1b.) Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p> <p>(1c.) Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication</p> <p>(1d.) Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes</p> <p>(1e.) Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior</p>

		<p>their practice, utilizing frameworks of ethical decision-making, as well as relevant laws and regulations to their practice at the micro, mezzo, and macro levels.</p>		
2	DIVERSITY AND DIFFERENCE IN PRACTICE	<p>Ensure that BSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality,</p>	<p>Students will engage in competent and effective practice with diverse populations.</p>	<p>(2a.) Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</p> <p>(2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences</p> <p>(2c.) Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>

		sex, sexual orientation, and tribal sovereign status, characterizes and shapes human experience and identity formation.		
3	HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE	Ensure that BSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and 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.	Students will advance human rights and social and economic justice.	<p>(3a.) Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p> <p>(3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice</p>

4	PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE	Ensure that BSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.	Students will engage in research-informed practice and practice-informed research.	<p>(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research</p> <p>(4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</p> <p>(4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.</p>
5	POLICY PRACTICE	Ensure that BSW students possess an understanding of how human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state,	Students will engage in Effective policy practice to advance social and economic well-being and to deliver effective social work services.	<p>(5a.) Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services</p> <p>(5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services</p> <p>(5c.) Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate</p>

		<p>and local levels. Ensure that BSW students understand their role in policy formulation, analysis, implementation and evaluation within their practice settings at the micro, mezzo, and macro levels, actively engaging in policy practice to effect change within those settings.</p>		<p>for policies that advance human rights and social, economic, and environmental justice.</p>
6	<p>ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</p>	<p>Ensure that BSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</p>	<p>Students will effectively engage with diverse individuals, families, groups, organizations, and communities.</p>	<p>(6a.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p> <p>(6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>

7	ASSESSMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	Ensure that BSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities.	Students will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.	<p>(7a.) Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p> <p>(7b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</p> <p>(7c.) Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p> <p>(7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>
8	INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	Ensure that BSW students are knowledgeable about evidence-informed interventions to achieve the goals of clients and	Students will effectively intervene, with individuals, families, groups, organizations, and communities.	<p>(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p> <p>(8b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other</p>

		<p>constituencies, including individuals, families, groups, organizations and communities.</p> <p>Ensure that BSW students are able to identify, analyze, and implement theory-directed, evidence-informed interventions to achieve client and constituency goals.</p>		<p>multidisciplinary theoretical frameworks in interventions with clients and constituencies</p> <p>(8c.) Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes</p> <p>(8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies</p> <p>(8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals</p>
9	<p>EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</p>	<p>Ensure that BSW students understand the theories of human behavior and the social environment and can critically evaluate and apply that knowledge to evaluating processes and outcomes in order to advance practice effectiveness.</p>	<p>Students will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.</p>	<p>(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes</p> <p>(9b.) Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <p>(9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes</p> <p>(9d.) Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

2.04 Relationship to Social Work Values and Ethics

The mission, goals and objectives of the BSW Program stem from a fundamental commitment to the values of the social work profession which are rooted in the principles of social, economic and environmental justice; confronting all forms of oppression; combating discrimination in all its forms, and working to empower individuals, families, groups, and communities. The BSW Program will produce social workers with the ability to assume various roles in agencies dedicated to serving individuals, children and families, groups and communities to further these values.

The mission of the program evolves from its deeply held core values:

1. We believe that our goal is to prepare social workers with the knowledge, values, and skills to partner with people in need while simultaneously addressing social problems within their environment in order to promote, restore, maintain, and enhance their wellbeing.
2. We believe that it is our profession that is uniquely qualified to pursue social change with, and on behalf of, vulnerable and oppressed individuals, families, groups, and communities and it is our responsibility to strive together to ameliorate oppression, discrimination, poverty, and other forms of social and economic injustice wherever we meet it.
3. Because we believe in the inherent dignity and worth of every person, as well as the power of the collective, regardless of race, class, gender, religion, physical abilities, mental abilities, age, geography, sexual orientation, or national origin, we are committed to preparing students for ethical practice that honors and celebrates diversity.
4. We believe we are called to transmit the professional knowledge, values, and skills to our students so that they may competently apply them in professional practice. As we strengthen our ability to enhance their critical thinking skills, professional development, and competent service delivery, we will be able to achieve our mission.

2.05 Preparation for Generalist Entry Level Social Work Practice

The goals of the BSW Program affirm the urgency of providing students with a strong value-based foundation for the diverse practice roles of today's social work practitioners, who are called upon to serve individuals, families, groups, communities, organizations, and political institutions. With this foundation, the **mission and goals** call for students to develop the generalist knowledge and skills necessary to improve social conditions for various marginalized, oppressed and/or underserved populations in varying communities so that they can reach their full potential over their lifespan.

2.1 BSW CURRICULUM OVERVIEW

The Curriculum for BSW Social Work Majors

The BSW Program offers four semesters (**60 credit hours**) of professional courses in sequential order following two years of study in liberal arts, which include communications, economics, health education, history (including African Diaspora), humanities, mathematics, biology and physical sciences, political science, psychology, and sociology. Social Work courses include sixteen required and four electives in social work education. Rationale and learning objectives of each of the content areas are defined according to the Council on Social Work Education's EPAs. The course syllabus, teaching and learning activities are appropriately packaged according to the CSWE regulations as well.

Students are grounded in the person in environment perspective. Students who complete the Social Work Program are defined as generalist practitioners, who are prepared for both direct and indirect practice from a holistic solution focused, client-centered, empowerment approach. Students are expected to interact in various activities, utilizing skills and interventions learned for use with individuals, families, groups, communities and organization. The research component of the curriculum provides a body of knowledge to use when conceptualizing research and practice, as well as when an opportunity presents itself to consume and produce research for knowledge. The curriculum is heavily weighted in both social policy and social work practice. The program is accredited by CSWE and prepares graduates as beginning generalist practitioners, and for graduate school as a student in advance standing.

2.11 Social Work Values and Ethics

The curriculum of the BSW Program is designed around fundamental, historic social work values. These include social and economic justice, the rights of all people to realize their full potential in an environment free of racism, sexism and discrimination of all kinds, and the urgency of public responses to vulnerable populations.

To help ensure that these values and related ethical practice principles are adequately addressed in the curriculum, Self-Awareness (SOWK 2310), Foundation Values/Ethics in Social Work (SOWK 3300), and Policy I and II (SOWK 2211 & 3211) provide a broad perspective on the fundamental values of the social work profession.

Program History, Rationale and Assessment

Albany State University received approval from the Georgia Board of Regents to incorporate an undergraduate major in Social Work in September 1981. It was designed to give students a professional degree in the social work continuum. The Office of Education awarded a Title III Curriculum Development Grant to the Social Work Program for the purpose of meeting the standards for accreditation as outlined by the Council on Social Work Education (CSWE). The Social Work Program was accredited by CSWE in February 2003.

The Social Work Program is offered at the upper division level, and is a major concentration. It is planned for undergraduates who will become social workers, and will immediately engage in practice upon graduation and/or attend a graduate school of their choice. Further, the program is designed to enhance the on-the-job experiences and skills of practitioners with a theoretical base.

2.12 Special Populations

The BSW Program assures that content relevant to age, class, race, culture, disability, ethnicity, gender, gender identity and expression, immigration status, vulnerability, race, religion, sex and sexual orientation be present in its courses. Given the focus of the curriculum on social and economic justice, affecting change, and ending oppression, our BSW courses emphasize the oppressed and disenfranchised populations as exhibited in the syllabi.

2.13 Philosophy of the BSW Field Practicum

The BSW program is committed to enhancing the problem solving and coping capacities of people, linking them with systems that provide them with resources, services and opportunities, promoting the effective and humane operation of these systems, and contributing to the development and improvement of social policy. The program's philosophy acknowledges and appreciates the uniqueness of each individual and respects the dimensions of diversity, including 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. This special focus gives students an appreciation of diversity and a greater awareness of who they are and how they fit into the global community.

The program's philosophy recognizes the dynamic nature of all human systems and supports change at the micro (individual, family and small group), mezzo (family and small groups, including neighborhood groups), and macro (large groups, the community and social policy) levels which enhance individual and social institutional functioning. This philosophy incorporates the value of mutual aid and self-help in an interdependent world. As such, it recognizes the value of social, economic and environmental development as critical components of a community's movement toward achieving wellbeing.

The Social Systems Theory is the conceptual framework for the program. It is used as the theoretical umbrella for the entire generalist curriculum. The program incorporates a dynamic assessment model using an ecological perspective in human behavior, a problem-solving approach to social work practice and research, and the application of the problem-solving method in the practicum experiences, especially during the senior field experience.

The Field Practicum is an essential component of the BSW Program's professional education for social work practice. CSWE identifies Field as the signature pedagogy of social work education (Council on Social Work Education Commission on Educational Policy, 2015, p. 12). The purpose of field instruction is to provide students with opportunities to learn to develop, integrate, and reinforce a professional level of competence through performance, supervision, and socialization in service delivery agencies. As students undertake learning within the reality of agency life, a vehicle is established where knowledge acquired through undergraduate generalist courses are applied, skills are developed and refined, and attitudes and values are critically examined. Additionally, students are afforded opportunities for analysis of the effects of social welfare policy on programs and services, opportunities for the development of research questions in relation to practice efforts, and opportunities for evaluation and practice interventions. Field instruction enables students to integrate the cognitive, affective, and experiential aspects of their social work education. It is designed to produce a knowledgeable, skilled, self-evaluating and professionally reflective generalist social worker.

2.2 BSW Field Objectives

The primary goal of Field Practicum is to provide students the opportunity to engage in structured experiential practice situations in approved agencies under the supervision of competent professionals. The progressive, reciprocal relationship between theory and practice becomes a dynamic of the teaching-learning process of field instruction. The block field sequence is intended to encourage and enhance student learning within all areas of the curriculum through practice, the following are the generalist objectives of the Field Practicum:

1. To provide opportunities through classroom assignments, organizational participation and practice tasks, for students to shape their professional identity within the framework of the values and ethics of the social work profession using best practice models for ethical decision making; and, commit to the enhancement of their professional development, conduct, and awareness of self as a professional.
2. To enable students to develop competence in professional generalist practice through the attainment, integration, evaluation, and reinforcement of critical thinking skills in the application of diversity in practice, engagement as learners in cultural exercises and management of personal biases during reflective writing in process recordings.
3. To provide students with opportunities to assess, appreciate, and integrate the elements of human diversity into social work practice, articulating and applying the principles of social, economic, and environmental justice to the human experience with sensitivity to various life experiences such as oppression, poverty marginalization, alienation etc.
4. To provide students with opportunities to competently apply research-informed generalist practice skills, knowledge and theory during service delivery of engagement, assessment, planning, intervention, termination and evaluation.
5. To provide students with opportunities to identify, analyze, formulate, and advocate for policies that advance social, economic and environmental wellbeing.
6. To provide students with opportunities to demonstrate their knowledge of human behavior and the social environment, utilizing the Person-In-Environment (PIE) perspective as well as other theories applying generalist practice to diverse clients and constituencies, through the facilitation of engagement, assessment, planning, intervention, termination and evaluation of services.
7. To ensure students are able to identify, analyze, and implement theory-directed, evidence-informed interventions to achieve client and constituency goals.
8. To ensure students have opportunities to apply their generalist practice knowledge of the evaluation processes and outcomes to advance practice effectiveness.

2.3 Baccalaureate Field Practicum Behavioral Competencies

The behavioral competencies for the Undergraduate Field outcomes are described below, falling under one of the following thematic areas: (1.) Ethical & Professional Development, (2.) Diversity & Difference in Practice, (3.) Human Rights & Social, Economic & Environmental Justice, (4.) Practice Informed Research & Research-Informed Practice, (5.) Policy Practice, (6.) Engagement with Individuals, Groups, Organizations, and Communities, (7.) Assessment with Individuals, Groups, Organizations, and Communities, (8.), Intervention with Individuals, Groups, Organizations, and Communities and (9.) Evaluation of Practice with Individuals, Groups, Organizations, and Communities. Faculty monitor these competencies over four semesters, and Field Instructors monitor these competencies over the block semester in Field Practicum via observation of performance and assignments. The Undergraduate Field Practicum Behavioral Competencies outline the skills the BSW student will be able to demonstrate upon completion of the senior year:

1. Ethical & Professional Development

- Apply the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, and additional codes of ethics as appropriate to context and facilitation of research.
 - Take responsibility for one's own actions and consider the impact those actions will have on others
 - Use sound judgment, seeking and effectively using help for any medical or emotional problems that interfere with scholastic and professional performance
 - Vigorously maintain confidentiality as it relates to human service, classroom activities, and field placement
 - Demonstrate honesty and integrity by being truthful about one's background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials, as applicable
 - Refrain from all behaviors that are sexually inappropriate, including becoming involved in sexual relationships with clients, supervisors, or faculty
 - Demonstrate an intolerance for the abuse of others in physical, emotional, verbal, or sexual ways
 - Refrain from participating in dual relationships where conflicts of interest may arise
- Practice personal reflection and self-regulation to manage personal values and maintain professionalism in practice situations to assure continual professional development
 - Practice personal reflection and self-correction to assure continual professional development
 - Handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others
 - Accurately assess one's own strengths, limitations, and suitability for professional practice
 - Show an awareness of self and how one is perceived by others
- Demonstrate professional demeanor in behavior, appearance and communication (i.e. oral, written and electronic)
 - Show potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.
 - Attend to professional roles and boundaries
 - Work effectively with others, regardless of level of authority
 - Advocate for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution

- Demonstrate clear, appropriate and culturally-appropriate professional roles and boundaries
- Demonstrate the ability to deal with life stressors through the use of appropriate coping mechanisms
- Use supervision and consultation to guide professional judgment and behavior
 - Show a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development
 - Reflect on one's own limitations as they relate to professional capacities
 - Demonstrate a willingness to examine and change behavior when it interferes in working with clients and other professionals
 - Advocate for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution

2. Diversity and Difference in Practice

- Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Demonstrate the ability to present self as a learner and engage clients and constituents as experts of their own experiences
- Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents
 - Maintain an effective and nonjudgmental relation to, and work with, others who are different from oneself
 - Deliver appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system
 - Refrain from imposing personal, religious, sexual, and/or cultural values on clients
 - Demonstrate a commitment to the clients' rights to freedom of choice and self-determination

3. Human Rights and Social, Economic, and Environmental Justice

- Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level
- Demonstrate the ability to engage in practice that advances social, economic, and environmental justice
 - Students will work to advance fundamental human rights such as safety, freedom, privacy, adequate standard of living, health care, and education in an effort to eliminate oppressive structural barriers
 - Understand the forms and mechanisms of oppression and discrimination

4. Practice-Informed Research and Research-Informed Practice

- Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research
- Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery

5. Policy practice

- Demonstrate the ability to identify social policy at the local, state, and federal levels that impact well-being, service delivery, and access to social services
- Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to. social services

- Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

6. Engagement with Individuals, Families, Groups, Organizations & Communities

- Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituents
- Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

7. Assessment with Individuals, Families, Groups, Organizations & Communities

- Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

8. Intervention with Individuals, Families, Groups, Organizations & Communities

- Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes
- Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies
- Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals

9. Evaluation with Individuals, Families, Groups, Organizations & Communities

- Demonstrate the ability to select and use appropriate methods for evaluation of outcomes
- Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

2.4 Relationship between Field Practicum and Classroom Practice Courses

An intended relationship exists between field practicum and classroom practice courses, as all field courses are curriculum-driven. Therefore, in the undergraduate program, the required field courses must be taken subsequent to required practice courses.

Field Experience and Seminar are taken concurrently, and subsequent to Social Work Practice I, II and III. **Under no circumstances may field be taken prior to the practice courses.** Practice courses must be taken prior to field courses. This format is easily supported through the utilization of a block placement.

This design presupposes a relationship between field and practice courses that the Department of Social Work considers to be central to its educational process. Since the primary goal of Field Practicum is to provide an experience where the student can develop skills in the application of practice theory, objectives for the field course are drawn from concepts previously mastered in the practice courses. Thus, classroom objectives are operationalized in the field through the definition and identification of specific practice tasks. Theoretical concepts from the professional literature and from classroom experience are tested in the field setting and analyzed in the seminar classes. At the same time, classroom content is expanded through the ability to draw from field experience.

The Undergraduate Field Experience and Seminar support the generalist objectives of the Baccalaureate Curriculum. Field courses are carefully designed to enhance the student's integration of classroom instruction into the development of competent professional practice.

ALBANY STATE UNIVERSITY
BSW PROGRAM COURSE MATRIX
(2.4.1)

	<i>Social Work Theory</i>	<i>Social Work Practice</i>	<i>Social Work Research</i>	<i>Social Welfare Policies and Programs</i>	<i>Social Work Field Experience</i>
<i>Junior Year Courses</i>	SOWK 3381 Human Behavior and the Social Environment I [3 cr.] SOWK 3382 Human Behavior & Social Environment II [3 cr.]	SOWK 3443 Interviewing & Recording [3 cr.] SOWK 3441 Practice I [3 cr.] SOWK 3442 Practice II [3 cr.]	SOWK 3444 Research Methods in Social Work [3 cr.]	SOWK 2211 Social Welfare Policy I [3 cr.] SOWK Elective	
<i>Senior Year Courses</i>		SOWK 4441 Practice III [3 cr.]	SOWK 4306 Program Evaluation [3 cr.]	SOWK 3211 Social Welfare Policy II [3 cr.] SOWK Elective SOWK Elective SOWK Elective	SOWK 4472 Block Field Practicum Experience [12 cr.] SOWK 4470 Block Field Seminar [3 cr.]

Name _____ RAM ID _____ Advisor _____

Student GPA _____ as of _____ Phone _____

Note to Students: By my signature, I agree that it is my responsibility to ensure that courses outlined in Areas A through G on this BSW Program Map are successfully completed prior to graduation. I agree to review this BSW Program Map against my Banner transcripts each semester to ensure I am completing all courses required for graduation in a timely manner.

Fall 1			Area	Hrs	Grade	Spring 1			Area	Hrs	Grade
ENGL	1101	English Composition I	A1	3		ENGL	1102	English Composition II	A1	3	
MATH		Quantitative Reasoning or College Algebra	A2	3		BIOL	1111K	Intro Biological Science I	D1	4	
SOCI	1101	Intro to Sociology	F	3		POLS	1101	American Government	E1	3	
SOWK	1385	Careers in Social Work	F	3		SOCI	1160	Intro to Social Problems	F	3	
		Diversity Course	B1	2		COMM	1110	Public Speaking	B2	3	
ASU	1101	Orientation/Freshman Exp.	AC	1		HEPD		P.E. Course	AC	2	
Total				14		Total				16	

Fall 2			Area	Hrs	Grade	Spring 2			Area	Hrs	Grade
ENGL		Literature Course	C1	3		PSYC	1101	General Psychology	F	3	
		Intro to Computer Science or Statistics	D2	3				Any course from Area C2 of the BSW check sheet	C2	3	
HIST	1111	Survey of World History I	E2	3		HIST	2111	Survey of American History I	E3	3	
SOWK	2412	Intro to Social Work	F	3		HIST	1112	World History II	E3	3	
		Science Course	D1	4		SOWK	2310	Self-Awareness	F	3	
Total				15-16		Total				15	

Fall 2021 (Quadrant 1)			Area	Hrs	Grade	Spring 2022 (Quadrant 2)			Area	Hrs	Grade
SOWK	2211	Social Policy/Services I*	G2	3		SOWK	3211	Social Policy/Services II*	G2	3	
SOWK	3443	Interviewing/Recording	G1	3		SOWK	3382	Human Behavior/Env. II	G1	3	
SOWK	3300	Found. Values & Ethics	G1	3		SOWK	3444	Social Research I*	G2	3	
SOWK	3381	Human Behavior/Env. I	G1	3		SOWK	3442	Social Work Practice II*	G2	3	
SOWK	3441	Social Work Practice I*	G2	3		SOWK		Social Work Elective Course	G3	3	
Total				15		Total				15	

Fall 2022 (Quadrant 3)			Area	Hrs	Grade	Spring 2023 (Quadrant 4)			Area	Hrs	Grade
SOWK	4306	Social Research II*	G2	3		SOWK	4470	Field Integrative Seminar*	G2	3	

SOWK	441	Social Work Practice III*	G2	3		SOWK	4472	Field Instruction*	G2	12	
SOWK		Social Work Elective Course	G3	3							
SOWK		Social Work Elective Course	G3	3							
SOWK		Social Work Elective Course	G3	3							
Total				15		Total				15	

The Student is required to earn a grade of "B" or higher in this course. **Student may have to take at least 1-2 electives during the Summer*

[Student Signature]

[Date]

REQUIRED MAJOR BSW COURSES

(2.4.3)

SOWK 3300	Foundational Values and Ethics in Social Work
SOWK 3381	Human Behavior I: Theory
SOWK 3382	Human Behavior II: Across the Life Cycle
SOWK 2412	Introduction to Social Work
SOWK 2211	Policy I
SOWK 3211	Policy II
SOWK 2310	Self Awareness
SOWK 3441	Practice I: Individuals, Families
SOWK 3442	Practice II: Groups
SOWK 4441	Practice III: Communities and Organizations
SOWK 3443	Interviewing and Recording
SOWK 3444	Research I: Methods
SOWK 4306	Research II: Measurements in Social Work Practice
SOWK 4470	Integrative Field Seminar
SOWK 4472	Field Experience

ELECTIVE COURSES (Select 4)

SOWK 3210	Social Work Econ: Global Outcomes
SOWK 3262	Poverty and Welfare
SOWK 3275	Forensic Interviewing
SOWK 3291	Family & Child Welfare Services*
SOWK 3350	Social Gerontology
SOWK 3353	Counseling the Aged

2.4.4 SOCIAL WORK COURSE DESCRIPTIONS

SOWK 1385: Careers in Social Work (Cr. 3). This course focuses on the various roles and functions social workers perform and highlights the dynamism and vitality of the social work profession. It offers practical information about jobs available in specific areas. The course will cover the spectrum of social work roles and functions, the nature of social work practice, and best career opportunities for the future. Inter-disciplinary relationships, technology, and the unique qualities of social work are all highlighted. Course Prerequisites: None.

SOWK 2211: Policy I (Cr. 3). This an introductory course, the first of a two-course sequence, to social welfare policies and programs. This course is designed to provide a foundation for the BSW program and enhance the student's comprehension of the historical context of social policies which undergird the delivery of social welfare services. Course Prerequisites: SOWK 3381: HBSE I; SOWK 2412: Introduction to Social Work; SOWK 3443: Interviewing & Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness. Course Co-Requisites: SOWK 23382: HBSE II; SOWK 3442: Practice II; SOWK 3444: Research I.

SOWK 2310: Self-Awareness (Cr. 3). This course is designed to address self-awareness and effective learning that is necessary to become an effective professional social work practitioner. Further, it is designed to enhance students' development of self and the use of self to empower others in social work practice. Students will examine their identity, interpersonal relationship skills, problem solving skills, styles of communication, and value system. It is a laboratory group experience designed to help social work students gain awareness and understanding of self as a helping person. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385: Careers in Social Work. Course Co-Requisites: SOWK 3381: HBSE I; SOWK 2412: Introduction to Social Work; SOWK 3443: Interview & Recording; SOWK 3441: Practice I.

SOWK 2412: Introduction to Social Work (Cr. 3). This is the second introductory course to the field of social welfare and the social work profession. It is a survey of programs and services developed as a response to human needs, from both an historical and political perspective. The course provides a foundation for the BSW Program and helps student comprehend the *NASW Code of Ethics* and the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, *Statement of Principles*. This course explores a wide range of human problems, intervention strategies and professional practice choices from a generalist perspective. This course also focuses on the problem solving process for people who are oppressed, marginalized, and/or underserved. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385: Careers in Social Work. Course Co-Requisites: SOWK 3381: HBSE I; SOWK 3443: Interviewing and Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness.

SOWK 3211: Policy II (Cr. 3). This is the second in a two-course policy sequence. The course focuses on the policy formulation process and evaluates its components. The interactions and relationships between and among the pluralistic social, political and economic systems and subsystems in society are analyzed. Particular attention is given to the marginalized, oppressed, and underserved populations of Southwest Georgia. Course Prerequisites: SOWK 3381: HBSE I; SOWK 2412: Intro to SW; SOWK 3443: Interview & Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness; SOWK 3382: HBSE II; SOWK 3442: Practice II; SOWK 2211: Policy I; SOWK 3444: Research I. Course Co-Requisites: SOWK 4441: Practice III; SOWK 4306: Research II.

SOWK 3300: Foundational Values and Ethics in Social Work (Cr. 3). This required social work course focuses on the values and ethics inherent in the social work profession. The course focuses on discovering and practicing the foundational knowledge and skills required to identify ethical issues, the skills needed to resolve ethical dilemmas, and the capacity to make decisions when confronted with conflicting duties and choices that occur within the context of professional social work at all levels of practice.

SOWK 3381: Human Behavior I (Cr. 3). This first course in the human behavior and social environment sequence is designed to orient students to theoretical content on the person-in-the-environment focus in social work practice. An ecological model with a lifespan approach is utilized to explore the periods from conception through late adulthood in order to understand individuals as they develop throughout the life cycle and have membership in families, groups, communities and organizations. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385: Careers in Social Work. Course Co-Requisites: SOWK 2412: Introduction to Social Work; SOWK 3443: Interviewing and Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness (Co-Requisites for Social Work Majors only).

SOWK 3382: Human Behavior II (Cr. 3). This second course in the human behavior and the social environment sequence is designed to further expand the social work student's knowledge of theoretical content of the person-in-the-environment focus upon which social work practice is based. An ecological model utilizing the lifespan approach is offered as the organizing framework to understanding individuals as they develop and have membership in families, groups, communities and organizations. Course Prerequisites: SOWK 1385: Careers in Social Work; SOWK 3381: HBSE I; SOWK 2412: Introduction to Social Work; SOWK 3443: Interviewing and Recording; SOWK 3441: Practice I; SOWK 2310 Self-Awareness. Course Co-Requisites: SOWK 3442: Practice II; SOWK 2211: Policy I; SOWK 3444: Research I.

SOWK 3441: Practice I: Individuals and Families (Cr. 3). This is the first of three practice courses in the core social work curriculum. It is an overview of generalist social work practice at the micro level of intervention. The course prepares students to engage individuals from a holistic view throughout the helping process. This includes the generalist practitioner's knowledge, values and skills in working with individuals. The course also incorporates the development of interviewing and active listening skills in order to assist students in providing competent services to individuals who are underserved, marginalized or oppressed. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385: Careers in Social Work. Course Co-Requisites: SOWK 3381: HBSE I; SOWK 2412: Introduction to Social Work; SOWK 3443: Interviewing & Recording; SOWK 2310: Self-Awareness.

SOWK 3442: Practice II: Groups (Cr. 3). This is the second of three practice courses required in the core social work curriculum. This course provides an overview of social work generalist practice at the mezzo level of intervention. The student learns effective intervention tools to apply when working with groups. Students examine the use of groups in helping individuals solve problems and accomplish group goals. The classroom becomes a laboratory for students to practice and develop group social work skills. Students develop the knowledge and skills involved in group development, maintaining group dynamics, and group leadership. The course builds upon the generalist practice methods mastered in Social Work Practice I: Individuals and Families. The course prepares students to work with diverse populations who are oppressed, marginalized or underserved in rural Southwest Georgia. Course Prerequisites: Liberal Arts Foundation Courses; SOWK 1385: Careers in SW; SOWK 3381: HBSE; SOWK 2412: Introduction to SW; SOWK 3443: Interviewing & Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness. Course Co-Requisites: SOWK 3382: HBSE; SOWK 2211: Policy I; SOWK 3444: Research I.

SOWK 4441: Practice III: Communities and Organizations (Cr. 3). This is the third of three practice courses in the core social work curriculum. The course focuses on the knowledge and skills necessary for competent practice at the macro level of social work. Students examine the structures, functions, processes and interventions at the community and organizational levels of practice. Students examine strategies for helping communities and organizations solve problems and accomplish its goals. The classroom becomes the laboratory to develop macro social work skills. Course Prerequisites: SOWK 1385: Careers in SW; SOWK 3381: HBSE I; SOWK 2412: Intro to SW; SOWK 3443: Interviewing & Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness; SOWK 3382: HBSE II; SOWK 3442: Practice II; SOWK 2211: Policy I; SOWK 3444: Research I. Course Co-Requisites: SOWK 4306: Research II; SOWK 3211: Policy II.

SOWK 3443: Interviewing and Recording (Cr. 3). This course provides foundation knowledge and skills in interviewing and process recording for generalist social work practice. It is organized as an experiential laboratory to build competent interviewing and recording skills. The major emphasis of the course is on the development of strong verbal and written communication skills. Interviewing skills are critically analyzed for their appropriate application with populations who are diverse due to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, sex or sexual orientation. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385: Careers in Social Work. Course Co-Requisites: SOWK 3381: HBSE I; SOWK 2412: Introduction to Social Work; SOWK 3441: Practice I; SOWK 2310: Self-Awareness.

SOWK 3444: Research I: Research Methods in Social Work (Cr. 3). This is the first of two courses in the social work research sequence. This course focuses on the scientific methods of basic research, including definitions of problems, interventions, and outcomes in measurable terms. Formulation and testing of hypotheses are included in this course. Course Prerequisites: SOWK 1385: Careers in Social Work; SOWK 3381: HBSE I; SOWK 2412: Introduction to Social Work; SOWK 3443: Interviewing and Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness. Course Co-Requisites: SOWK 3382: HBSE II; SOWK 3442: Practice II; SOWK 2211: Policy I.

SOWK 4306: Research II: Measurement in Social Work Practice (Cr. 3). This is the second of two courses in the social work research sequence. This course provides basic instruction in the use of conceptual and quantitative tools for the description and interpretation of data. Course Prerequisites: SOWK 1385: Careers in SW; SOWK 3381: HBSE I; SOWK 2412: Introduction to SW; SOWK 3441: Practice I; SOWK 2310: Self-Awareness; SOWK 3382: HBSE II; SOWK 3442: Practice II; SOWK 2211: Policy I; SOWK 3444: Research I. Course Co-Requisites: SOWK 4441: Practice III; SOWK 3211: Policy III.

SOWK 4470: Integrative Field Seminar (Cr. 3). This field seminar class is designed to provide the student with an opportunity to facilitate the systematic integration of the concepts, methods, policies, skills, and values involved in generalist social work practice. This course provides linkage between the classroom and field settings. Course Prerequisites: SOWK 1385; SOWK 3381; SOWK 2412; SOWK 3443; SOWK 3441; SOWK 2310; SOWK 3382; SOWK 3442; SOWK 2211; SOWK 3444; SOWK 4441; SOWK 4306; SOWK 3211; and all electives. Course Co-Requisites: SOWK 4470: Field Practicum.

SOWK 4472: Field Practicum (Cr. 12). This field course is designed to provide the student with an opportunity to systematically integrate the generalist social work practice concepts, methods, policies, skills, and values learned in the classroom setting to an agency setting. The course is in an agency setting with supervision from a trained field instructor. Course Prerequisites: SOWK 1385; SOWK 3381; SOWK 2412; SOWK 3443; SOWK 3441; SOWK 2310; SOWK 3382; SOWK 3442; SOWK 2211; SOWK 3444; SOWK 4441; SOWK 4306; SOWK 3211; and all electives. Course Co-Requisites: SOWK 4472: Integrative Field Seminar.

ELECTIVES

SOWK 3210: Social Work Economics: Global Outcomes (Cr. 3). This course critically examines the theoretical assumptions of the neo-liberal school of economics and presents other options in the area of both economic theory and political economy. Theory consists of concepts formulated by individual thinkers or think tanks – based on data collection and the analysis of patterns which appear in the data or by direct observation Political economy consists of laws and policies of an economic system that promote greater economic justice for community and global action. This course will assist students in comprehending and comparing economics from a global view as it relates and affect the U.S. in general. Course Prerequisites: Sophomore or Junior status.

SOWK 3275: Forensic Interviewing* (Cr. 3). This course provides the student with interviewing techniques in forensic social work settings. This course gives a comprehensive overview of courtroom strategies and behaviors, the intersection of laws and ethics, civil litigation, peer adjudication, recording and the legal regulation of social work, as well as the courtroom situations for the Department of Public Welfare. Course Prerequisites: SOWK 3443: Interviewing and Recording; open to Social Work and Criminal Justice majors.

SOWK 3291: Family and Child Welfare Services* (Cr. 3). This course is designed to explore myriad aspects of child welfare services. The course gives a brief overview of child welfare from early 1800 on into the present time. The course focuses on child welfare issues related to diverse populations who are oppressed, marginalized, as well as the underserved in rural Southwest Georgia. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385; SOWK 3381; SOWK 3441; SOWK 2310; SOWK 3443. Course Co-Requisites: SOWK 3442: Practice II Groups; SOWK 3444: Research I.

SOWK 3350: Social Gerontology (Cr. 3). This course is a survey of cross-cultural views on aging, social implications of the aging population, social adjustments to the process of aging, and societal reactions to and provisions for persons in later life. Course is cross-listed with SOCIO 3350.

SOWK 3353: Counseling the Aged (Cr. 3). This course is an overview of counseling techniques related to the problems in later life to increase the quality of life for the aged. Course is cross-listed with SOCIO 3353.

SOWK 3383: Social Work with Families* (Cr. 3). This course is designed to provide the opportunity for students to analyze the subject of family dynamics/development as a social issue, and to explore policy implications. Utilize family systems employing the strengths perspective, as well as the multigenerational and developmental framework. The course will explore challenges faced by contemporary families as they move through the life course. A social systems approach to the family and its diversity will be utilized. This course will elaborate on the process and content of theoretical and practice foundations in social work with families.

SOWK 3384: Children and the Law (Cr. 3). This course is an elective that is designed to review family policy and how it impacts the tasks performed by social workers working with children in child welfare settings. The interventions taught include the micro and macro levels. Students will strengthen their practice skills with regard to confidentiality, comprehension of the law, court preparation and courtroom testimony. The course will further provide an understanding of the implementation and effect of court rulings on policy and practice. The course reviews the judicial process, the nature of case law and its integration with social welfare practice.

SOWK 3385: Social Work with Children (Cr. 3). This course is designed to provide students with a generalized concept of “at-risk” youth. Students will be given an overall perspective on the ecological and societal factors that contribute to placing children and adolescents at risk of future dangerous or negative outcomes. Students will synthesize information on the practical application of prevention, intervention, and treatment approaches. The course will look at the youth from a holistic, strength-based, child-centered family perspectives.

SOWK 3391: Issues in International Social Work (Cr. 3). This course will analyze key economic, political and social issues currently affecting social work in an international context. It will explore the role of social work addressing these issues both internationally and locally.

SOWK 3400: Mental Health Services (Cr 3). This course provides an overview of the contemporary context of social work practice in mental health. It introduces social work students to the scientific, technological, historical, economic, legal, ethical, sociopolitical, and cultural factors that shape contemporary mental health practice. It also addresses the specific ways managed mental health care has impacted social workers and clients with a host of restrictions that have adversely affected the quality of availability and provided services.

SOWK 4292: Service Delivery System and the Aged (Cr. 3). This course is designed to provide human service professionals with knowledge regarding resources and services required by the aged. Techniques on how to effectively provide services to the elderly population will be covered in this course. The course focuses on direct service goals for elderly clients, caregivers, and family members, with attention to improving service coordination, access, quality, and efficiency.

SOWK 4293: Social Work in Health Care (Cr. 3). This course provides a common outline and framework for practitioners' analyses of social work with various populations in acute care, long term care, rehabilitation, community-based residential care, and mental health settings. It introduces social work students to a range of clients and provides an overview of many social work settings and services in the health care arena.

SOWK 4310: Global Research (Cr. 3). This course is a third research course in social work that is interactive and provides a platform for exploring current social welfare issues that will assist in comparing states, countries and public attitudes about some of the most important social welfare issues facing society both at home and abroad. It is an avenue for practical technological skills to be integrated with global issues pertaining to social welfare. Course Prerequisites: SOWK 3210: Social Work Economics/Global Outcomes; SOWK 3391: Issues in International Social Work. Course Co-Requisites: SOWK 4306: Research I; SOWK 4460: International Social Welfare Policy.

SOWK 4423: School Social Work Practice (Cr. 3). This is the first of two courses on school social work. This course is a practice class specific to working in the schools, whether public or private. It addresses practice, policies, and research, giving students a clear understanding of social work in an educational setting, K – 12. Students will examine how theory, policies and research can be utilized therapeutically to resolve problems and accomplish goals for students in grades K through 12. This course provides a laboratory atmosphere for students to practice and develop additional social work skills prior to becoming more actively involved in hands-on experience when enrolled in SOWK 4424: School Social Work Services.

SOWK 4424: School Social Work Services (Cr. 3). This course is the second of two courses on school social work. It is a service-oriented course where students will actively interact with a social worker in a public or private school environment to use skills and techniques in order to gain hands-on experience. The course provides an opportunity for students to practice and develop knowledge related to school social work services and interventions that is an important part in the normal routine of a social worker in the public/private school, K-12, environment.

SOWK 4435: Death and Dying (Cr. 3). This course focuses on several issues regarding the treatment and non-treatment of the dying or those who wish to die. Students will gain knowledge regarding the stages of grief and the phases of death and dying. Practice skills will be utilized in working with families experiencing grief and their stages of grief, as well.

SOWK 4450: Selected Topics in Social Work (Cr. 1-3). This course provides an opportunity for senior-level social work students to select from among pre-identified social work topics relevant to the mission, goals, and practice behaviors of the BSW program that are of interest to them and the major professor. This course fosters the development of scholarly research for presentation on campus as well as at regional, state, or national professional conferences or meetings. Approval of the faculty is necessary prior to registering for the course. Course Prerequisites: Senior-year social work major.

SOWK 4460: International Social Welfare Policy (Cr. 3). The course will analyze key economic, political, and social issues currently affecting social work in international context. It will explore the role of social work in addressing these issues both internationally and locally.

SOWK 4494: Social Work and Chemical Dependency (Cr. 3). This course is designed for students interested in analyzing their present values and knowledge as it relates to chemical dependency. The practice course will increase students' skills, attitudes, knowledge, and values to foster their development into effective and ethical addiction practitioners.

SOWK 4495: Human Sexuality (Cr. 3). This course provides an in-depth review of theories of human sexual behavior, including psychological, biological, sociological, evolutionary, feminist, homosexual and bio-sexual theories. It discusses changing societal attitudes and how those attitudes have impacted sexuality research, as well as classic early researchers and theories and less widely-known contributors, particularly female researchers and modern trends, including internet-based sexuality research.

SOWK 4496: HIV/AIDS – Global Impact (Cr 3). This course will explore the social and economic impact of HIV/AIDS from a global perspective. The course will also explore myths and facts surrounding HIV/AIDS. Further HIV/AIDS will be defined and prevention methods will be explored. The course will discuss the implications for future social work practice.

FIELD EXPERIENCE

POLICIES AND PROCEDURES

3.0 BSW FIELD PRACTICUM ORGANIZATIONAL STRUCTURE

3.01 Administration of the Department of Social Work

The BSW Field Coordinator, who is responsible to the Chair of the Department of Social Work, administers the Undergraduate Field Program. The BSW Curriculum Committee approves all policies pertaining to the field practicum curriculum. The Department of Social Work's Advisory Committee serves the BSW Field Office in an advisory capacity with respect to policies and procedures, and the planning of special programs and services for field instructors and students. Faculty members serve in a liaison capacity to students and field instructors. The BSW Field Coordinator is responsible for all field courses and seminars. Finally, numerous agencies and their staff serve as field placement sites and instructors, thus providing the invaluable supportive core of the field instruction program.

3.02 The BSW Field Office

The BSW Field Office is composed of a full-time BSW Field Coordinator whose primary responsibilities include the following:

- process, review, and access all applications of new agencies for possible affiliation with the BSW Program.
- review and assess currently affiliated agencies.
- process, review, and access all applications for new field instructors.
- develop and maintain resources by which students may become familiar with available agencies and fields of practice. The information is maintained in Tevera with the following information on each site: contact person, agency name, address, telephone number, short description of the agency's services and programs, and whether there is a BSW/MSW with no less than 2 years of practice experience on the agency's site.
- provide consultation and support to the agency.
- plan and implement the process for student assignments to field practicum, and assign students to agencies.
- consult with students and, when necessary, with faculty, the Program Director/Chair, and/or field instructors in selection of placements.
- design, review, and revise supplemental materials such as the field manual, field forms, and field directories.
- organize and conduct field practicum orientation meetings for students, field instructors, and faculty.
- consult with faculty field liaisons regarding individual student problems, and/or requests for change of placement.
- consult individually with students as they require direction or support in negotiating and completing field practicum course requirements.
- consult with the BSW Curriculum Committee to review and revise learning objectives for field courses.

- plan, in consultation with the Departmental Advisory Committee, seminars, workshops, and recognition events for field instructors.
- design and implement an ongoing evaluation for field practicum to ensure that learning objectives are met.
- present all field evaluation results to the Department Chair, and BSW Curriculum Committee for the purpose of ongoing program assessment, renewal and continuous program improvement
- coordinate and provide field instructors with training/seminars every two years.

3.03 Relationship Between the BSW Field Office and Office of the BSW Program Director

One major responsibility of the Office of the BSW Program Director is academic advising and the development of the BSW Degree Plan for students. The BSW Field Coordinator is included in the decisions of which field instruction courses may be taken in which semesters. The Office of the BSW Program Director and BSW Field Office work closely together to ensure educationally sound field experiences for all undergraduate social work students.

BSW Faculty Advisors

BSW Faculty Advisors work with students to create professionally directed educational experiences. The BSW Field Office works closely with the BSW Faculty Advisors and BSW Faculty Field Liaisons to ensure that field practice and classroom content are professionally relevant and supportive of both the BSW Program's behavioral competencies and the BSW student's career goals.

3.04 BSW Field Practicum Advisory Committee

The Social Work Advisory Committee advises the BSW Field Office on the educational and administrative policies and procedures that govern the Department's field practicum program. It also collaborates with the BSW Curriculum Committee to ensure a close inter-relationship between classroom and field practicum learning experiences.

3.05 BSW Faculty Field Liaison System

3.05.1 Goals and Objectives

The goal of the BSW Faculty Field Liaison system is to ensure a cohesive and progressive training experience in the Field so that students may successfully meet the educational goals and objectives. Title IV-E Coordinators are utilized for purposes of the same means for Child Welfare focused students. The BSW Faculty Field Liaison & Title IV-E Coordinator maintain regular communication with the BSW Student, the BSW Field Instructor and the BSW Field Coordinator throughout the semester, acting as a bridge between the Agency, Albany State University, The BSW Field Coordinator and the BSW student. Specific objectives include:

- To provide a mechanism by which the BSW Social Work Program can meet its primary responsibility for the student's educational process.
- To assist with ensuring that the field experience is curriculum-driven.

- To provide a structure which has a preventive function regarding a student's educational problems.
- To equitably arrange for the resolution of barriers to student learning.
- To ensure that Faculty members and the Title IV-E Coordinator are kept abreast of changes occurring in the social work profession and to continue to identify and address the special needs of students matriculating with a focus in Child Welfare and generalist practice by maintaining close ties with the practice community via BSW Faculty Field Liaison and Coordinator visits (as warranted).

3.05.2 Roles and Responsibilities

The BSW Field Faculty Liaison and Title IV-E Coordinator function as a part of the educational team working together with the Field Instructor, the Field Coordinator and the student toward the realization of the student's educational goals. The BSW Field Faculty Liaison, Title IV-E Coordinator and Field Coordinator provide a linkage between the Social Work Program and the field agency. The BSW Field Faculty Liaison, Title IV-E Coordinator and Field Coordinator contribute to the development of the BSW student's educational plan, focuses on monitoring the student's educational progress and performance, and consistently maintain a working relationship between the Social Work Program and the field agency. The relationship between the BSW Faculty Field Liaison, Field Coordinator and the field agency is expected to extend over a period of one semester in order to sustain the student's educational experience.

Responsibilities of the BSW Faculty Field Liaison include:

- Assisting the BSW Field Instructor in development of the educational contract including selection, ordering, and enhancement of learning tasks as they relate to behavioral competencies.
- Serving as a resource person to the BSW Student and Field Instructor on classroom content, advising as needed in order to integrate class and field knowledge, practice and skills.
- Enabling the agency Field Instructor to identify the student's career goals and to direct learning assignments related to those goals.
- Conferring with BSW Field Coordinator /Program Director/Department Chair in relation to initiating, continuing, or terminating the field placement with which s/he consults.
- Discussing with the BSW Student and Field Instructor, the student's level of performance toward meeting behavioral competencies.
- **Completing all required paperwork regarding the field placement.**

The BSW Field Coordinator assumes responsibility for the student's grade. The grade is based on the student's performance in the field. Where the Field Instructor deems the student's performance less than satisfactory by the Field Instructor, the BSW Faculty Field Liaison shall be informed and shall consult with the Field Instructor

and student regarding a satisfactory resolution of student problems. In instances where the Field Instructor's grade recommendation is changed, the Field Liaison has the responsibility to document, in writing, to the student, Field Instructor, and the BSW Field Coordinator, reasons for changing the recommended grade.

3.05.3 BSW Faculty Field Liaison Procedures

- The BSW Field Coordinator makes the assignment of the faculty member to the BSW Faculty Field Liaison role at the beginning of each semester. Field Instructors and Students are notified of the faculty liaison process at their respective Field Orientations and trainings. The BSW Field Coordinator, prior to the beginning of the semester, notifies Field Instructors and students of the assigned Faculty Field Liaison. The BSW Field Coordinator notifies the assigned Faculty Field Liaison of all the agencies and students for whom s/he is responsible.
- The Program Director/Department Chair makes the assignment of a Title IV-E faculty member at the beginning of each semester. Historically, the Title IV-E Coordinator for the Main Campus is responsible for the Title IV-E students on the main campus.
- The Program Director/Department Chair notifies Field Instructors and students of the process and the field assignments by the Field Coordinator and/or.
- The assigned Title IV-E Field Coordinator is notified by the Field Coordinator of all the agencies and students for whom s/he is responsible.
- As BSW Field contracts are completed and received by the BSW Title IV-E Field Coordinator/Faculty Field Liaison, the Field Coordinator signs copies and a copy returned to the Field Instructor and uploaded into Tevera.
- The BSW Faculty Field Liaison/Title IV-E Coordinator/Field Coordinator will make two or more regular visits per semester to insure a cohesive and progressive training experience for block placements. **An outcome of the visit should be completed in Tevera within 10 days of the visit.**

The BSW Faculty Field Liaison/ Title IV-E Coordinator/Field Coordinator schedule visits in advance with the respective Field Instructor (and Task Supervisor, if applicable) and determines the most effective way to work together. The agency is to be given the date and the anticipated length of the visit as well as the names of persons who are to be included in the meetings.

It is important that the Faculty Field Liaison/ Title IV-E Coordinator/Field Coordinator are provided with an opportunity to confer (perhaps only briefly) with the Agency Executive during a liaison visit. This is an effective way to interpret the Social Work Program's BSW program to the community and to maintain the Executive's interest in the educational program. In addition, this kind of conference helps the BSW program to keep in touch with agency and community issues and developments.

A Field Visit Form summarizing the BSW Faculty Field Liaison/ Title IV-E Coordinator/Field Coordinator's observations and recommendations is completed in Tevera *within ten [10] working days of the visit*.

3.06 BSW Field Agencies

Any human service organization is eligible to apply for affiliation with the BSW Program for the purpose of providing undergraduate field instruction to students. Business and industrial organizations with human service components (e.g., employee assistance programs or health and wellness programs) may also apply. Non-traditional placements (e.g., legislators, governmental officials, lobbyists, etc.) will also be reviewed for affiliation if arrangements can be made to provide the necessary supervision and experiences to the student. Special consideration is given to those settings that most clearly support the BSW Program's mission and goals in social work practice.

Toward this end, the Agency assumes primary responsibility for:

- Signing the "Memorandum of Understanding" with Albany State University (ASU) which clearly states the roles and responsibilities of the University, the Agency and the BSW Field Student
- The Agency Representative conducts a personal interview with the BSW Student being considered for field education to determine a good fit and an appropriate field experience
- Inform the BSW Student of potential work hazards
- Allow the BSW Field Instructors to attend BSW Field Orientation meetings when notified
- Ensure that the BSW Student is receiving ongoing supervision in order to achieve the requirements for the field.

3.07 BSW Field Instructors

BSW Field Instructors represent the heart of the field experience as they, in their dual role as practitioners and teachers, enable students to bridge the gap between theoretical concepts and practice realities. In close relationship with the student, it is the Field Instructor who leads the student to a personal understanding of the responsibilities and rewards of professional social work. Toward this end, Field Instructors assume primary responsibility for:

- Orientation to the purpose, policies, and procedure of the agency and to expectations for student performance.
- Development of learning projects and experiences.
- Negotiation with the student in developing the BSW Learning Contract.
- Individual educational supervision of each student for no less than one hour per week with the BSW Field Instructor taking responsibility for:
 - Following an agenda (usually prepared by the BSW Student);
 - Focusing on the BSW Field Students' skill development (addressing both competencies and areas for ongoing development);

- Keeping brief notes of all supervisory meetings;
 - Giving the BSW Field Student constructive feedback regarding the degree to which they successfully demonstrate competency in achieving specific behavioral competencies;
 - Seeking direct knowledge of the BSW Student's performance in the field via the review of audio or videotapes, reviewing of written documentation, E-Field, conducting joint sessions with clients or clients, etc.;
 - Leading discussions that analyze Agency policies and programs, the application of concepts from the *NASW Code of Ethics* and the International Federation of Social Workers/International Association of Schools of Social Work *Statement of Principles*, the impact of diversity (including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, as well as sex and sexual orientation) on practice and policy, theoretical bases for social work interventions, etc.;
- Maintaining regular contact with the BSW Field Student and other Agency supervisors who are involved in the field placement;
 - Regular consultation with BSW Task Supervisor, as appropriate;
 - Ongoing, as well as final educational assessments of the student's progress.
 - Timely completion of the BSW Field Student's Midterm and Final Field evaluations;
 - Participation in periodic meetings with the Faculty Field Liaison/ Title IV-E Coordinator/Field Coordinator's to evaluate student progress and the effectiveness of the educational experience.
 - Participation in field seminars, continuing education offerings, and/or other support systems available to BSW Field Instructors.

Because of the significant and central role played by BSW Field Instructors in the educational experience of the Student, they are carefully screened, selected, trained, and evaluated.

3.07.1 Off-Site BSW Field Instructor/On-Site Task Supervisor Model

In selected situations and with prior approval from the Program Director/Department Chair, an Off-Site BSW Field Instructor/On-Site Task Supervisor Model of field instruction may be utilized by a field agency, which does not have a qualified BSW/MSW employee available for field teaching. These situations usually occur in new, "cutting edge" areas of social work practice where social work is just beginning its impact and which the BSW Program wants to develop. It may also prevail in rural areas where social workers are few in number. Off-Site Field Instructors are selected jointly by the targeted agency and the Field Coordinator/Title IV-E Coordinator in consultation with the appropriate faculty members interested in developing the particular site. Responsibilities for field instruction using this model are outlined below.

Off-Site Field Instructor

- a. Must meet criteria for BSW/MSW Field Instructors
- b. Assumes primary responsibility for creating the Learning Contract, practice tasks, with the On Site Task Supervisor and the Student.

- c. Meets no less than one hour per week with the student in supervisory session to review the progress of the student toward achievement of learning objectives and to assist the student with the integration of practice realities and theoretical concepts.
- d. Meets periodically with the Student and On-Site Task Supervisor to evaluate student performance and modify the BSW Field Contract, if necessary.
- e. Assumes primary responsibility for submitting to the BSW Program the written evaluation and grade recommendation for the BSW Student at mid-term and the final at the end of each semester.
- f. Assumes primary responsibility for meeting with the assigned BSW Faculty Field Liaison and Student during the semester to review student progress; and for alerting the BSW Faculty Field Liaison in a timely manner of any problems or potential problems which might interfere with a successful educational outcome.

On-Site Task Supervisor

- a. Assumes primary responsibility for orienting the Student to the agency, to agency staff, and to work projects.
- b. Works with the Off-Site Field Instructor and Student to create the BSW Field Contract, which includes learning objectives and practice tasks.
- c. Assumes primary responsibility for supervising the daily work of the Student as described in the BSW Learning Contract.
- d. Meets periodically with the Student and the Off-Site BSW/MSW Field Instructor to evaluate student performance and modify the BSW Field Contract, if necessary.
- e. Meet with the BSW Faculty Field Liaison//Field Coordinator to review student progress and/or to address any significant problems that may arise during the field experience, at the request of either the Student, Off-Site BSW/MSW Field Instructor, or the BSW Faculty Field Liaison

SELECTION OF AGENCY SETTINGS AND INSTRUCTIONS FOR BSW FIELD PLACEMENT

4.0 SELECTION OF SETTINGS AND INSTRUCTORS FOR BSW FIELD PLACEMENT

4.01 Criteria for the Selection of BSW Field Agencies

In order for agencies to be approved by the BSW Program for the purpose of providing field instruction, they must meet the following criteria:

- a. Agency's philosophy of service shall be compatible with the philosophy, values, and ethics of the social work profession.
- b. Agencies shall be related in purpose and function to the mission, methods, and curriculum of the BSW Program.
- c. Agencies shall be clear about their program and methods.
- d. The volume and flow of agency programs shall offer students a wide range of learning opportunities.
- e. The administration and staff of the agency shall have respect for professional education and acceptance of the objectives and educational focus of the program of field instruction.
- f. Agencies shall have access to qualified field instructors.
- g. Agencies shall provide release time for field instructors to carry out field instruction responsibilities and to attend field-related meetings.
- h. The staff shall be large enough to ensure that the basic agency program is developed and maintained sufficiently without reliance on students.
- i. Agencies shall make available suitable desk space, telephones, dictating facilities, supplies, agency related transportation/travel reimbursements, clerical services, and/or interviewing facilities.
- j. Agencies shall support the University's equal opportunity policy, providing equal treatment and opportunity, without regard to race, color, religion, national origin, sex, age, disability, veteran status, or sexual preference except where such distinction is required by law.
- k. Agencies shall agree to the execution of a written agreement between the BSW Program and the Agency.

4.02 BSW Program -Agency Affiliation Process and Agreement

The process of agency affiliation with the BSW Program for the purpose of field instruction usually evolves as follows:

- a. The agency expresses its interest in affiliation by writing a letter to the BSW Field Coordinator, briefly summarizing its program.
- b. The BSW Field Coordinator acknowledges this interest and sends the Agency Data Form, several Field Instructor Vita Forms, and a copy of this *BSW Field Manual*.
- c. The BSW Field Coordinator reviews the completed forms and contacts the agency to discuss field practicum requirements and to assess further the agency's, and designated field instructor's, qualification.
- d. Upon approval of the agency as a field placement site, an ASU Memorandum of Understanding is signed by duly authorized representatives of both the Agency and the BSW Program.

4.03 Criteria for the Selection of BSW Field Instructors

The term, "BSW Field Instructor," designates an individual who is an employee of an agency and who is assigned instructional responsibility for a student enrolled in a field course and placed with that agency. In order to be approved by the BSW Program as a BSW Field Instructor, s/he must meet the criteria below. The BSW Field Coordinator must approve individual exemptions from one or more of these qualifications:

- a. All Field Instructors shall possess the Bachelor of Social Work degree, or Master of Social Work degree from a Council on Social Work Education-accredited school of social work.
- b. Field instructors shall have at least two years of social work experience following the attainment of the Bachelor's and/or Master's degree.
- c. Field instructors shall have abilities and knowledge in the areas of social work practice being taught in the BSW Program.
- d. Field instructors shall have thorough knowledge of the agency in which they are employed.
- e. New field instructors shall attend a training seminar and/or orientation in field instruction provided by the BSW Program.
- f. Field instructors shall demonstrate interest in supervision, staff development and instruction.
- g. Field instructors shall make use of support systems designed for field instruction.
- h. Field instructors shall understand, accept, and incorporate the educational objectives of the BSW Program.

4.04 BSW Field Instructor Affiliation Process

The initiation and development of a field practicum site may originate with the Social Work Program or the agency site. The process involves the BSW Field Coordinator and the potential field site representatives (e.g., field instructor, program director, agency representative). The selection process includes, but is not limited to, the following:

- an initial review of the proposed program/agency assignments by the BSW Field Coordinator
- a meeting in person (preferably) or by phone with the Administrator and/or BSW Field Instructor of the agency concerning expectations of both parties
- review of the following application materials by the BSW Field Coordinator to determine if the field educational requirements can be met in the placement site:
 - a. Field Site Application
 - b. Field Instructor Profile
 - c. Other supporting documents such as agency brochures, reports, etc.

Upon approval of the field site, the BSW Field Coordinator will initiate the affiliation agreement that will be duly signed by representatives of the site and the Albany State University's Social Work Program.

4.05 Support Systems for BSW Field Instructors

The agency-based field instructors serve as extensions of the BSW program's faculty. Their contributions to the education of BSW students are substantial and highly valued. Upon request, field instructors will be provided with individual field consultation from the BSW Field Coordinator to the agency.

ASSIGNMENT OF BSW STUDENTS TO FIELD PLACEMENT SETTINGS

5.0 ASSIGNMENT OF BSW STUDENTS TO FIELD PLACEMENT

5.01 Relationship between the BSW Degree Plan/Evaluation and Field Placement

Upon entering the BSW Program, all students must have a BSW Degree Plan/Evaluation approved by the BSW Program Director/Department Chair. The BSW Degree Plan outlines semester by semester the courses a student is approved to take in line with career goals and within the policy requirements of the BSW Program. There are explicit requirements regarding the sequencing of, and prerequisites for courses, including field courses. Any variation from these requirements necessitates obtaining approval from the Chair and the BSW Faculty Advisor. A copy of this BSW Degree Plan is given to the Student and filed in the student's permanent file for purposes of advisement.

The appropriate course and semester for field practicum must be determined in conjunction with the student's BSW Faculty Advisor, and be reflected on the Student's BSW Degree Plan/Evaluation. *Only after this is done* is it appropriate to discuss specific arrangements for field placement with the BSW Field Office. It is important for students to bring their BSW Degree Plan to any meeting regarding field placement options.

5.02 Factors Considered in Placement of BSW Students

5.02.1 Prerequisites for BSW Field Placements

To be eligible to register and enter field practicum (SOWK 4472) and field seminar (SOWK 4470), students must have successfully completed all liberal arts and social work prerequisite courses.

- a) Field Seminar (SOWK 4470) and Field Practicum (SOWK 4472) must be taken concurrently.
- b) Field Practicum Orientation. Prior to beginning Undergraduate Field Experience (SOWK 4471) and Integrative Field Seminar (SOWK 4470), all students must attend a minimum two-hour Field Practicum Orientation. This Orientation includes presentation of field policies: discussion of field requirements, evaluation, and grading procedures; and a description of the Faculty Field Liaison system. Failure to attend this Orientation will prohibit entry into field practicum and will, therefore, delay a student's course of study by minimum one semester. This orientation is held prior to the beginning of the academic fall and spring semesters. Individual consultations or make-up sessions will only be scheduled as a result of a documented emergency, at the discretion of the BSW Field Coordinator.

5.02.2 Purpose of Block Undergraduate Field Placements

Undergraduate placements are designed to reflect the generalist competencies of the Undergraduate Curriculum. The BSW Field Coordinator assigns placements for all undergraduate students, with the exception of the Title IV-E students. Those students will be assigned with the assistance of the Title IV-E Coordinator. Practicum interests are considered for the **first** field application process. Students work in conjunction with the BSW Field Coordinator to acquire a field placement. The Student is placed after interviewing with *one agency at a time* versus completing multiple interviews. The BSW Field Coordinator retains responsibility for all placement decisions. However, student preferences and career objectives are considered.

Factors taken into consideration for assignments and agency placement include, but are not limited to:

- Student's ability to function in a particular agency setting
- Agency's ability to meet the student's specific needs
- Student's interest and future career goal
- Student's volunteerism and work experience in social service agencies
- Student's specific educational needs

A minimum Institutional average of 2.5 has been met, and he/she has received at least a cumulative of 2.6 in all required social work courses. ***To be eligible for field education, students must have completed all prerequisites for the field courses (as outlined above).*** Field course prerequisites include the completion of **ALL REQUIRED COURSES** for the Social Work major except SOWK 4470, Integrative Field Seminar which is offered concurrent with Field Experience.

5.02.3 Additional Factors

Some of the special factors that may be considered in the placement of students include the following:

- Specific hours required by the agency as related to student availability.
- Special ethnic or cultural understanding and/or language ability.
- Special physical challenges of student and/or agency.
- Specific skills and/or knowledge in specialized areas.
- The number of field instructors available for teaching in a particular setting.

5.03 Deadlines

Deadlines for applications for all field practice are final.

Failure to submit the “Application for Field Placement” by the posted deadline may result in the student **not being eligible** for placement in that specific semester. The purpose of the deadline for field applications is to establish eligibility for entry into field prior to the registration process, to reserve a specific number of placement opportunities for a given semester and to allow sufficient time for students to complete the process for placement.

Complete application materials are due at the end of the third (3rd) week of the **SEMESTER PRIOR** to the semester of field placement. The Field Manual can be accessed on the Department of Social Work’s website: <https://www.asurams.edu/academic-affairs/college-of-business-education-professional-studies/social-work/degrees/bsw/index.php>. The BSW Field Application can be accessed in Tevera. ***It is the responsibility of the student to make the Field Coordinator aware of their intentions to apply for field placement.*** Once the BSW Field Coordinator is aware of the student’s intention to apply to field, the student will be granted access to the BSW Field Application in Tevera. All application materials will be uploaded or completed in Tevera.

5.04 Application Process for BSW Field Placements

The Undergraduate Social Work Program is responsible for determining a student’s eligibility for field placement and for assignments at identified agencies. Factors taken into consideration for assignments and agency placement include, but are not limited to:

- BSW Student’s ability to function in a particular agency setting
- Agency’s ability to meet the BSW student’s specific needs
- BSW Student’s interest and future career goals
- BSW Student’s volunteerism and work experience in social service agencies
- BSW Student’s specific educational needs

The application must be completed and **submitted by the third (3rd)** week of the semester prior to entering field. **Each application** must include a copy of the student’s resume, liability insurance, verification of car insurance and a professional looking headshot. It is the student’s responsibility to submit the Field Application on Tevera in a timely fashion.

Students are eligible for the field experience and seminar course upon:

- a. Verification of a valid driver’s license and access to reliable transportation
- b. Successful completion of all liberal arts courses
- c. Successful completion of all required social work courses with a minimum grade 2.6 G.P.A.
- d. The **student’s maintenance of a minimal Institutional GPA of 2.5**

- e. Faculty advisors' review of students' application and completion of the Recommendation for Field Placement form.
- f. Approval of the Recommendation for Field Placement form by the Faculty Advisor, and submission of it to the Field Coordinator by the end of the **fourth (4th)** week, with a copy to the Program Director/Departmental Chair for academic clearance.

The Field Coordinator/Title IV-E Coordinators will contact students applying for field shortly after receipt of the field application to initiate the process. Students will then be notified via e-mail and/or postal mail of their academic status and/or clearance for field placement.

Field course prerequisites include the completion of **ALL REQUIRED SOCIAL WORK COURSES** in sequence as stipulated in the BSW Course of Study Evaluation Form/Plan and reflected in the Course Listings found in the *BSW Student Manual* and *BSW Field Manual*.

5.05 Academic Clearance for BSW Field Placements

Students are cleared for field placement based on their academic preparedness. Only those students receiving academic clearance are granted approval to move forward in the field application process. The BSW Faculty Advisor will utilize the Program's specified criteria and verify:

- a) Student(s) completed all liberal arts courses.
- b) Student(s) completed all required social work courses with a minimum grade of "B" in each course.
- c) Students' Institutional GPA is 2.5 or above.
- d) Students' Social Work GPA is 2.6 or above.
- e) Students' application is in compliance with program requirements, and completion of the Recommendation for Field Placement form.

Upon approval of the Recommendation for Field Placement form, the Faculty Advisors will submit said form to the Field Coordinator by the end of the fourth (4th) week with a copy to the Program Director for academic clearance.

Students will be notified of their academic status and/or clearance for field placement via postal mail and ram e-mail.

NOTE TO ADVISORS: CHECK FIELD PLACEMENT FORM FOR APPROPRIATE SIGNATURE PRIOR TO SUBMITTING TO FIELD COORDINATOR.

FIELD PLACEMENT PROCEDURE

5.06 *Preparation for BSW Field Placement*

The BSW Field Coordinator will contact the BSW Student to set a date and time during the 5th week of the semester to meet and discuss the field placement, the expectations and needs, student-agency matching, agency interviews, financial planning, and time frames for the field experience semester. The BSW Field Coordinator will share with students all agencies with a signed “Memorandum of Understanding Contract” with the University.

The Preparatory Meeting with the BSW Field Coordinator will include a joint venture in selecting and reviewing an agency-based site, which will meet the learning needs, expectations, and interest of the BSW student. Reference materials on the agency are on hand in the BSW Field Office to assist students in making appropriate choices that are acceptable by the University and the Baccalaureate Social Work Program.

The identified agency is contacted by the BSW Field Coordinator to discuss the Potential placement of the BSW Student. If the agency agrees with the University for the placement, the field application must be sent to the identified agency staff for review prior to the BSW Student’s contact or interview. The agency will then contact the BSW Field Coordinator to assure that the agency can meet the educational needs, expectations, and interests of the BSW student.

The BSW Field Coordinator will contact the BSW Student and set a date for an initial interview with the agency. Placement decisions must be completed by the date specified in the BSW Field Calendar.

5.07 *BSW Field Agency Interview*

BSW Students are to dress professionally and view the interview as one would approach an actual employment interview. When the interview is completed, the agency contacts the BSW Field Coordinator with a placement decision. The BSW Field Coordinator then notifies the BSW Student regarding the final placement decision.

5.08 *Policies and Procedures for Change of BSW Field Placement*

Policy

The BSW Field Coordinator and Title IV-E Coordinator make a careful selection of social service agencies and instructors for the field practicum sequence.

Assignment of students to field placement is made for the duration of the academic semester.

Occasionally, a change for field placement is necessary and may be granted for one of the following reasons:

- a. change in personal circumstances (finances, transportation, health, etc.)
- b. agency is not able to provide accessibility to students with physical challenges
- c. change in school policy
- d. internal matters of the agency
- e. irreconcilable differences between student and field instructor

Procedure

The Student must first discuss the desire for change of field placement and/or field instructor with the BSW Field Instructor. A careful delineation of the factors involved is required.

If the issues are not resolved, the Student must discuss the concerns with the BSW Faculty Field Liaison/Field Coordinator. The BSW Faculty Field Liaison/Field Coordinator must review the concerns with both the Student and the BSW Field Instructor before making a formal recommendation to the Chair.

After consultation with the BSW Faculty, the Chair will make a decision regarding the requested change. If it appears that a change is necessary, the Student must complete a “Change of Field Placement Request Form.”

Upon receipt of the form, the BSW Field Coordinator will consult with the Chair and contact the Student’s BSW Field Instructor to advise him/her of the process about to be undertaken.

If the BSW Field Instructor initiates the request for change, the matter must first be discussed with the Student along with the BSW Faculty Field Liaison/Field Coordinator and then the Chair is to be made aware of the situation being presented. It is preferable that the BSW Field Instructor confers with the Agency Executive regarding the request for change prior to notification and/or communication with the BSW Field Office.

A conference with all parties (Student, Field Instructor, Department Chair, BSW Faculty Field Liaison/ BSW Field Coordinator) will take place and a decision will be made regarding the desired change. The Agency Executive will be notified in writing of the decision and rationale for action taken by the BSW Field Coordinator/Title IV-E Coordinator.

A consensus of those involved will be required in order to proceed with the change of field placement and/or field instructor. If the situation is not resolved to the satisfaction of the student, the Grievance Procedure of the BSW Program is to be followed. However, it should be noted that all agencies reserve the right to terminate student placements based on established policies and procedures.

5.09 Creation of One’s Own Placement

All field placement assignments must be arranged through the BSW Field Office.

The BSW Field Coordinator is the final authority on approval of a field placement. Field placement assignments will be made only to agencies that are affiliated formally with the BSW Program. Students **may not** visit agencies for the purpose of interviewing for possible field placement unless they have received a referral from the BSW Field Office. Agencies and social work practitioners are extremely busy meeting the myriad needs of clients and the agency. Therefore, visits from student observers, unless coordinated by the BSW Field Office, may result in disrupted client service and termination of the agency’s affiliation agreement with the BSW Program. The BSW Field Coordinator will work with all students to select or to create (to the extent possible) a field experience designed to meet students’ educational goals.

5.10 Academic Credit for Work Experience

The policies and standards of the national accrediting body for schools of social work, the Council of Social Work Education (C.S.W.E.), state: “Academic credit for life experience and previous work experience **shall not be given** in whole or in part, in lieu of the field practicum.” (Council of Social Work Education, **Bachelor’s Standards**, Accreditation Standard 5.2).

The Department of Social Work strictly adheres to this mandate without exceptions.

5.11 BSW Field Placement at Place of Employment

It is the policy of the BSW Program that students complete field course requirements in agencies where the student has never been employed or is not currently employed. Experience has shown that when students are allowed to complete their field placement at their place of employment, the educational focus of the field experience can become significantly limited.

However, in special circumstances, such as the lack of viable alternatives, the BSW Field Coordinator, upon collaborating with the Chair, may grant an exception to this policy if the following conditions are met:

- a. The agency must be diverse enough to offer educational experiences that will broaden the student’s knowledge base and degree of expertise.
- b. The agency must be affiliated formally with the BSW Program.
- c. The agency must have an employee who is (1) not the student’s work supervisor and, (2) is qualified under the BSW policies to provide field instruction to the student.
- d. Field assignments in the agency must (1) have an educational focus, (2) must differ *significantly* from the student’s current or past job assignments, and (3) must be in a different (i.e., separate) program area.

The agency must submit written documentation that *explicitly* addresses points “a” through “d” above, and that clearly delineates release time provided the student for completion of field course requirements.

5.12 Night and Weekend Placements

Agencies currently utilized by the University do not have qualified supervisory staff available during non-traditional hours. Additionally, the development of ALL practice sites requires interactions with professionals who practice in these areas of expertise. Most of these individuals can only be accessed during daytime working hours. Therefore, the BSW Program cannot guarantee students that they can complete field placements on nights and weekends. Every effort will be made to locate placements of this type, but no “off hours” placement will be used that compromises the BSW Program’s educational competencies or the quality of field instruction. Students need to be aware of this situation as they prepare for their BSW Field Placement in order to avoid misunderstandings and unrealistic expectations.

6.0 BSW EDUCATIONAL POLICIES

6.1 *Required BSW Field Courses*

6.1.1 Clock Hours

The Field Practicum consists of two required courses. The required courses are:

SOWK 4472: Field Instruction II

SOWK 4470: Field Integrative Seminar

Field Experience course earns twelve hours of academic credit and involves **540 clock hours** of social work practice designed to achieve specific course competencies. These hours are generally organized into a concurrent schedule of four and one-half days or approximately 36 clock hours per week. The Field Seminar course earns three hours of academic credit.

SPECIAL NOTE: Under no circumstances are students allowed to amass hours for purposes of completing the field practicum experience prior to the last scheduled date of field. Any hours amassed in such a fashion will be counted as volunteer hours, and the student will be required to complete the field practicum experience.

Block Placement.

Some field agencies prefer block placement of social work students who may be able to respond in a timelier manner to their unique service needs.

6.1.2 BSW Field Orientation

Attendance at a Field Orientation is mandatory for all full-time and part-time students prior to beginning internship

There will be *no* exceptions to this policy. Students who fail to attend the required Field Orientation will be dropped from the field practicum course(s). This will necessitate revisions in the student's *BSW Degree Plan* and could delay graduation for a semester or more due to the sequential nature of the BSW program.

6.1.3 Course Objectives

Undergraduate Field Courses

The professional baccalaureate field curriculum requires 540 clock hours of field experience. The content of the professional field placement is designed to support the objectives of the Baccalaureate Curriculum. The Baccalaureate Curriculum ensures that students are knowledgeable about fundamental theories and policy perspectives needed to understand social and economic

inequality, oppression, and discrimination, and ensures that students consequently develop the necessary social work practice skills that will ultimately promote social and economic justice.

Therefore, the field placements provide opportunities for generalist skill development at micro, mezzo, and macro levels of practice. It exposes students to a broad range of social problems and issues and prepares students to work with people, both clients and professionals, from different racial, ethnic, and socioeconomic backgrounds. It explores the role of public social service delivery systems in responding to human need. It introduces students to the value dimensions and ethical dilemmas inherent in professional social work practice. Learning objectives can be found by reviewing the learning plan for field placement.

Students are concurrently enrolled in the Field Seminar. This course meets for two- and one-half hours once a week throughout the semester and is designed to assist students in integrating their practice experience with the knowledge and skills taught in the classroom.

6.2 The BSW Field Learning Contract

6.2.1 Format of the BSW Field Learning Contract

The BSW Field learning contract is a working document designed to give direction and structure to the field experience. It is the joint responsibility of the BSW Student and the BSW Field Instructor to **negotiate this contract within the first two weeks of placement.**

The curriculum of the BSW Program provides the rationale and educational themes for the contract. The Field Instructor is responsible for incorporating into the contract the particular demands of the culture and mission of the agency and its specific area of practice. The Student is responsible for reconciling the requirements of the BSW Program and the Agency with her/his personal learning needs and professional goals.

Upon completion and approval of the BSW Field Learning Contract by the Field Instructor, students will submit the Learning Contract in Tevera. Upon review and approval by the Field Coordinator, the Learning Contract will be signed and all parties involved in the student's learning experience will have access to the Learning Contract in Tevera (student, Field Instructor, Field Coordinator, Task Supervisor, Faculty Field Liaison). The BSW Faculty Field Liaison/Field Coordinator utilizes the contract in her/his joint efforts with the Student and Field Instructor to ensure a cohesive and progressive training experience.

6.3 Components of the BSW Field Learning Contract

- I. Agency and Field Instructor (to be completed by Field Instructor)
 - a. Description of field setting
 - b. Description of specific unit/service of which Field Instructor is a part
 - c. Agency and Field Instructor views on field instruction
 - d. Preferred teaching methodologies

II. Student (to be completed by MSW Student)

- a. Assessment of current strengths (Students should analyze the separate areas of knowledge, skills, and values.)
- b. Assessment of limitations (Students should analyze the separate areas of knowledge, skill, and values.)
- c. Career goals
- d. Experiences desired during the semester

III. Educational Plan (to be completed jointly by Student and Field Instructor)

- a. Student orientation to agency (includes content and time frame for orientation process—under professional identify competency)

b. Behavioral Competencies

Behavioral competencies are specific behaviors identified by the accrediting body (CSWE) and the social work profession, as indicators of the degree to which social work students are able to demonstrate an integration and application of social work generalist knowledge, values, and skills during internship to competently serve and meet the needs of clients. Behavioral competencies are outcomes to be achieved.

c. Field Learning Activities/Practice Tasks

Learning Activities/Practice Tasks are those activities in which the Student will engage in order to demonstrate a level of competence in the application and integration of generalist social work knowledge, values and skills to meet the professional standards outlined in the Program's goals and core competencies. Practice tasks should be clearly stated, feasible, measurable and whenever possible, placed within a specific time frame.

d. Performance Measures

Performance measures indicate the ways in which the Student's performance will be evaluated in relation to the achievement of objectives. They may include direct Field Instructor observations, staff feedback, supervisory conferences, recording (written, audio or video), presentations, or client response.

II. Personnel Details (to be completed by Student and BSW Field Instructor)

- a. Hours and days for field work
- b. Supervisory plan
- c. Holiday arrangements
- d. Sick leave arrangements
- e. Special arrangements (may include such items as required medical tests, travel reimbursements, and/or required attendance at specific staff meetings as appropriate.)

6.4 The BSW Evaluation Process

6.4.1 BSW Field Evaluation Principles

- a. Student evaluation is a process of determining, assessing, and mutually clarifying the extent to which the Student is attaining desired professional growth as defined in the BSW Learning Contract. Evaluation must assess not only where the Student is in relation to defined goals, but also must help her/him identify factors that facilitated or interfered with her/his performance.
- b. Participation by the Student in all steps of the evaluation process is essential if the evaluation is to achieve its purpose.
- c. Responsibility for the evaluation must be placed with the BSW Field Instructor. However, the student has a right to express differences and to have said differences recorded. Students are required to sign the evaluation and they can attach written comments if they desire.
- d. Evaluation involves placing an estimate on strengths and needs at given points of time within a total period of time (i.e., mid-semester, etc.)
- e. Evaluation should determine and clarify not only where the Student is at the time of evaluation/assessment, but where s/he needs to go within a specified period in the future.
- f. Evaluation presents an opportunity not only for “stock taking,” but also for teaching and helping in new dimensions of overall growth.
- g. There should be no surprise in the final evaluation, since progress should be evaluated mutually on an on-going basis.
- h. Evaluation involves emotions for both BSW Field Instructor and Student. The impact of these feelings must not be ignored, but should be understood and handled in appropriate ways.

6.4.2 BSW Evaluation Procedures

Evaluation of the Student’s performance in the field agency by the BSW Field Instructor is to adhere to all of the above principles. It is to be an ongoing process through which the student receives continuous assessment of his or her performance.

- a. Behavioral competencies for each field course may be found in the syllabi. Behavioral competencies are further detailed in the evaluation instruments to be used for the mid-term and final segment of the field experience.

- b. It is suggested that the BSW Field Instructor and Student review these learning competencies and performance expectations when negotiating the individual student's BSW Field Learning Contract.

- b. The BSW Field Office requires a formal electronic mid-semester and final evaluation and each Student should be made aware of his/her standing at this point in time. It is suggested that the evaluation form, provided by the BSW Field Office on Tevera, be completed and submitted a minimum of **five** days prior to the due date for mid-term grades. This format is to be used as a structured assessment of the Student's performance to date.

- d. It is imperative that the Field Instructor notifies the Faculty Field Liaison/Field Coordinator/Title IV-E Coordinator *immediately* if there is any indication that the student's performance is less than satisfactory at or prior to mid-semester. This allows time for the student to improve his/her performance prior to the end of the semester.

- e. Further, if the Student's performance is less than satisfactory, the BSW Field Instructor is to prepare a written statement for the Student, with a copy sent to the BSW Faculty Field Liaison/Field Coordinator, indicating performance deficits that must be eliminated if the Student is to satisfactorily meet field practicum requirements.

- f. If the Student's performance at mid-semester is assessed by the BSW Field Instructor as less than satisfactory, the BSW Faculty Field Liaison shall inform the BSW Field Coordinator and shall offer whatever help is needed to enable the student to achieve an acceptable level of performance.

If a Student's performance is evaluated by the BSW Field Instructor as less than satisfactory at any point after mid-semester but prior to the end of the semester, the BSW Field Instructor shall notify the BSW Faculty Field Liaison/Field Coordinator/Title IV-E Coordinator *immediately* and follow the steps outlined above. A final Conference between the Field Instructor and the Student is to be held prior to the end of the semester to evaluate the Student's field performance.

The Student is expected to participate actively in the evaluation conference and to prepare a self-assessment of his or her performance in preparation. This not only encourages the student to develop an awareness of her/his own progress, but also provides for a more meaningful exchange between the Student and BSW Field Instructor when separate ratings are shared during the evaluation conference.

A formal written/electronic evaluation, representing the views of both Student and BSW Field Instructor, is required for all students at the end of each field experience course.

- a. The Final BSW Evaluation is completed by the BSW Field Instructor on Tevera.

- b. The student *must read* the written evaluation and *must sign* it to indicate that s/he has read it *prior to* transmittal of the evaluation to the BSW Faculty Field Liaison/Field Coordinator by the BSW Field Instructor.

- c. If the Student disagrees with any part of the evaluation, s/he may attach a signed addendum noting areas of disagreement.
- d. The BSW Field Instructor must also sign the evaluation prior to transmitting it to the Faculty Field Liaison/Field Coordinator.

6.5 Grading Policy

Since each student brings to the educational experience her/his own background, professional interests and capabilities, the professional development process becomes highly individualized. The field practicum, as reflected by the BSW Field Learning Contract, creates an individual design for learning with reciprocal expectations on the part of the Student, the Field Instructor and the BSW Program. The Final Field Student Evaluation Form should be utilized as a tool for monitoring educational progress. It should serve as a resource to all parties, highlighting areas of strength and limitation, and pointing the way toward additional teaching and learning.

Based upon this evaluation, the BSW Field Instructor recommends a semester grade for the student to the BSW Field Coordinator/Title IV-E Coordinator. The BSW Faculty has final responsibility for the grade, as mandated by the Council on Social Work Education (CSWE), the Program's accrediting body. In instances where the BSW Faculty records a grade different from that recommended by the Field Instructor, the BSW Faculty has the responsibility to document to the Student, the Field Instructor, and the Chair, reasons for the grade change.

6.5 Grade Distribution

During the practicum, field instructors formally evaluate students' ability to perform in the nine (9) key programmatic competencies. Students' knowledge and ability to practice the competencies as outlined in the program are evaluated and given a numerical weight in field. The Learning Plan/Contract outlines the field and program competencies the student will accomplish while in field. The student must, with guidance from the field instructor/task supervisor, develop tasks under the defined goals and objectives that will demonstrate their ability to perform the program's competencies in actual practice.

The student's performance with regard to completing the tasks defined under the assigned field instructor/task supervisor are rated for each specified competency. The student is given a rating within a range of 1 through 4. Students can also receive a rating of NA, or not applicable, when the task or objective is not completed or opportunities are not offered by the agency. This is assigned a numerical rating of 0. The field coordinator addresses such ratings both at mid-term and prior to final visitation to assess the reasons the objectives were not completed.

0 = Unsatisfactory/Not Applicable (no evidence of practice behavior; or, there has not been adequate opportunity to complete the practice task[s] or behavior)

1 = Emergent Performance (some evidence of the practice behavior beginning to emerge)

2 = Marginal Performance (Meets minimum level of performance in demonstrating the practice behavior)

3 = Meeting Performance Expectations (efforts consistently demonstrate practice behavior at an acceptable level of performance for a BSW student; **this is the minimal expected level of performance for all BSW students**)

4 = Exceeding Performance Expectations (efforts consistently exceed expectations in demonstrating the practice behavior (Through exceptional performance)

NOTE: Not Applicable- Only if there has not been adequate opportunity to complete the task or objective (*appropriate at mid-term only*)

Field instructors/task supervisors are able to assess students based on:

- Participant observations by field instructors/task supervisors
- Written documentation and assignments
- Supervisory sessions
- Feedback from clientele
- Progress, or lack thereof of clientele
- Review of files/records to which student has been assigned
- Feedback from other faculty/staff
- Feedback from community resources with whom student makes contact

Additionally, The BSW Field Instructors provide a midterm and final grade recommendation. Upon review of the completed final *BSW Field Evaluation* form, the Faculty Field Liaison issues the final field grade. The field evaluation forms reflect a comprehensive set of practice competencies. Use of the form should present a clear picture to the BSW Student and to the BSW Program of the Student's strengths, areas targeted for reinforcement, and progressive professional development. The grades used by BSW Field Instructors for field experience courses are described as follows:

Field Instructors are also asked to make a recommendation on the student's letter grade as follows:

“A” or “B” (Satisfactory)

The grade of (A/B) denotes competence at an intermediate to high level of performance in completion of field experience course requirements. It is given when the student has demonstrated the level of social work knowledge, values and skills required for the specific field experience course at an above average rate of competence on a consistent basis.

“C”, “D” or “F” (Unsatisfactory)

A grade of “C” or less denotes unsatisfactory completion of field experience course requirements. One is given when the student has not demonstrated the level of knowledge, values and skills required for the specific field experience course at a level of competence that warrants a rating, suggesting the student performs at an intermediate level of performance. Such marks may also be given for **documented** unprofessional behavior.

A final grade of Unsatisfactory (“C”, “D” or “F”) requires that the specific field experience course be repeated. A second (“C”, “D”, or “F”) grade in any further field experience course may jeopardize completion of the BSW program.

(I) Incomplete: The grade of (I) presupposes that the student is doing passing work in the field experience course, but because of illness or other emergency situation(s) beyond the student’s control, is unable to complete all course requirements by the end of the semester.

The grade of (I) may not be given to allow the student to do additional work in order to meet field experience course requirements more adequately.

The grade of (I) requires an agreement in writing between the BSW Student, the BSW Field Instructor, and the Faculty Field Liaison/Field Coordinator about how the field experience course requirements will be met and in what time frame.

An Incomplete Grade Form must be completed and filed with the BSW Field Coordinator. All requirements for removal of the Incomplete (I) grade must be completed satisfactorily by the last day of the next academic semester. Failure to do so will result in an automatic change of grade to that of Failing (F). NOTE: It is the student’s responsibility to secure the green Change of Grade form from the Registrar’s Office to have the grade changed during the next academic semester.

Note: Policy and procedure concerning the removal of a student from Field Placement is on page 139.

6.6 *Student Evaluations of the Field Experience*

At the conclusion of each field course, the BSW Student is to complete the forms on Tevera with which to evaluate the Field Agency, the BSW Field Coordinator, BSW Field Program and the BSW Field Instructor. The information is then used for the enhancement of the field instruction process and further development of the BSW curriculum. These forms are included in the Appendix A.

6.7 *BSW Field Instructor Evaluations of the BSW Field Program*

At the conclusion of each field course, the BSW Field Instructor will submit the appropriate forms to evaluate the BSW Field Program and the Faculty Field Liaison/BSW Field Coordinator/ Title IV-E Coordinators. The forms are located on D2L and are discussed during Field Orientation and are to be submitted to The Social Work Program Chair where they are reviewed and tabulated and retained to evaluate the total field process. The information is then used for the enhancement of the field instruction process and further development of the BSW curriculum. These forms are included in the Appendix of this manual.

7.0 TITLE IV- E PROGRAM

TITLE IV-E PROGRAM

Albany State University contracts with Georgia Department of Human Resources (DHR) through a grant written by the Chair of the Department of Social Work. The program is a collaborative effort with DHR to professionalize Child Welfare Services. It is through such collaborations that graduating students are able to better serve the families and children throughout the state of Georgia.

Students accepted into the Social Work Program are granted an opportunity to apply for the Program and receive a stipend to assist with funding their education in exchange for one year of service in Child Welfare, in Georgia, for every year the stipend is received. Students participating in this program must complete their Field Practicum in a Department of Family and Children Services (DFCS) agency. During the student's matriculation through the program, the Title IV-E Coordinator/BSW Field Coordinator will serve as the advisor and Field Coordinator. Upon completion of the social work program, Title IV-E students will work with the Title IV-E Coordinator/BSW Field Coordinator and DHR personnel for job placement.

Albany State has participated in an assessment with DHR of the social work curriculum. The State has made a commitment to hire Title IV-E BSW students in the position of Case Manager-Advanced. Students successfully completing all parts of this program will receive a certified certificate of proficiency in Child Welfare from ASU upon graduation. This exemption will provide graduating students an opportunity to enter the agency at a higher rate of pay and one level higher than that of an entry-level case manager. It also affords students the opportunity to be certified by DFCS during an earlier stage of employment. Those students not entering the profession upon graduation have deferred employment to attend graduate school at institutions that also offer the Title IV-E grant. Still, other students have opted to work and continue their education simultaneously, utilizing Title IV-E funding.

Albany State University has graduated over 90 students who completed the social work program with the assistance of the Title IV-E Grant. Many of these students have been successfully placed in DFCS agencies and are empowering families through a family centered approach and strengths perspective in working to preserve families and ensure safety, stability, wellbeing and permanence for children in the State of Georgia. There are others who chose to pursue their MSW degree before entering the work force.

7.0.1 Eligibility Criteria

- Students must be a social work major and have been accepted into the program.
- Students must also have and maintain a minimum 2.5 **Institutional** GPA.
- Students must provide a minimum of three academic/professional references.
- Students must be willing to sign and fulfill their commitment as noted above as well as in the agreement/contract (located in the appendices) acknowledging their commitment to the State of Georgia in the area of Child Welfare.
- Due to the sensitive nature of information available to Title IV-E Students during their practicum, students must be willing to sign "A Consent for Release of Information" and undergo a criminal background check.

Students know that upon placement in their agency during the assigned Field Practicum, he/she will be required to complete a second background check requiring the student to be fingerprinted. Students are also required to undergo a drug screen.

7.0.2 Application Process

Students must go on line to <https://www.gadfcs.org/grant/cwg.jsp> in order to complete their application for the program (appendices). The application must be completed and submitted via the website. Following the completion of the on-line application, students submit their three academic/professional references, a letter noting their anticipated date of graduation, verification of their grade point average, and a copy of their letter of acceptance into the Social Work Program a minimum of one week after completing the on-line application to the administrative specialist of the Title IV-E Program. All students interested in the program must complete their applications by the tenth week of the new (Fall/Spring) semester. The Title IV-E Secretary will print a copy of the application. The Title IV-E Coordinator and Chair of the Social Work Program review applications.

Students are formally notified in writing of their scheduled interview date and time. Interviews are held with the Program Director, Title IV-E Coordinator, a DHR IV-E Representative and personnel from the Department of Family and Children Services. These interviews are normally scheduled once during the Fall/Spring semester(s).

After completing the interview process, students are notified within five to ten working days of their acceptance or denial of admittance into the Title IV-E Program. The stipend is initiated the semester following the student's acceptance into the program. Those students not accepted into the program are not exempt from re-applying unless the denial is due to a problem with their criminal background check.

7.03 Requirements

- Title IV-E students must complete their field internship in a DFCS agency in the Child Welfare area.
- Title IV-E students must utilize their vehicles during internship.
- Title IV-E students need to have their own automobile insurance at the time they enter field.
- Students must complete Forensic Interviewing, Family & Child Welfare Practice and Social Work with Families as a part of their curriculum.
- Students must attend all Title IV-E Conferences and workshops.
- Students must adhere to the NASW Code of Ethics.
- Students must honor and complete their commitment to the Georgia Department of Family and Children Services.
- Students are expected to accept a job in the county in which a position is available.
- Students who fail to follow through on their commitment will be required to **repay** the money received in their stipend.
- Students are required to submit to a drug screen at the time of agency placement for their field experience.

DUE TO THE STRINGENT REQUIREMENTS OF CONFIDENTIALITY FOR AGENCIES WORKING WITH SENSITIVE INFORMATION ON CHILDREN AND FAMILIES, ALL TITLE IV-E STUDENTS MUST UNDERSTAND THAT A CRIMINAL CONVICTION BEFORE OR AFTER BEING PLACED ON THE GRANT CAN RESULT IN IMMEDIATE DISMISSAL FROM THE TITLE IV-E PROGRAM. THEREFORE IT IS CRITICAL THAT STUDENTS NOTIFY THE TITLE IV-E COORDINATOR/PROGRAM DIRECTOR IMMEDIATELY UPON INCURRING A CHANGE RELATING TO THE STATUS OF THEIR CRIMINAL BACKGROUND.

8.0 BSW ADMINISTRATIVE POLICIES

8.01 Holidays

Students will not observe University holidays. During prolonged breaks, the Student's absence from the agency may create problems in terms of continuity of service to clients. This may also decrease the number of required hours the Student must complete to satisfy the course mandates. Therefore, students will **comply with the holidays/schedule of the agency** to which they are assigned. The field instructors should determine, as part of the BSW Field Learning Contract, the student's holiday schedule and, if necessary, arrangements for the student to make up the hours. Albany State University holidays are published online <https://www.asurams.edu/academic-calendar/>.

8.02 Sick Leave

Students are expected to meet established expectations for attendance and participation in the field. Failure to do so will negatively affect the BSW Student's grade in the course. Policies regarding attendance and leave are as follows:

- Students must communicate (in writing) with their Field Instructor and Field Coordinator directly **prior** to an absence. In the case of illness necessitating absence from the field setting, students shall notify the Department's Administrative Assistant, the Field Instructor and Field Coordinator to assure that hours missed in field are well documented. Any hours missed must be made up at a time agreed upon by the Student and Field Instructor.
- **NOTE:** It is the student's responsibility to cancel or reschedule appointments, meetings or other responsibilities related to the field placement hour. If the Student's absence exceeds four days, the BSW Field Coordinator, as well as the Department of Social Work Chair should be notified immediately. *Students are required to supply documentation to support any absences whether it is one day or more. Students must also be aware of the University's unexcused absences policy that notes that, "A student can receive an 'F' in a course when he or she is absent for 3 days."*
- BSW Students are expected to take care of University-related administrative issues, registration, financial aid, etc. during times outside of agency and seminar hours. Students and their assigned Field Instructor should take these dates and times into account when arranging the student's schedule for the agency.
- BSW Students are required to remain in their field placements through the last class week of the semester.
- BSW Students are not allowed to accumulate compensatory time, or overtime hours to shorten their time in the assigned agency. Any hours accumulated over and above the 540 hours will be considered volunteer hours.

8.03 Travel

NOTE: ALL STUDENTS EXPECTING TO COMPLETE A FIELD ASSIGNMENT MUST SUBMIT A VALID DRIVERS LICENSE AND SHOW PROOF OF HAVING RELIBLE TRANSPORTATION UPON THE SUBMISSION OF THE FIELD APPLICATION.

It is the student's responsibility to secure transportation to and from the field setting. It is also their responsibility to provide their own automobile liability insurance coverage for agency-related travel, if such coverage is not provided by the agency. The University has no funds with which to reimburse students for the use of their automobiles or for other expenses incurred in the conduct of agency business. Reimbursement for agency-related expenses, including travel, should be the responsibility of the agency, and should be consistent with the agency reimbursement policies and rates for interns, volunteers, or agency staff, if appropriate.

8.04 Professional Liability Insurance

All students are required to purchase professional liability insurance **prior to enrolling** in field practicum courses. Liability insurance is sold through the National Association of Social Workers (NASW) as well as through other professional social work organizations. The Student must become a member of the social work organization in order to apply for its liability insurance. Students are responsible for applying for membership in NASW and purchasing the liability insurance policy to cover their time in the field. **The Student must provide the BSW Field Office with proof of liability insurance before being allowed to enroll in any field practicum. Coverage for the academic year begins August through July 31, of the following year, and will provide the required \$1,000,000/\$3,000,000 of coverage. Therefore, students must provide proof of insurance no later than the 5th week of the semester prior to entering field.**

To join National Association of Social Workers (NASW) visit www.socialworkers.org and select student membership. The annual student fee is \$57.00

Once a member of NASW, the BSW Student is eligible for professional liability insurance coverage for approximately \$15.00 per year. There is a link from the NASW (socialworkers.org) webpage or you can go directly to by using this website <http://www.naswassurance.org/home/applications/>

UNDER NO CIRCUMSTANCES WILL THE STUDENT BE ALLOWED TO ENTER FIELD WITHOUT LIABILITY INSURANCE, RELIABLE TRANSPORTATION, AND A VALID DRIVERS LICENSE. FAILURE TO DO SO WILL RESULT IN THE STUDENT'S TERMINATION IN THE COURSE AND WILL IMPACT HER/HIS SYSTEMATIC PROGRESSION IN THE BSW PROGRAM, DELAYING GRADUATION FOR A MINIMUM OF ONE SEMESTER AND POSSIBLY A YEAR.

8.05 Special Student Services Under ADA Guidelines

Albany State University adheres to the mandates of the Americans with Disabilities (ADA) Act of 1990. For students who provide documentation of special student status under the ADA, steps will be taken to ensure that the proper accommodations are made. It is the responsibility of the student to inform the BSW Field Coordinator and the BSW Field Instructor of any special needs and accommodations he/she will require.

8.06 *Health Risk Warning Liability*

The Student is responsible to inform the BSW Field Coordinator and the Field Instructor of any personal health care-related issues that could jeopardize the safety of clients/consumers, or field placement personnel and/or negatively impact their ability to perform effectively as a practicum student. Appropriate accommodations will then be made for the Student and field placement.

8.07 *Resolution of Problems in BSW Field Education*

The Social Work Department's BSW Field Education Program is committed to helping BSW students maximize their learning opportunities and to enhancing the communities served. Performance issues, both personal and professional, occasionally surface in the field placement. The field education program encourages early identification of any difficulties so that a resolution and/or corrective action can be taken as soon as possible. This requires open, direct, and ongoing communication.

Students who enter field failing to disclose any criminal or other personal issues that may negatively impact the student's ability to complete the field practicum experience will be released from the field experience immediately upon faculty's notification of said issue. Early intervention is essential to protect the student, the agency, and the client and community's interests. Issues and problems in field placements can generally be categorized as one or more of the following:

- Academic: student academic performance drops below the requirements of the program and/or the University
- Situational: chronic transportation difficulties, illness, personal crisis, unreliable childcare, etc.
- Environmental: lack of adequate opportunity provided by the agency setting to accomplish learning objectives, little or unsatisfactory field instruction, a personality conflict between the student and the BSW Field Instructor, etc.
- Non-Academic/Professional Behavior: ethical violations as stated in the *NASW Code of Ethics*, poor professional behavior, unsuccessful completion of projects or tasks assigned, lack of ability or motivation to learn social work skills, disrespect for clients and/or other professionals, unable to utilize feedback effectively, threatening or criminal behavior, etc.

Academic:

1. **Inadequate Academic Performance** – Student consistently performs below 2.5 average in social work related and social work required courses.
2. **Academic Suspension or Probation by the University**
3. **Counseling Out**—See **Student Handbook**

Situational Issues

If there is an issue that arises during the field placement in which the student is having difficulty fulfilling responsibilities due to chronic transportation problems, illness, personal crisis, unreliable child care, etc., a resolution must be settled upon by joint agreement between the student and the BSW Field Instructor. The student should identify specific strategies as soon as possible to resolve the issue in writing, and a copy of a remediation plan provided to the BSW Field Instructor, BSW Faculty Field Liaison, and BSW Field Coordinator. *The BSW Field Coordinator will monitor the situation to ensure that progress is being made and the student is fulfilling her or his responsibilities.*

In the event that the situational issue is such that it cannot be, or is not resolved, and/or the student is unable to fulfill his or her responsibilities, either the student, the BSW Field Instructor and/or the BSW Program Chair, may terminate the placement. Termination of a placement requires that the BSW Field Coordinator be notified immediately and a written plan for adequate closure with clients and agency setting personnel be submitted to the BSW Field Instructor. ***The plan for termination should reflect the date the student will leave the placement, timing and method for closure with individuals and groups, and how and when the student will fulfill other closure responsibilities, e.g., transfer or closing of cases, completion of necessary paperwork, returning keys or identification cards, etc.***

Environmental Issues

Occasionally problems in field are related to the agency setting or the BSW Field Instructor's ability to provide adequate learning experiences. The following steps are to be taken in this circumstance:

1. The student will address her or his concerns with the BSW Field Instructor first, clarifying the problem area or issue and identifying possible strategies for improving the situation. Either the student or the BSW Field Instructor may request the BSW Faculty Field Coordinator/Title IV-E Coordinator be present for this discussion. At the very least, the BSW Faculty Field Coordinator/Title IV-E Coordinator should be informed of the concerns and made aware of the plan to resolve these concerns and the time frame in which the concerns will be addressed. ***The student will provide the BSW Field Coordinator/Title IV-E Coordinator with a written remediation plan, signed by both the student and the BSW Field Instructor.***
2. If the concerns are resolved in the designated time frame the student will remain in the field placement. If the concerns are not resolved, the student will request a meeting with the BSW Field Instructor and BSW Field Coordinator to determine whether or not a change in placement is required. The BSW Field Program discourages changes in placements and encourages every effort to resolve the issue. The BSW Field Coordinator will make a recommendation, upon collaborating with the Social Work Program Director, in writing at the conclusion of this meeting as to whether or not the student should be removed or remain in the field placement site, the reasons they are making this recommendation. If the recommendation is to keep the student in the placement, a revised remediation plan will be submitted with the recommendation and strategies identified to resolve the issue. The BSW Field Coordinator will notify the student and the BSW Field Instructor of the recommendation and the plan. ***If either the student or the BSW Field Instructor disagrees with the BSW Field Coordinator's recommendation they may submit a written appeal to the Program Director who will make the final decision.***
3. If either the student or the BSW Field Instructor chooses to appeal a decision made by the BSW Field Coordinator, they may request a meeting with the Field Review Committee to review the decision. This committee will be comprised of the BSW Field Instructor, the BSW Field Coordinator, the Student's BSW Faculty Advisor, the Program Manager, the student and an advocate for the student (should s/he wish to have one present). The BSW Field Coordinator will act as the Chair the meeting and the Program Manager will be the Recorder of the meeting. ***The field committee will make a recommendation to support the decision of the BSW Field Coordinator or submit a new remediation plan. Copies of the decision are to be submitted to the Chair.***
4. If the student or BSW Field Instructor rejects the plan submitted by the Field Review Committee, ***they can appeal the decision to the Social Work Department Chair.***
5. If the student or BSW Field Instructor rejects the decision of the Program Chair, then an appeal can be submitted to the Dean of Arts and Humanities.

8.08 Non-Academic Professional Behavior Issues

Evaluation of the student's academic and professional behavior in the field placement is viewed as a process jointly undertaken by the student, the BSW Field Instructor, and the BSW Field Coordinator. The purpose of evaluation is to provide ongoing feedback and to determine if the student has met the course learning objectives and adhered to the agency's personnel practices, policies and procedures, as well as the social work profession's code of ethics. If a student is not meeting the minimum expectations, a plan should be developed to help the student improve her or his performance. The following steps should be taken to resolve a non-academic professional problem in the field placement:

1. The BSW Field Instructor will address any concerns with the student **first**, clarifying the problem area or issue and identifying possible strategies for improving the situation. Either the student or the BSW Field Instructor may request the BSW Faculty Field Liaison be present. The BSW Field Coordinator will be informed of the concerns by the BSW Field Instructor and made aware of the plan to resolve these concerns and the time frame in which the concerns will be addressed. It is recommended that this initial time frame be no longer than two weeks. ***The student will provide the BSW Field Coordinator with a written remediation plan, signed by both the student and the BSW Field Instructor.***
2. If the concerns are resolved in the designated time frame, the student will remain in the placement. If the concerns are not resolved, the BSW Field Instructor will request a meeting with the student and BSW Faculty Field Liaison/Field Coordinator to develop a formal Performance Contract (see Appendix). The Performance Contract will include a clear statement of the problem area(s), remediation steps, and expectations for change, a clearly defined evaluation process, and a time frame for remediation. ***All three parties will sign the Performance Contract and a copy provided to the student, BSW Field Instructor, Faculty Field Liaison and the BSW Field Coordinator. The BSW Faculty Field Liaison/Field Coordinator will closely monitor the student's progress.***
3. If the time frame for the Performance Contract expires and the student has followed through with the remediation plan and is making satisfactory progress, the BSW Field Instructor in conjunction with the student and BSW Field Coordinator can agree to extend the time frame of the contract. An extension of the contract may also warrant a student completing additional hours in fieldwork to fulfill the terms of the contract. If the extension of the contract requires the student to complete field hours beyond the grading period the student will receive a grade of "Incomplete (I) until the contract is complete. ***Any and all extensions should be noted in writing on the Performance Resolution Contract, and initialed by all three parties, with a notification sent to the Social Work Program Director and the BSW Field Coordinator.***
4. If a student does not show satisfactory remediation progress under the contract or does not follow the contract time frame, the student will be removed from the field placement and a grade of "**No Credit**" (F) will be assigned for the fieldwork. A grade of "F" in fieldwork means the student **will be dropped from the BSW program and be redirected to a related program with the assistance of the advisor, Chair, and the Dean of the College of Arts and Humanities.** The BSW Field Coordinator will be notified when a student does not succeed at his or her field placement and a Field Review Committee will be convened. This committee will be comprised of the BSW Field Instructor, Faculty Field Liaison, the BSW Field Coordinator, the student's BSW Faculty Advisor, the Department Chair, the student and an advocate for the student (should s/he wish to have one present). The BSW Field Coordinator serves as Chair of the Review and the Chair's Program Manger serves as the Recorder for the meeting. The committee will meet within two weeks of the removal date to present the differing perspectives. Within one week of the meeting, the BSW Field Coordinator, and the student's BSW Faculty Advisor

will make a written recommendation to the Department Chair (with copies to all members of the Field Review Committee) as to whether or not the student should be removed from the BSW Program or be reassigned to another agency setting. If reassignment occurs, the BSW Field Coordinator will make the move and the new Agency Field Instructor will be informed of the circumstances necessitating the move and the performance issues. The Performance Contract will remain in force and the student will be expected to complete additional hours of fieldwork in order to accommodate the necessary orientation and integration to the new agency setting, and provide a base for evaluating the student's performance. *A reassignment may be delayed until the following semester if it is deemed more appropriate.*

5. If the student rejects the decision of the Field Review Committee, *the decision can be appealed to the Department of Social Work Chair.*
6. *If the student or BSW Field Instructor rejects the decision of the Chair, s/he can appeal the decision to the Dean of the College of Arts and Humanities.*

8.0.9 REMOVAL OF STUDENT FROM A FIELD PLACEMENT

A student may be removed or dismissed from the field agency at any time by the BSW Field Instructor and/or the Field Agency for documented unprofessional conduct or for demonstrable lack of progress in achieving field practicum behavioral competencies. A written statement attesting to this action will be prepared by the Field Instructor in consultation with the Field Coordinator/Title IV-E Coordinators for inclusion in the Student's permanent file.

In the case of a lack of progress on the Student's part, due process will be followed, with notification of unacceptable performance along with a corrective plan with specific goals and expectations given to the Student. This plan will be thoroughly discussed with the Student in consultation with the BSW Field Instructor, the Faculty Field Liaison, BSW Field Coordinator and the Chair.

A student can be removed from a field placement for the following reasons, however this list is not all inclusive:

1. The student fails to disclose to the school and or agency any information regarding personal health, criminal history and/or issues that negatively impact the agency and or its clientele.
2. Student does not maintain confidentiality
3. The student does not abide by the *NASW Code of Ethics*
4. The student attempts to harm someone else
5. The student attempts to harm himself/herself
6. There is repeated tardiness at the agency and/or tardiness without notification
7. There are repeated absences from the agency and/or absences without notification
8. The student makes repeated changes in scheduled field hours without approval
9. The student engages in illegal behavior during field hours
10. The student has below-average performance as documented in formal written evaluation
11. The student does not perform and complete assigned tasks in a timely manner.
12. The student fails to have a valid driver's license and reliable transportation

In cases where the agency and/or agency program is discontinued, the agency representative should immediately notify the BSW Field Coordinator and the Social Work Program Chair. An evaluation of the student's progress up to the point of the agency or program closing should be submitted in writing to the BSW Field Coordinator. The student will then immediately meet with the BSW Field Coordinator to review placement options to complete the field course.

NOTE: A Removal of Students From An Agency form must be submitted (See Appendix D)

Closure

Regardless of the reasons for early removal, it is expected that the student, with direction from the BSW Field Instructor, will carry out closure with clients and staff in the agency setting.

Any plans for closure should include: the exact date of removal, the timing and method used to end planned contact with individuals and/or groups; the way in which the student will fulfill other agency setting obligations (completion of summaries needed for case transfer or closing, for example); and completion of necessary separation procedures (sign forms, returning keys and or identification badge, etc.). It is expected that the closure process will be done in a way that continues to support the student's learning and the best interests of the clients and communities served.

8.10 DROPPING AND RE-ENTERING THE SOCIAL WORK PROGRAM

Rationale: The Field Practicum is distinct from most other University courses in that the field practicum in the community entails not only educational objectives for the student and faculty, but also professional responsibilities to clients, agencies, and the community. Among the students' responsibilities to their education is the responsibility to utilize ongoing feedback from their faculty and agency supervisors. *When students engage clients and assume service responsibilities, there are ongoing professional, educational, and ethical responsibilities and courtesies to be considered.* Also, considerable time and effort is spent on the part of faculty and community supervisors to plan and deliver a good field placement. For these reasons, it is a serious matter to drop the field practicum during the semester.

Students drop courses for many reasons including: educational considerations, serious illness or personal crises, and occasionally for performance problems. It is this last reason, namely problems in the field practicum, that the following policy is addressed.

POLICY STATEMENT

Any student who drops the field practicum following substantial performance problems as noted by the field faculty will not be allowed to enroll in the field practicum in the following semester without special review and permission from the Chair and the Field Coordinator. The usual procedure will be for students to take time off from field practicum to address the underlining deficits which impair their performance such as knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. as noted by field faculty or field coordinator. Growth and development in these areas may require additional work and life experiences, personal counseling or therapy, circumstantial changes which enhance a student's stability, and remedial learning experiences. The review criteria will focus on the likelihood of successful performance in the field practicum based on criteria such as:

the nature and severity of the performance problem; ability to integrate the content and develop the skills required in the field practicum; the student's ability to hear and use feedback constructively; the availability and use of educational, career advising, and therapeutic resources.

Students must initiate a request in writing to re-enter the field practicum. In most cases, students will be expected to take at least one semester to address the educational needs and performance problems. Only in exceptional cases will a student be allowed to resume the field course in the next semester following a drop, and only if the Department Chair is convinced that the student has demonstrated improved readiness to perform adequately in the field. When a student is readmitted to the field practicum after significant performance problems have occurred, the file information from field faculty and the prior field agency documenting the problem areas, suggested corrective action, etc. as noted above will be shared on a "need to know" basis with the prospective field agency and supervisor. This policy has the dual purpose of protecting the wellbeing of the agency and its clientele as well as assuring that the student would have an adequate opportunity and the resources to improve his/her performance.

When initiating the request for reentry, the student will be expected to document their efforts towards growth and change, which will support the likelihood of satisfactory performance in the assigned field placement. The Field Coordinator and the Department Chair will conduct a review in making a decision in reference to the students' re-entry into the field practicum. In that this is a major decision that affects students' ability to complete the Social Work Program, the student may make a request for a Field Committee to reconsider an adverse decision made by the Field Coordinator. The request should be sent to the Program Director. An adverse reconsideration decision made by the Field Placement could be appealed through the processes in the Student Handbook, Level II of the Grievance Process.

Prior to beginning Field Experience all students **must** attend the BSW Field Practicum Orientation. This Orientation includes presentation of field policies such as a discussion of field requirements, evaluation, and grading procedures. **Failure to attend this Orientation will prohibit entry into field practicum and will, therefore, delay a student's course of study by one year.** This Orientation is held annually prior to the beginning of the academic year. Individual consultations or make-up sessions will only be scheduled as a result of a documented emergency, at the discretion of the BSW Field Coordinator/Department Chair.

APPENDICES

APPENDIX A

BSW STUDENT FIELD FORMS

**ALBANY STATE UNIVERSITY
BACCALAUREATE SOCIAL WORK PROGRAM
APPLICATION FOR BSW FIELD EXPERIENCE**

SOWK 4470: Field Integrative Seminar

SOWK 4472: Field Practicum

ALBANY STATE UNIVERSITY
Department of Social Work
504 College Drive
Telephone: (229) 500-2384

DEPARTMENT OF SOCIAL WORK
APPLICATION FOR FIELD INSTRUCTION

SEMESTER: Check one – [] Fall; [] Spring

****Note: Field Application Documents are submitted in Tevera.**

DIRECTIONS: This application **must be typed**, and information must be completed. Make three copies of this application. Attach a minimum of two wallet size photos to two copies of the applications. The photos must be attached to two of the applications. **NASW membership and Liability insurance** must be applied for and processed prior to entering field placement. Proof of NASW membership and Liability Insurance must be given to the Field Coordinator **no later than the 5th week of the semester in which you applied for field placement.**

PERSONAL DATA

NAME: _____ DATE: _____
Last First Int.

CURRENT MAILING ADDRESS:

Number Street Apt # City State Zip
 PERMANENT MAILING ADDRESS:

Number Street Apt # City State Zip
 TELEPHONE: _____; _____ E-MAIL _____

Area Code Number (Home) Area Code Number Work/Mobile

RACE _____ GENDER: [] M; [] F RAM ID NUMBER: _____

EMERGENCY CONTACT

NAME: _____ RELATIONSHIP: _____
Last First Initial

ADDRESS _____

Number Street Apt City State Zip
 TELEPHONE: _____; _____ E-MAIL _____

Area Code Number (Home) Area Code Number Work/Mobile

ACADEMIC DATA

COLLEGES YOUHAVEATTENDED:

 School/University Address

 School/University Address

 School/University Address

List Courses Presently Enrolled:

Courses and Numbers	Hrs.	Courses and Numbers	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total Number of Credit Hours: _____

List all courses to be taken while in Field Placement including SOCWK 4470 and 4471:

Courses and Numbers	Hrs.	Courses and Numbers	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total Number of Credit Hours: _____

Total Number of Hours Completed: _____

GPA: Cumulative: _____ Social Work _____

Date Passed Regent's Exam: _____

EMPLOYMENT

Are you currently employed? Yes No If yes, Number of hours you work per week? _____

Do you plan to continue to work during field placement? Yes No

If yes, what are your plans for managing employment and 32 hours per week in field placement? _____

TRANSPORTATION

Do you have an automobile at your disposal? Yes No

Do you have a valid Georgia driver’s license? Yes No License Number _____

Do you have any outstanding driving violations? Yes No If yes, please explain _____

If transportation is going to be problematic please explain _____

I hereby acknowledge and accept responsibility for securing reliable transportation and a valid driver’s license prior to the first day of field, for the purpose of complying with the field practicum experience policy. I understand that I will not be permitted to enter my assigned placement without the two documents (license and transportation)

Student’ Signature

Date

BACKGROUND CHECK

NOTE: Most social service agencies complete background checks prior to students starting an internship, please answer the following questions very honestly. **(If you have had any court actions, submit the disposition with the application)**

Have you ever been charged with a felony? Yes No If yes, what were the charges? _____

Were you convicted of the charges? Yes If yes, explain the outcome. _____

FIELD PLACEMENT INFORMATION

Do you have personal obligations that would interfere with field placement? Yes No

If yes, explain _____

Do you speak a second language? Yes No If yes, list _____

Field Placement Interest (Rank in order of preference using numbers 1 through 12)

- | | | |
|---|--|--|
| <input type="checkbox"/> Gerontology | <input type="checkbox"/> Medical Social Work | <input type="checkbox"/> Mental Retardation |
| <input type="checkbox"/> Public Welfare | <input type="checkbox"/> Mental Health | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> IV-E Child Welfare | <input type="checkbox"/> Corrections | <input type="checkbox"/> School Social Work |
| <input type="checkbox"/> Hospice | <input type="checkbox"/> Domestic Violence | <input type="checkbox"/> Other (Specify) _____ |

Geographical Location for Placement (Rank in order of preference numbers 1 through 4)

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

List other factors that could be considered in determining the best field placement assignment for you.

Many of our affiliated agencies have begun to require criminal background checks and drug screenings of all potential employees and student interns. If you have any concerns about these procedures, please see the BSW Field Coordinator or the BSW Program Director/Department Chair. o **I have read this statement** _____ **[Please initial]**

NOTE: Complete the attached biographical sheet. It must be typed and include the following information:

Name

Where you reside within the 24 county catchment areas of Albany State University?

Work experiences

Volunteer experiences (**separate class volunteer experiences from others**) and describe how the experiences were related to social work skills

Relevant life experiences

What skills you hope to develop while in field placement?

What do you see yourself doing professionally after graduation?

What do you see yourself doing three to five years from graduation date?

What is your ultimate career objective?

What skills do you hope to develop while in field placement?

Describe what you expect from your field experience?

FIELD PLACEMENT RECOMMENDATION: (Do not attach to your field application)

_____ is recommended as a candidate for field placement
Student's Name (Please Type)

- Upon the completion of the presently enrolled courses listed on page 2
- Only if the following items have been taken care of:

Advisor's Signature Date

Student's Signature Date

_____ is not recommended as a candidate for field placement
Student's Name

- Associate Degree not on Transcript
- Have not met Social Work Curriculum requirements
- Have not completed Area _____

Advisor's Signature Date

Student's Signature Date

OFFICIAL USE ONLY		
AGENCY ASSIGNED TO	FIELD INSTRUCTOR	DATE
Field Coordinator 's Signature		Date
Director's Signature		Date

AUTHORIZATION FOR RELEASE OF INFORMATION

Please print clearly all requested information.

First Name _____ Middle Name _____ Last Name _____

Date of Birth _____ Social Security Number _____

Address _____ Apartment # _____

City _____ State _____ Zip Code _____

Position Applying For

Telephone Number _____

I hereby authorize your company, Albany State University, or any agent of said company, to contact any of my previous employers or to contact schools, companies, credit bureaus, corporations, law enforcement agencies, persons, and educational institutions to supply any information concerning my background.

I hereby also give my permission for the release of all appropriate background information permissible by governing laws to the following HR Management Representatives:

Director of Human Resources: Devine Flora

Associate Director of Human Resources: Kimberly Carter

Assistant Director of Human Resources: Cassandra Alexander

I fully understand the terms of this release and that the information I have provided is accurate, true and correct.

Executed this _____ day of _____, 20_____, at
(Date) (Month) (Year)

(City)

(State)

By: _____
(Signature) Notary Public Signature

Date

My Commission Expires: _____



GEORGIA BUREAU OF INVESTIGATION

Georgia Crime Information Center

CONSENT FORM

I hereby authorize _____ to receive any Georgia criminal history record information pertaining to me which may be in the files of any state or local criminal justice agency in Georgia.

Full Name (PRINT)

Address

City State Zip Code

Sex Race Date of Birth Social Security Number

Signature Date

Special Employment Provisions (Check if Applicable)

- Employment with Mentally Disabled (Purpose Code 'M')
- Employment with Elder Care (Purpose Code 'N')
- Employment with Children (Purpose Code 'W')

One of the following must be checked:

- This authorization is valid for 90/180/____ (Circle One)
- days from date of signature.

I, _____ give consent to the above named to perform periodic history background checks for the duration of my employment with this company.

ALBANY STATE UNIVERSITY
Department of Social Work
OFFICIAL FIELD EDUCATION AGREEMENT
For Social Work Students Entering Field Placement

I, _____, understand that participation in Field Education requires adherence to certain professional standards. I agree that while participating in Field Education:

1. I must and will attend all required field orientations and field meetings in order to remain in the field. I have received this information and agree to abide by it. _____(Initial)
2. I understand that a student can and will be terminated from the program if s/he is unable to secure a field placement after three (3) interviews. _____(Initial)
3. I understand that field practicum hours must be completed during the hours specified in my Field Learning Contract agreed to by the BSW Field Coordinator and myself. _____(Initial)
4. I understand that students are required to purchase professional liability insurance no later than the fifth week of having applied for field practicum courses. I acknowledge that I have applied and secured liability insurance through NASW or another organization ensuring social work field students. _____(Initial)
5. I understand that if I am absent from field without notifying my BSW Field Instructor and Faculty Field Liaison/Field Coordinator more than one time, my field placement will be terminated and a failing grade will be assigned. _____(Initial)
6. I will adhere to the Code of Ethics of the National Association of Social Workers and the Georgia State Board of Social Work Examiners., and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, State of Principles. _____(Initial)
7. I will follow all laws of the State of Georgia. _____(Initial)
8. I will comply with all agency policies and procedures. I agree to review all agency policies and procedures **within two weeks** of beginning the practicum. _____(Initial)
9. I will adhere to the ASU Student Code of Conduct. _____(Initial)
10. I will come fully prepared and participate actively in all scheduled meetings with the Agency Field Instructor. I agree to meet at least weekly with the Field Supervisor for supervision and notify the Field Supervisor if I have to miss any supervision sessions. I understand that it is ***my responsibility*** to arrange supervision meetings. _____(Initial)

- 11. I will submit all seminar assignments to the Agency Field Instructor prior to the date these assignments are due in seminar. I understand the Field Instructor must approve and sign seminar assignments before submission to the seminar instructor to ensure client confidentiality. Late papers will be penalized based on the ASU Social Work Department policies. _____(Initial)
- 12. I will come fully prepared and participate actively in all scheduled seminar classes and will complete all seminar assignments and turn them *in on the due date*. _____(Initial)
- 13. I will comply with the ASU policy for using my vehicle for transporting clients. I understand that I cannot transport agency clients in my vehicle at any time. _____(Initial)
- 14. I will conduct myself in a professional manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as interacting in a professional manner with all clients and co-workers. _____(Initial)
- 15. I will set a schedule of my hours at the agency and adhere to the schedule. I will submit the schedule to my seminar instructor by the second seminar meeting. _____(Initial)
- 16. I will negotiate a learning contract with my Field Instructor and submit it in writing to the seminar instructor. _____(Initial)
- 17. I will comply with all policies, procedures, expectations, and consequences set forth in the “ASU Social Work Field Education Manual.”
- 18. I understand that I must maintain a Cumulative Grade Point Average of 2.5 and a Social Work Grade Point Average of 2.6 throughout my enrollment in the field program.

I understand that failure to comply with this agreement could negatively affect my standing in Field Education and the Baccalaureate Social Work Program and preclude participation in Field Education.

Student

Date

Field Coordinator

Date

Witness

Date

ALBANY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
RELEASE OF INFORMATION FORM

I authorize faculty of the Albany State Social Work Program field officials, and Program Director/Department Chair to consult with field agencies and field instructors in the development of a field instruction placement.

I release from any liability any and all individuals and organizations who provide information in good faith and without malice concerning my professional competence, values, legal history, oral and written communication skills, ethics, character, student records and other related information in the development of a field instruction assignment placement, and I hereby consent to the release of such information.

Acknowledgments:

Student's Signature

Date

Field Instructor

Date

Witness

Date

PROFESSIONAL SOCIAL WORK LIABILITY INSURANCE

Malpractice risk starts during social work education. All BSW Students are required to carry professional liability insurance in order to enroll in any field practicum course. Coverage of the social work liability policy will extend from August 1, through July 31st of the following year, and will be in the amount of \$1,000,000/\$3,000,000. **NO BSW STUDENT WILL BE ALLOWED TO BEGIN HER OR HIS FIELD PLACEMENT UNTIL PROOF OF MALPRACTICE INSURANCE IS SUBMITTED TO THE BSW FIELD COORDINATOR.**

The National Association of Social Workers offers the BSW Student very low premium rates for individual malpractice coverage. To be eligible for individual coverage, the BSW Student must be enrolled in a Council on Social Work Education accredited social work degree program, or a program approved for candidacy, and be a student category member of the National Association of Social Workers.

BSW Students may go to the following website of the National Association of Social Workers (http://www.naswassurance.org/social_worker_malpractice.php?page_id=10) **for further information on how to obtain malpractice insurance coverage online.**

**ALBANY STATE UNIVERSITY
SOCIAL WORK DEPARTMENT
INFORMED CONSENT AND ASSUMPTION OF RISK**

Albany State University is a public state educational institution. References to Albany State University include “ASU”, its Board of Regents, trustees, officers, officials, employees, volunteers, students, agents, and assigns.

I (print your name) _____ understand I am to participate in the Social Work Field Education Program (henceforth referred to as the Program). **I also understand that I must have my own vehicle for purposes of performing tasks and duties as assigned.**

I fully understand and appreciate the dangers, hazards and risks inherent in participating in the Program, in the transportation to and from the Program, and in any independent research or activities I undertake as an adjunct to the Program.

I agree that participating in any activity is an acceptance of some risk of injury and/or loss or damage of property. I agree that my safety is primarily dependent upon my taking proper care of myself. I understand that it is my responsibility to know what I will need for the Program and to provide what I will need. I agree to make sure that I know how to safely participate in any activities, and I agree to observe any rules and practices, which may be employed to minimize the risk of injury. I agree to stop and seek assistance if I do not believe I can safely continue any activity. I will not wear or use or do anything that would pose a hazard to others, or myself including using or ingesting any substance which could pose a hazard to others or myself. I agree that if I do not act in accordance with this agreement, I may not be permitted to continue to participate in the Program.

In consideration of my participation in this Program, I agree as follows:

SPECIFIC HAZARDS OF TRAVEL OR PROGRAM: Despite precautions, accidents and injuries can occur. I understand that traveling, doing fieldwork or being in a large city may be potentially dangerous, and that I may be injured and/or lose or damage personal property as a result of participation in the Program. Therefore, **I ASSUME ALL RISKS RELATED TO THE ACTIVITIES** including, but not limited to:

- Death, injury or illness from accidents of any nature whatsoever, including, but not limited to, bodily injury of any nature, whether severe or not, which may occur as a result of participating in an activity or contact with physical surroundings or other persons; arising from travel by car, bus or any other means; death injury or illness including food poisoning arising from the provision of food or beverage by restaurants or other service providers.
- Theft, loss or damage of my personal property while in transit or participating in the Program.
- Natural disaster or other disturbances, and alteration or cancellation of the Program due to such causes.
- *(Specific dangers endemic in this Program’s area of travel or endemic to the Program.*

INSTITUTIONAL ARRANGEMENTS: I understand that ASU is not an agent of, and has no responsibility for, any third party which may provide any services including food, lodging, travel, or other goods or services associated with the Program. I understand that ASU may provide these services only as a convenience to participants and that accordingly, ASU accepts no responsibility, in whole or in part, for delays, loss, damage or injury to persons or property whatsoever, caused to me or others prior to departure, while traveling or while staying in designated lodging. I further understand that ASU is not responsible for matters that are beyond its control. I acknowledge that ASU reserves the right

to cancel the trip without penalty or to make any modifications to the itinerary and/or academic program as deemed necessary by ASU.

INDEPENDENT ACTIVITY: I understand that ASU is not responsible for any loss or damage I may suffer when I am traveling independently or I am otherwise separated or absent from any ASU activity. In addition, I understand that any travel that I do independently on my own before or after the ASU sponsored Program is entirely at my own expense and risk.

HEALTH AND SAFETY: I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Program. I have obtained the required immunizations, if any. I recognize that ASU is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility. I agree to pay all expenses relating thereto.

ASU RULES, REGULATIONS AND POLICIES: I agree to obey and comply at all times with all of the rules, regulations, codes and policies of ASU while participating in the Program. I agree to notify my professor immediately of any injury or loss.

TRAVEL CHANGES: If I become separated from the Program group, fail to meet a departure airplane, bus, or train, or become sick or injured, I will, to a reasonable extent, and at my own expense seek out, contact, and reach the Program group at its next available destination.

SIGNATURE: I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Informed Consent and Assumption of Risk Form and acknowledge that I understand it. My signature below indicates that I have read and freely signed this agreement, which take effect as a sealed instrument.

IMPORTANT – READ THE ENTIRE AGREEMENT BEFORE SIGNING.

Signature of Program Participant

Date

Signature of Parent or Legal Guardian
(If student is a minor)

Date

Tevera

The Department of Social Work utilizes Tevera to manage volunteerism and field practicums. Tevera is an online database for training and counselor education programs. It includes tools for time tracking, reviewing field/volunteer sites, integrated messaging between students, field staff, and site supervisors, and licensure tracking (lifetime access).

Using Tevera, students input/track their hours for volunteer and field placements, volunteer and field site supervisors complete performance evaluation, and students submit documentation to apply for field placement.

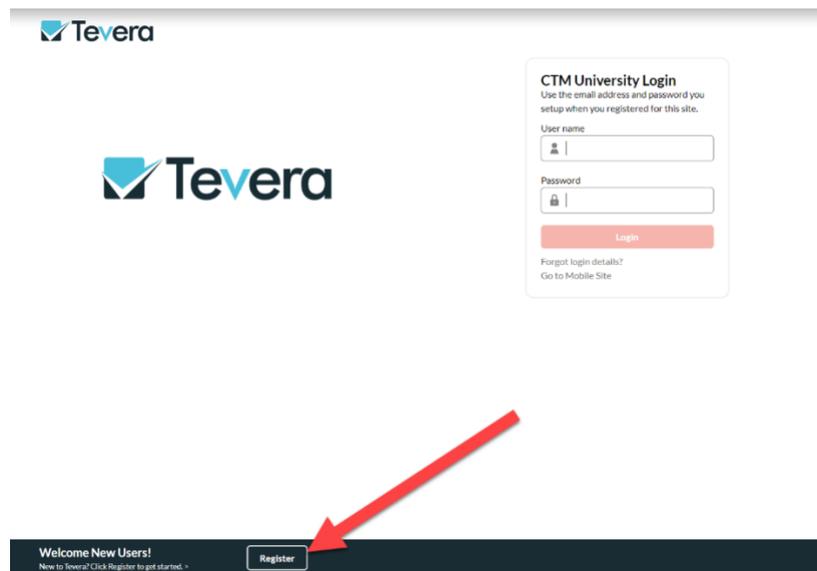
Purchasing Options

Students may:

- (a) purchase an access code from the university's bookstore
- (b) buy it directly from Tevera's website with a credit card.

Registration

- Prior to applying to field you should receive an invitation to your school email to register your Tevera account.
- If you did not receive the invitation, check your spam folder and reach out to the BSW Field Coordinator.
- You may also send one yourself by going to your school's Tevera login page (<http://asurams.tevera.app/#/logon>) and clicking the register button in the lower left of the page:



- When you receive your registration initiation email, click the link to register.
- You will then be taken to a new page and prompted to create a password.

- Once you create your password and click , and you will be asked to confirm your country and state of residence.
- After accepting the terms and conditions, you will then be asked to enter your payment information using a credit card or bookstore code.
- Go to the Tutorials workspace to get a general overview of the features within the platform.

Entering Time

The Time Sheet is used to document student's time spent in the agency.

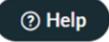
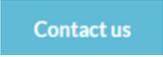
- Locate the **Time Sheet** by signing into [Tevera](#) and clicking on “**Timesheets, Enter time.**”
- Students will be taken to a calendar. In the top left-hand corner students will be able to view the calendar and their time by the month, week, or day. Students can also choose to view their time by “Agenda” and or Track.
- Once the view is chosen, click on the day of the week for which time is being recorded. A box titled “Enter time” will appear.
- In the box next to Time, type the duration of your hours for the morning (i.e. 4 hours).
- Next click on the time of arrival at the agency.
- The system will automatically enter the ending time.
- Click “OK.”
- The student's Program, Site, and Supervisor will automatically populate.
- Click the Activities icon. Under BSW Field Experience- Albany State University, check Total Cumulative Hours and Field Experience.
- Click the “OK” in the upper right-hand corner.
- Select the Practice Behaviors completed on the date for which you are recording the time.
- Click “Notes”, and type in any notation desired concerning the placement or services provided that day. Click “OK,” and “X.”
- **DO NOT RECORD ANY TIME FOR LUNCH.** Upon returning from lunch, students must repeat the above noted process and record the time of return from lunch and leaving the agency.

Time Track

- Your Time Track can be found in your course assignments.
- The Time Track calculates the total number of hours you have entered and keeps track of your progress.

Troubleshooting: Support Requests

Every user has the ability to submit a ticket to the Tevera Support Team. If you have a question that you cannot find the answer to in their support materials, or if you are encountering an issue and need technical support, please send in a support request.

Click  in the upper right-hand corner of your page. If you still have a question, click .



DEPARTMENT OF SOCIAL WORK

BSW FIELD LEARNING CONTRACT

To be filled out by BSW Field Student:

BSW Student Name:	
BSW Field Instructor Name:	
BSW Task Supervisor (If applicable):	
BSW Field Agency Name:	
BSW Faculty Field Coordinator/Liaison:	

Please indicate: **Fall Semester** **Spring Semester**

I. Agency and BSW Field Instructor (to be completed by BSW Field Instructor)

- a. Description of field setting:
- b. Description of specific unit/service of which Field Instructor is a part:
- c. Agency and Field Instructor's views on field instruction:
- d. Preferred method of teaching BSW student interns:

II. BSW Student (to be completed by BSW Student)

- a. Assessment of *current* strengths (Student should analyze the separate areas of knowledge, skills, and values.)
 - Knowledge:
 - Skills:
 - Values:

- b. Student assessment of personal limitations (Student should analyze the separate areas of knowledge, skill, and values.)

Knowledge:

Skills:

Values:

- c. Career goals
- d. Experiences desired during the semester

III. **Educational Plan (to be completed jointly by BSW Student and BSW Field Instructor)**

- a. Student Orientation to Agency (includes content and time frame for the Agency's orientation process)
- b. Practice Behavior Field Learning Activities (use attached Form)

Practice behaviors are those activities in which the BSW Student will engage in order to meet or achieve each learning objective. Practice tasks should be clearly stated, feasible, and whenever possible, placed within a specific time frame. Please contact the BSW Field Coordinator immediately if the Agency is unable to provide one or more Learning Activities for the required practice behaviors.

- d. Performance Measurements of Practice Behaviors (use attached Form)

Performance measures indicate the ways in which the BSW Student's performance will be evaluated in relation to the achievement of objectives. They may include direct BSW Field Instructor observations, staff feedback, supervisory conferences, recording (written, audio or video), presentations, client responses, assignments, etc. Please consult with the BSW Field Coordinator or BSW Faculty Field Liaison for ideas on how to meet the specific competency.

IV. Personnel Details **(to be completed jointly by BSW Student and BSW Field Instructor)**

a. Hours and days for field work

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Mornings							
Afternoons							
Evenings							

b. Supervisory plan (day and time the required one hour of supervision for per week is done)

c. Holiday arrangements

d. Sick leave arrangements

e. Special arrangements (may include such items as required medical tests, travel reimbursements, and/or required attendance at specific staff meetings, etc.)



BSW Learning Contract and Evaluation

BSW Student Name: _____

Date: _____

Learning contracts are developed jointly by the BSW student and BSW Field Instructor at the beginning of the semester. Students and the practicum agency share joint responsibility in selecting field activities and tasks that ensure mastery of all program goals and practice behaviors. The third column details how the BSW Field Instructor will know or measure the student's performance. Measurement may occur through discussions, observations, or the student presenting data or information from the specified task in the second column. The BSW student and BSW Field Instructor must sign the initial approval page prior to submitting.

At midterm and the conclusion of the semester, the BSW Field Instructor will assess the student's level of performance for each *practice behavior indicator* in the last column. The BSW Field Instructor should discuss the evaluation with the student. It is permissible and encouraged to type/write notes detailing feedback and growth opportunities. Student performance will be rated according to the following scale:

- 0 – Not Applicable (N/A)** (no evidence of practice behavior; or, there has not been adequate opportunity to complete the practice task[s] or behavior--appropriate at mid-term only)
- 1 = Emergent Performance** (some evidence of the practice behavior beginning to emerge)
- 2 = Marginal Performance** (Meets minimum level of performance in demonstrating the practice behavior)
- 3 = Meeting Performance Expectations** (efforts consistently demonstrate practice behavior at an acceptable level of performance for a BSW student; this is the minimal expected level of performance for all BSW students)
- 4 = Exceeding Performance Expectations** (efforts consistently exceed expectations in demonstrating the practice behavior through exceptional performance)

Program Goals	BSW Competencies	Field Learning Activities/Practice Tasks	Method of Evaluation How practice behavior will be measured by BSW Field Instructor	Semester Evaluation Section- Practice Behavior Outcomes (How well were tasks performed?)
(1.) Ethical and Professional Behavior	1. The BSW Student will demonstrate ethical and professional behavior			1a. ____ The BSW Student makes ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context.
				1b. ____ The BSW Student accurately uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
				1c. ____ The BSW Student attends to professional demeanor in behavior, appearance, and in oral, written, and electronic communication.
				1d. ____ The BSW Student demonstrates the ability to use technology ethically and appropriately to facilitate practice outcomes.
				1e. ____ The BSW Student uses supervision and consultation to guide professional judgment and behavior
(2.) DIVERSITY AND DIFFERENCE IN PRACTICE	2. The BSW Student will engage diversity and difference in practice			2a. ____ The BSW Student demonstrates the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
				2b. ____ The BSW Student demonstrates the ability to present his or herself as a learner and

				engage clients and constituents as experts of their own experiences.
				2c. ____ The BSW Student effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Program Goals	BSW Practice Behaviors	Field Learning Activities/Practice Tasks	Method of Evaluation How practice behavior will be measured by BSW Field Instructor	Semester Evaluation Section- Practice Behavior Indicators' Outcomes (How well were tasks performed?)
(3.) HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE	3. The BSW Student will advance human rights and social and economic justice.			3a. ____ The BSW Student effectively applies an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
				3b. ____ The BSW Student engages in practice that advances social, economic, and environmental justice.
(4.) PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE	4. The BSW Student will engage in research-informed practice and practice-informed research.			4a. ____ The BSW Student uses practice experience and theory to inform scientific inquiry and research.
				4b. ____ The BSW Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
				4c. ____ The BSW Student translates research evidence to inform and improve practice, policy, and service delivery.
				5a. ____ The BSW Student identifies social policy at the local,

(5.) POLICY PRACTICE	5. The BSW Student will engage in effective policy practice to advance social and economic well-being and to deliver effective social work .			state, and federal levels that impact wellbeing, service delivery, and access to social services.
				5b. ____ The BSW Student assesses how social welfare and economic policies impact the delivery of, and access to, social services.
				5c. ____ The BSW Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Program Goals	BSW Practice Behaviors	Field Learning Activities/Practice Tasks	Method of Evaluation How practice behaviors will be measured by BSW Field Instructor	Semester Evaluation Section- Practice Behavior Indicators' Outcomes (How well were tasks performed?)
(6.) ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	6. The BSW Student will effectively engage with diverse individuals, families, groups, organizations, and communities.			6a. ____ The BSW Student effectively applies knowledge of human behavior and the social environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
				6b. ____ The BSW Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
(7.) ASSESSMENT WITH INDIVIDUALS, FAMILIES,	7. The BSW Student will effectively assess diverse			7a. ____ The BSW Student to collect and organizes data, and applies critical thinking to interpret information from clients and constituencies.

GROUPS, ORGANIZATIONS, AND COMMUNITIES	individuals, families, groups, organizations, and communities with regard to social work practice.			7b. ____ The BSW Student to effectively applies knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
				7c. ____ The BSW Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
				7d. ____ The BSW Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Program Goals	BSW Practice Behaviors	Field Learning Activities/Practice Tasks	Method of Evaluation How practice behaviors will be measured by BSW Field Instructor	Semester Evaluation Section- Practice Behavior Indicators' Outcomes (How well were tasks performed?)
(8.) INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	8. The BSW Student will effectively intervene with individuals, families, groups, organizations, and communities			8a. ____ The BSW Student critically selects and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.
				8b. ____ The BSW Student applies knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
				8c. ____ The BSW Student utilizes inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes.

				8d. ____ The BSW Student to negotiates, mediates, and advocates with, and on behalf of, diverse clients and constituencies.
				8e. ____ The BSW Student facilitates effective transitions and endings that advance mutually agreed-on goals.
(9.) EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	9. The BSW Student will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.			9a. ____ The BSW Student selects and uses appropriate methods for evaluation of outcomes.
				9b. ____ The BSW Student applies knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
				9c. ____ The BSW Student critically analyzes, monitors, and evaluates interventions and program processes and outcomes.
				9d. ____ The BSW Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Comments:

BSW Initial Learning Contract Approval

(Signifies initial approval of the *BSW Learning Contract*; completed at beginning of semester)

BSW Field Student Signature

Date

BSW Field Instructor Signature

Date

BSW Task Supervisor [If applicable]

Date

BSW Field Coordinator

Date

MID-TERM EVALUATION : _____ FINAL EVALUATION

(Must be signed in pen/ink)

The field instructor/task supervisor should jointly rate the student's performance using the assessment scale of 0 to 5 detailed at the beginning of the learning contract. Findings and feedback should be shared with the student.

RECOMMENDED GRADE FOR OVERALL PERFORMANCE: _____ (A, B, C, D, F)

Name of Field Instructor

Date

Printed Name of Field Instructor

Signature of Student

Date

Printed Name of Student

Signature of Task Supervisor (If applicable) *Date*

PRINT NAME OF TASK SUPERVISOR

Signature of Student

Date

PRINT STUDENT'S NAME



DEPARTMENT OF SOCIAL WORK

OFFICE OF FIELD EDUCATION

STUDENT EVALUATION OF FIELD INTERNSHIP

GENERAL INSTRUCTIONS

Prior to completing the Field Internship, each Social Work Student is required to evaluate his/her internship. Please do not share your responses on this form with your Field Instructor/Task Supervisor until **AFTER** you have read and completed the *Field Evaluation* form. Your responses on this evaluation form will not impact your evaluation or your final grade.

Please submit this form on Tevera. Please be sure it is received by the deadline but after your last day in the field. **FAILURE TO RETURN THIS FORM BY THE DUE DATE WILL CONSTITUTE AN "INCOMPLETE" GRADE FOR THE INTERNSHIP.**

Directions

Each question in this Evaluation form must be answered. A space for your response is provided for each question.

Field Agency	
Field Instructor	
Task Supervisor (If appropriate)	

BSW Student MSW Foundation Student MSW Advance Student

Please note the year in front of the Semester: _____ FALL ____SPRING

FIELD AGENCY EVALUATION

Please evaluate your Field Internship by rating each category using the scale provided:

#	Evaluative Item	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
1	The Agency offered an adequate Orientation.				
2	My role in the Agency was adequately defined.				
3	The Agency Administration was supportive of me.				
4	The Agency Staff was supportive of me.				
5	Activities for learning were provided to me.				
6	The structure of the Agency promoted creativity.				
7	The office space provided to Student was adequate.				
8	The Agency was well-organized.				
9	The Agency's Staff was competent.				
10	I was accepted as part of the Agency.				
11	My workload was manageable.				
12	My workload met my learning needs.				

	Evaluative Item	Excellent	Above Average	Average	Below Average
		1	2	3	4
13	Based on the level of support provided, the ability of the agency to meet your learning needs, as well as the level of competence and organization, what would be your overall rating of the Agency as a <i>future</i> internship site:				

What did you like most about your BSW Foundation Field Internship?

If there was able one change or recommendation you could make to your agency, what would it be?

STUDENT EVALUATION OF FIELD INSTRUCTOR

My Field Instructor was (<i>circle</i>):	On-sight (At the Agency)			Off-site	
Evaluative Item	0 Never	1 Once a week	2 Twice a week	3 Three times a week	4 Four or more times a week
Did you meet with your Field Instructor for <i>scheduled</i> supervisory sessions?					
How often did you meet with your Field Instructor for <i>unscheduled</i> supervision?					

Please evaluate your Field Instructor:

#	Evaluative Item	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
1.	The Field Instructor modeled professional social work knowledge, values, and skills.				
2.	The Field Instructor modeled ethical decision-making.				
3.	The Field Instructor modeled sensitivity to issues of diversity with clients.				
4.	The Field Instructor modeled a commitment to human rights and social and economic justice in social work practice.				
5.	The Field Instructor modeled the utilization of evidence-based best practices with clients.				
6.	The Field Instructor modeled collaborating with others to advocate for policies that advance social wellbeing.				
7.	The Field Instructor modeled how to change service delivery and practice to improve the quality of social services to meet emerging societal trends.				
8.	The Field Instructor assisted me in critically analyzing models of assessment, prevention, intervention and evaluation.				
9.	The Field Instructor assisted me in understanding and applying theories that guided the processes of assessment, intervention, and evaluation.				
10.	The Field Instructor provided me with guidance and opportunities to practice engaging effectively with clients.				
11.	The Field Instructor provided me with guidance and opportunities to assess clients effectively.				
12.	The Field Instructor provided me with guidance and opportunities to implement effective interventions with clients.				
13.	The Field Instructor provided me with guidance and opportunities to effectively evaluate practice interventions.				
14.	The Field Instructor was open to my feedback and input.				

	Evaluative Item	Excellent 1	Above Average 2	Average 3	Below Average 4
15.	Overall, the Field Instructor's performance in providing me with the instruction and opportunities I needed as a social work intern was:				

Please identify the strengths and services your Field Instructor did well below:

What changes would you suggest to improve the quality of supervision you received from your Field Instructor, if any?

STUDENT EVALUATION OF TASK SUPERVISOR

Please evaluate your Task Supervisor, if you were assigned one:

#	Evaluative Item	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
1.	My Task Supervisor established a comfortable working relationship.				
2.	My Task Supervisor gave the amount of time to me that I needed.				
3.	My Task Supervisor assisted with developing my social work skills and techniques.				
4.	My Task Supervisor oriented me to my assignments.				
5.	My Task Supervisor offered me constructive feedback.				
6.	My Task Supervisor listened to my point of view.				
7.	My Task Supervisor provided me with support when I needed it.				
8.	My Task Supervisor assisted in developing my <i>Learning Contract</i> .				
9.	My Task Supervisor assisted in organizing and implementing my learning experiences.				
10	My Task Supervisor assisted me with documentation responsibilities.				
11	My Task Supervisor assisted me in learning about people from diverse backgrounds.				
12	My Task Supervisor assisted me in learning social work intervention strategies.				
13	My Task Supervisor supplemented my learning experiences with such supports as related reading materials, videos, workshops, conferences, etc.				

	Evaluative Item	Excellent	Above Average	Average	Below Average
14	My overall rating of my BSW Task Supervisor is:				

STUDENT'S SELF-EVAUTION

#	Evaluative Item	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
1.	I utilized the opportunities presented to me in my field placement.				
2.	I invested myself fully in this field internship.				
3.	I was able to integrate social work theory into my field practice.				
4.	I resolved any problems I had in the field appropriately (e.g., conflicts, stress, values, ethics, etc.).				
5.	I consistently made good use of my time in the field placement.				

	Evaluative Item	Excellent	Above Average	Average	Below Average
6.	I rate the quality of my written work as:				
7.	I rate the degree to which I successfully completed my behavioral competencies as:				
8.	My overall rating of my performance in this field placement is:				

Please make any additional comments related to evaluative items 1(one) through 8 (eight) below:

What is the most important thing you learned about your role as a social worker during your Field Internship?

What do you believe you could have done differently to improve your overall Field Internship experience?

**STUDENT EVALUATION OF JUNIOR & SENIOR YEAR
COURSEWORK**

Field Experience—Junior Year Curriculum Students Only:

The following undergraduate coursework prepared you for your Field Experience.

Course #	Course	Practice Behavior	Strongly Agree	Agree	Disagree	Strongly Disagree
			1	2	3	4
SOWK 2310	Self-Awareness	(2a) Effectively apply and communicate an understanding of the importance of diversity (2c) Effectively apply self-awareness and self-regulation to manage the influence of personal biases and values.				
SOWK 2411	Intro. To SOWK	(1a) Make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws, etc. (1b) Accurately use reflection and self-regulation to manage personal values and maintain professionalism. (1c) Demonstrate professional demeanor in behavior, appearance, and in oral, written, and electronic communication.				
SOWK 3300	Foundational Values & Ethics	(1a) Demonstrate the ability to make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context. (1b) Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
SOWK 3381	Human Behavior & the Social Environment I	(6a) Apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other theoretical frameworks <i>to engage</i> with clients and constituencies. (7b) Apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.				

SOWK 3441	Social Work Practice I	(6b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (7a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (7c) Develop mutually agreed-on intervention goals and objectives based on critical assessment of strengths, needs, and challenges within clients (9c) Critically analyze, monitor, and evaluate intervention, program processes & outcomes				
SOWK 3443	Interviewing & Recording	(1c) Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication. (2a) Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (2b) Present yourself as a learner and engage clients and constituencies as experts of their own experiences (6b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.				
SOWK 2211	Social Work Policy I	(5a) Identify social policy at the local, state, and federal levels that impact wellbeing, service delivery and access to social services. (5b) Assess how social welfare and economic policies impact the delivery of, and access to, social services. (5c) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				
SOWK 3382	Human Behavior & the Social Environment II	(8b) Apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other theoretical frameworks in interventions with clients, etc. (9b) Apply knowledge of human behavior and the social environment, person-in-the-environment, and other theoretical frameworks in interventions.				

SOWK 3442	Social Work Practice II	(7d) Select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients. (8d) Negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies. (8e) Facilitate effective transitions and endings that advance mutually agreed-on goals. (9d) Apply evaluation findings to improve practice effectiveness at the micro and mezzo levels.				
SOWK 3444	Research I	(4A) Use practice experience and theory to inform scientific inquiry and research. (4B) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4C) Use and translate research evidence to inform and improve practice, policy, and service delivery.				

Field Experience—Senior Year Curriculum Students Only:

Course #	Course	Practice Behavior	Strongly Agree	Agree	Disagree	Strongly Disagree
			1	2	3	4
SOWK 3211	Social Policy II	(5a) Identify social policy at the local, state, & federal levels that impact wellbeing, service delivery and access to social services. (5b) Assess how social welfare and economic policies impact the delivery of, and access to, social services. (5c) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				
SOWK 4306	Measurement/ Research II	(4a) Use practice experience and theory to inform scientific inquiry and research. (4b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4c) Use and translate research evidence to inform and improve practice, policy, and service delivery.				

SOWK 4441	Social Work Practice III: Communities and Organizations	<p>(7a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p> <p>(7b) Apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p> <p>(7d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p> <p>(8e) Facilitate effective transitions and endings that advance mutually agreed-on goals.</p> <p>(9a) Select and use appropriate methods for evaluation of outcomes.</p> <p>(9b) Apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p>				
SOWK 4470	Field Seminar	<p>(1a) Make ethical decisions by applying the standards of the NASW Code of Ethics</p> <p>(1.c) Demonstrate professional demeanor in behavior, appearance, oral, written and electronic communication</p> <p>(1e) Use supervision and consultation to guide professional judgment and behavior.</p> <p>(6b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p> <p>(9c) Critically analyze, monitor, and evaluate interventions and program processes and outcomes.</p>				
SOWK 4471	Field Experience	<p>(1a) Make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i>, relevant laws etc.</p> <p>(1d) Use technology ethically and appropriately to facilitate practice outcomes.</p> <p>(2a) Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</p>				

		<p>(2b) Present yourself as a learner and engage clients & constituencies as experts of their own experiences</p> <p>3a) Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p> <p>(5a) Identify social policy at the local, state, and federal levels that impact wellbeing, service delivery and access to social services</p> <p>(7a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>				
--	--	---	--	--	--	--

Please make any additional comments concerning how well the coursework noted above prepared you for the Field internship:

What additional course content would have helped you prepare better for your Field internship?

STUDENT EVALUATION OF THE FACULTY FIELD LIAISON

Faculty Field Liaison

Please evaluate your assigned BSW Faculty Field Liaison:

ITEM #	EVALUATIVE ITEM	0 Never	1 Once this semester	2 Twice this semester	3 Three times or more this semester
1.	My assigned Faculty Field Liaison made visits to agency:				
2.	The Faculty Field Liaison reviewed and monitored my Learning Contract.				

ITEM #	EVALUATIVE ITEM	Strongly Agree	Agree	Disagree	Strongly Disagree
3.	The Faculty Field Liaison assisted in integrating classroom learning into practice in the field.				
4.	The Faculty Field Liaison assisted in fairly evaluating my strengths, areas for future growth, and my overall performance in the field.				
5.	The Faculty Liaison established a good communication link between the field and the Program.				
6.	The Faculty Liaison assisted us in resolving problems in the field.				
7.	The Faculty Liaison was available to explain the components of the Program to agency personnel to their satisfaction, when needed.				

Please provide any additional comments regarding your Faculty Field Liaison in reference to items 1 (one) through 7 (seven):

Based on your overall Field experience, please share any additional information about the strengths or weaknesses of the program not previously covered in the evaluation:

FACULTY FIELD LIAISON EVALUATION

BSW Faculty Field Liaison	
Number of field visits made by your assigned BSW Faculty Field Liaison this semester:	

Please evaluate your assigned BSW Faculty Field Liaison:

1.	My BSW Faculty Field Liaison visited my placement at least once this semester.	
2.	The BSW Faculty Field Liaison reviewed and monitored my BSW Learning Contract.	
3.	The BSW Faculty Field Liaison assisted in integrating classroom learning into practice in the field.	
4.	The BSW Faculty Field Liaison assisted in fairly evaluating my strengths, areas for future growth, and my overall performance in the field.	
5.	The BSW Faculty Liaison established a good communication link between the field and the BSW Program.	
6.	The BSW Faculty Liaison assisted us in resolving problems in the field.	
7.	The BSW Faculty Liaison was available to explain the components of the BSW program to agency personnel to their satisfaction, when needed.	

Please provide any additional comments regarding your BSW Faculty Field Liaison:

SIGNATURES

BSW Student	
BSW Field Instructor (Optional)	
BSW Task Supervisor (Optional)	
Date	

APPENDIX B:
***BSW FIELD AGENCY/
INSTRUCTOR FORMS***

Type of Agency:

<i>Please check as many as applies to your Agency:</i>							
<input type="checkbox"/>	Mental Health	<input type="checkbox"/>	Physical Disabilities	<input type="checkbox"/>	Psychiatric	<input type="checkbox"/>	School
<input type="checkbox"/>	Developmental Disabilities	<input type="checkbox"/>	Domestic Violence	<input type="checkbox"/>	Occupational	<input type="checkbox"/>	Gerontology
<input type="checkbox"/>	Forensic	<input type="checkbox"/>	Health Care	<input type="checkbox"/>	Child Welfare	<input type="checkbox"/>	Public Welfare
<input type="checkbox"/>	Chemical Dependency	<input type="checkbox"/>	Youth Services	<input type="checkbox"/>	Adult Welfare	<input type="checkbox"/>	

Service Setting

<i>Please check as many as applies to your Agency:</i>											
<input type="checkbox"/>	Inpatient Services	<input type="checkbox"/>	Outpatient Services	<input type="checkbox"/>	Residential Care Facility	<input type="checkbox"/>	Home-Based Services	<input type="checkbox"/>	Day Treatment	<input type="checkbox"/>	Community Based Social Services

Hours of Operation

<i>Please check as many as applies to your Agency:</i>			
	Morning Hours of Operation	Afternoon Hours of Operation	Evening Hours of Operation
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Agency Services Provided

<i>Please check as many as applies to your Agency:</i>					
<input type="checkbox"/>	Home visits	<input type="checkbox"/>	Short-term services	<input type="checkbox"/>	Interdisciplinary collaboration
<input type="checkbox"/>	Individual services	<input type="checkbox"/>	Long-term services	<input type="checkbox"/>	Treatment planning
<input type="checkbox"/>	Couples services	<input type="checkbox"/>	Crisis intervention	<input type="checkbox"/>	Discharge planning
<input type="checkbox"/>	Family services	<input type="checkbox"/>	Psychotherapy	<input type="checkbox"/>	Program evaluation
<input type="checkbox"/>	Bio-psycho-social assessments	<input type="checkbox"/>	Milieu treatment	<input type="checkbox"/>	Policy advocacy
<input type="checkbox"/>	Group work	<input type="checkbox"/>	Case management	<input type="checkbox"/>	Research
<input type="checkbox"/>	Multi-axial diagnoses	<input type="checkbox"/>	Court Coordinator	<input type="checkbox"/>	<i>Other:</i>
<input type="checkbox"/>	Psycho-education	<input type="checkbox"/>	Information and referral	<input type="checkbox"/>	<i>Other:</i>

Populations Served

The BSW program adheres to accreditation mandates that students commit themselves to seeking social and economic justice for all vulnerable populations, as identified by race, class, gender, color, ethnicity, immigration status, language, culture, religious preference, sexual orientation, geography, age, disability status, or political ideology. Below, please describe the client population served by your Agency.

--

Agency Activities Available to BSW Field Students

<i>Please check as many as applies to your Agency:</i>		
<input type="checkbox"/> Home visits	<input type="checkbox"/> Short-term services	<input type="checkbox"/> Interdisciplinary collaboration
<input type="checkbox"/> Individual services	<input type="checkbox"/> Long-term services	<input type="checkbox"/> Treatment planning
<input type="checkbox"/> Couples services	<input type="checkbox"/> Crisis intervention	<input type="checkbox"/> Discharge planning
<input type="checkbox"/> Family services	<input type="checkbox"/> Psychotherapy	<input type="checkbox"/> Program evaluation
<input type="checkbox"/> Bio-psycho-social assessments	<input type="checkbox"/> Milieu treatment	<input type="checkbox"/> Policy development
<input type="checkbox"/> Group work	<input type="checkbox"/> Case management	<input type="checkbox"/> Research
<input type="checkbox"/> Multi-axial diagnoses	<input type="checkbox"/> Court Coordinator	<input type="checkbox"/> Program development
<input type="checkbox"/> Psycho-education	<input type="checkbox"/> Information and referral	<input type="checkbox"/> <i>Other:</i>
<input type="checkbox"/> Community education	<input type="checkbox"/> Grant writing	<input type="checkbox"/> <i>Other:</i>

Agency Meetings

Please describe any meetings that may be required or recommended for BSW students placed in your Agency (e.g., multi-disciplinary treatment meetings, staffings, rounds, case conferences, departmental meetings, group supervision, staff development opportunities, etc.).

Agency Requirements

Please indicate any of the following requirements your Agency has for BSW field students.

Medical clearance	Tuberculosis TB test	Drug testing
Proof of legal residence	Criminal Background Check	Resume
Fingerprinting	<i>Other:</i>	<i>Other:</i>

Stipends and Fellowships

If your Agency offers stipends or fellowships to BSW Students, please name and describe the qualifications and application process below.

Transportation

Please describe the location of your Agency and access to public transportation, if any.

Disabilities Accommodations

Please describe your Agency's accommodations for BSW Students with disabilities.

--

Agency Census

Please describe the average number of clients receiving social work services throughout the year.

--

Number of BSW Students Accepted by the Agency Each Semester

Please describe the number of BSW Students your Agency accepts each semester. Please include information on other BSW programs from which you accept BSW Students.

--

Other Pertinent Information

Please describe any other information you believe the BSW Program and its graduate students should know about your Agency.

--

Please attach any brochures or information about your Agency that the BSW Field Program can keep on file for students seeking a field placement. Thank you very much for your support of our BSW program.

Signature of the Educational Coordinator of the Agency

Date

Signature of the BSW Field Coordinator

Date

*****DO NOT WRITE BELOW THIS LINE*****

Comments:

Signature of BSW Field Coordinator

[Date]



DEPARTMENT OF SOCIAL WORK

**BACHELOR OF SOCIAL WORK PROGRAM
BSW FIELD INSTRUCTOR PROFILE**

Please complete the BSW Field Instructor Profile below. Your profile will be kept on file and will assist the Office of BSW Field Education in placing students with agencies that meet their educational and professional goals. Please advise us of any changes.

PLEASE TYPE OR PRINT CLEARLY.

Date:	Title (Please Circle):	First Name	MI	Last Name	
	Mr.	Ms.	Mrs.	Dr.	
Agency Information					
Agency Name:					
Department (If Applicable):		Program Name (If Applicable):			
Position:	# of Years in Current Position:	# of Years in Agency:			
Address Line 1:		Address Line 2:			
City:	State:	Zip Code:	County:		
Business Telephone Number:	Extension:	Cell Telephone Number:			
FAX Number:	Email Address:				
What is your primary area or specialization in social work practice (e.g., public child welfare, schools, chemical dependency, gerontology, juvenile justice, military, family therapy, case management, mental health, etc.)?					
Education					
	College/Universit y Attended	From	To	Major	Degree
Undergraduate					
Graduate					
Post-Graduate (If applicable)					



DEPARTMENT OF SOCIAL WORK

**BSW FIELD INSTRUCTOR'S EVALUATION OF BSW
FIELD PROGRAM**

GENERAL INSTRUCTIONS

Following the completion of your assigned Field Student's placement, the Faculty would appreciate your feedback on the various components of our BSW Program. This evaluation form may be sent along with the Student's *Field Evaluation* form or you may mail it or bring it directly to the Office of The Department of Social Work. The mailing address for the Office is:

**BSW Field Office
Albany State University
Social Work Department
504 College Drive
C. Hartnett Bldg. Room 336
Albany, GA 31705**

Field Instructor	
Field Agency	
Task Supervisor (If applicable)	
Field Student	

BSW Student **MSW Foundation Student** **MSW Advance Student**

Please note the year in front of the Semester: _____ FALL _____ SPRING

FIELD INSTRUCTOR'S EVALUATION OF THE FIELD PROGRAM

Please rate each category using the Scale provided:

#	Evaluative Item	Strongly Agree	Agree	Disagree	Strongly disagree
		1	2	3	4
1	The Program offered an adequate Orientation.				
2	My roles as a Field Instructor were adequately defined.				
3	My responsibilities as a Field Instructor were adequately defined.				
4	Ideas for activities for learning were provided to me.				
5	The faculty act in a competent, professional manner.				
6	The faculty members were available for consultation when needed.				
7	The <i>Field Manual</i> is up-to-date and a good resource for me.				
8	The curriculum prepares students for effective practice in the field.				
9	The Field Program is well organized.				
10	I am accepted as a valuable member of the Field Program.				
11	The amount of work required of me by the Program was manageable.				
12	I found the experience of being a Field Instructor to be valuable.				
13	I am willing to continue to serve as a Field Instructor for ASU (Albany State University.)				
14	Based on my experience, I would recommend a colleague to serve as a Field Instructor with ASU's Department of Social Work.				

What did you like most about the Field Program?

What do you believe the Field Program could have done differently to improve the Program for students and Instructors?

FIELD INSTRUCTOR'S EVALUATION OF THE FIELD COORDINATOR

Please evaluate the BSW Field Coordinator:

#	Evaluative Item	Strongly Agree	Agree	Disagree	Strongly Disagree
		1	2	3	4
1	The Field Coordinator was clear about her role.				
2	The Field Coordinator clarified Program expectations of me as a Field Instructor.				
3	The Field Coordinator monitored my Field Student's progress throughout the semester.				
4	The Field Coordinator was accessible for consultation regarding problems and issues in the Field.				
5	The Field Coordinator was able to assist me in developing teaching techniques, methodologies, etc.				
6	The Field Coordinator was able to provide further orientation and instruction regarding field instruction.				
7	The Field Coordinator was able to assist in interpreting the Program and its policies to the Agency personnel.				
8	The Field Coordinator kept the Agency informed of current Program policies and procedures.				

What did you like most about the support provided by the Field Coordinator?

What changes would you suggest to improve the quality of support Field Instructors receive from the Field Coordinator?

FIELD INSTRUCTOR'S EVALUATION OF THE FACULTY FIELD LIAISON

Please evaluate the assigned Faculty Field Liaison:

#	Evaluative Item	Strongly Agree	Agree	Disagree	Strongly Disagree
		1	2	3	4
1	The Faculty Field Liaison set up the field site visit within the first four weeks of the semester.				
2	The Faculty Field Liaison demonstrated professionalism and competency.				
3	The Faculty Field Liaison helped me better understand the connection between the curriculum and the field practicum.				
4	The BSW Faculty Field Liaison reviewed the <i>Learning Contract</i> during the field site visit.				
5	The Faculty Field Liaison was able to assist in the development of field learning activities to assure achievement of the behavioral competencies.				
6	The Faculty Field Liaison was able to provide me with information, when requested, on evolving best practices, current research, literature, etc. to enhance social work practices within my Agency.				
7	The Faculty Field Liaison reviewed the course and progress of the Field Student in the field.				
8	The Faculty Field Liaison was accessible for consultation, as needed, throughout the semester.				
9	The Faculty Field Liaison assisted me in effectively resolving problems that occurred with the Field Student during the semester.				

What did you like most about the support provided by the Faculty Field Liaison?

What changes would you suggest to improve the quality of support Field Instructors receive from the Faculty Field Liaisons?

FIELD INSTRUCTOR'S EVALUATION OF COURSEWORK

Based on your observations, review of the student's work, and interactions with the Student assigned to your agency, the courses noted below prepared the Student for competent social work practice in the field. A few practice behaviors from the learning contract are provided in connection with each course to assist with this process.

Junior Year Curriculum

Course #	Course	Practice Behavior	Strongly Agree	Agree	Disagree	Strongly Disagree
			1	2	3	4
SOWK 2310	Self-Awareness	(2a) Apply and communicate the importance of diversity (2c) Manage personal biases and values.				
SOWK 2411	Intro. To SOWK	(1a) Make ethical decisions by applying the NASW Code of Ethics laws, etc. (1b) Accurately use self-regulation. (1c) Professional behavior, appearance, written, and electronic communication.				
SOWK 3300	Foundational Values & Ethics	(1a) Make ethical decisions. (1b) Accurately use reflection and self-regulation				
SOWK 3381	Human Behavior & the Social Environment I	(6a) Apply knowledge <i>to engage</i> with clients and constituencies. (7b) Apply knowledge in the analysis of assessment data from clients and constituencies.				
SOWK 3441	Social Work Practice I	(6b) Use empathy and interpersonal skills (7a) Collect/organize data, and apply critical thinking (7c) Develop mutual intervention goals and objectives (9c) Analyze, monitor, and evaluate intervention				
SOWK 3443	Interviewing & Recording	(1c) Professional behavior appearance, etc. (2a) Communicate an understanding of diversity and difference. (2b) Present as learners (6b) Use empath and interpersonal skills				
SOWK 2211	Social Work Policy I	(5a) Identify social policy at the local, state, and federal. (5b) Assess social welfare and economic policies' impact. (5c) Analyze, formulate, and advocate for policies that advance human rights etc.				
SOWK 3382	Human Behav. & the Social Environment II	(8b) Apply knowledge in interventions with clients, etc. (9b) Apply knowledge of in interventions.				
SOWK 3442	Social Work Practice II	(7d) Select appropriate interventions (8d) Negotiate/advocate with, diverse clients and constituencies. (8e) Facilitate transitions and endings (9d) Apply evaluation findings to improve practice effectiveness.				
SOWK 3444	Research I	(4A) Use practice and theory to inform scientific inquiry and research. (4B) Apply critical thinking (4C) Use and translate research evidence				

Senior Year Curriculum

Course # Course		Practice Behavior	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
SOWK 3211	Social Policy II	(5a) Identify social policy at the local, state, and federal levels. (5b) Assess social welfare and economic policies impact on social services. (5c) Apply critical thinking				
SOWK 4306	Measurement/ Research II	(4A) Use practice experience and theory to inform scientific inquiry. (4B) Apply critical thinking to engage in analysis of research methods/findings (4C) Use and translate research evidence to inform and improve practice, policy, and services.				
SOWK 4441	Social Work Practice III: Communities and Organizations	(7a) Collect/organize data. (7b) Apply knowledge in the analysis of assessment data. (7d) Select appropriate intervention. (8e) Facilitate effective transitions. (9a) Use appropriate methods for evaluation of outcomes. (9b) Apply in the evaluation of outcomes				
SOWK 4470	Field Seminar	(1a) Make ethical 1.c) Professional demeanor in behavior, appearance, oral, written and electronic communication (1e) Use supervision and consultation to guide professional judgment and behavior. (6b) Use empathy, reflection, and interpersonal skills. (9c) Critically analyze, monitor, and evaluate interventions and program processes and outcomes.				
SOWK 4471	Field Experience	(1a) Make ethical decisions. (1d) Use technology ethically. (2a) Apply an understanding of the importance of diversity and difference in shaping lives. (2b) Present as learners 3a) Apply an understanding of social, economic, and environmental justice to advocate for human rights. (5a) Identify social policy at the local, state, and federal levels that impact wellbeing, service delivery and access to social services (7a) Collect and organize data, and apply critical thinking.				

Please make any additional comments regarding the degree to which you believe the BSW curriculum prepares our Students for competent social work practice in the field.

What additional course content do you believe needs to be included in the curriculum to better prepare our BSW Students for competent social work practice in the field?

APPENDIX C: FACULTY LIAISON FORM



DEPARTMENT OF SOCIAL WORK

BACHELOR OF SOCIAL WORK PROGRAM
BSW FACULTY FIELD LIAISON VISIT GUIDE

Date of BSW Field Site Visit	
BSW Field Agency	
BSW Field Instructor	
BSW Task Supervisor (If applicable)	
Assigned BSW Faculty Field Liaison	
Field Course Number	SOWK 4471

Individuals Present During Site Visit (Circle)	BSW Field Instructor	BSW Task Supervisor	BSW Field Student	Other:
---	----------------------	---------------------	-------------------	--------

Target Population of The Agency (Circle)	Children	Adults
	Adolescents	Elderly

Methods of Social Work Utilized in Agency (Circle)	Case Management	Individual/Family Counseling	Intervention
	Information/Referral	Group Counseling	Macro Activities
	Assessment	Crisis Intervention	Other:

The BSW Field Student's client contact is between 50%-75% throughout the practicum:	Yes	No
---	-----	----

Please check the answer to the following assessment areas, explaining any “no” responses in the comment section at the end of this Evaluation form.

#	Assessment Area		Yes	No (Please comment in the “Comment” Section)
	MSW Program Goal	Measurable Practice Behaviors		
1	The BSW Field Student demonstrates ethical and professional behavior.	<ul style="list-style-type: none"> Makes ethical decisions in clinical social work practice by applying the standards of the NASW <i>Code of Ethics</i>, the NASW Standards for Clinical Social Work in Social Work Practice, the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists, Rules and Regulations Chapter 135-7, Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics, as appropriate to the context. Comprehends and can articulate how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them. 		
2	The BSW Field Student engages in diversity and difference in practice.	<ul style="list-style-type: none"> Researches culturally sensitive and effective services and interventions with children, families and/or vulnerable adults. Effectively works with children, families and/or vulnerable adults from diverse populations in clinical social work practice 		
3	The BSW Field Student advances human rights and social and economic justice.	<ul style="list-style-type: none"> Engages in practice with children, families, and/or vulnerable adults in a manner that advances 		

		social, economic, and/or environmental justice.		
4	The BSW Field Student engages in research-informed practice and practice-informed research.	<ul style="list-style-type: none"> • Translates research findings into effective practice with children, families, and/or vulnerable adults. 		
5	The BSW Field Student engages in effective policy practice to advance social and economic well-being and deliver effective social work.	<ul style="list-style-type: none"> • Advocates with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families and/or vulnerable adults. 		
6	The BSW Field Student effectively engages with diverse individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> • Develops a culturally responsive professional relationship with children, families, and/or vulnerable adult clients. 		
7	The BSW Field Student accurately assesses diverse individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> • Uses multi-dimensional assessment tools with children, families, and/or vulnerable adult clients. 		
8	The BSW Field Student effectively intervenes on behalf of diverse individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> • Critically evaluates, selects, and applies evidence-based interventions with children, families, and/or vulnerable adult clients. • Collaborates with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients. 		
9	The BSW Field Student evaluates social work processes and outcomes with diverse individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> • Evaluates the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients. 		

Comments [including, but not limited to, feedback on any items marked “No” above]:

GRADE TO DATE:

Based on the verbal and written feedback of the BSW Field Student AND THE Agency Field Instructor to date, the following evaluative grade is recommended at this point in the field practicum (please circle one):

A	B	C	D	F	Unable to Evaluate At This Time
----------	----------	----------	----------	----------	--

	BSW Field Student			
	<i>Below Expected Level</i>	<i>Below Expected Level</i>	<i>At Expected Level</i>	<i>Above Expected Level</i>
OVERALL PERFORMANCE (Check one for Instructor and one for Student)				

BSW Field Student recommends further use of this field site	<i>Yes</i>	<i>No</i>
BSW Faculty Field Liaison recommends further use of this field site	<i>Yes</i>	<i>No</i>

Please provide any additional comments below:

BSW Faculty Field Liaison Signature	Date

*****DO NOT WRITE BELOW THIS LINE*****

APPENDIX D
GENERAL
CORRECTIVE
BSW PROGRAM
INFORMATION &
ACTION FORMS

Albany State University
Department of Social Work
Student Performance Contract – Field Internship Resolution

Student: _____

Field Instructor : _____

Agency: _____

Field/Title IV-E Coordinator/Faculty Liaison: _____

Fall Semester BSW Student _____ Spring Semester BSW Student _____

Performance Contract Initiated: _____
[Date]

Timeframe in which contract is to be completed: _____ to _____
From To

BSW Student Signature Date

BSW Field Instructor Signature Date

BSW Field Coordinator/Title IV-E Coordinator signature Date

Contract Performance Reviewed: _____ Contract Successfully Completed: _____
Date Date

Contract Extended To: _____

Contract has not been met – referred to Field Review Committee: _____

BSW Student Signature Date BSW Field Instructor

PERFORMANCE CONTRACT (CONTINUED)

Student: _____

To be completed by: _____

Date

Student Strengths:

Specific Areas Needing Improvement:

Expected Level of Performance:

Learning Activities Assigned to Improve Performance:

Method(s) of Evaluation:

Field Instructor: _____ Date: _____

Task Supervisor: _____ Date: _____

BSW Student: _____ Date: _____

Field/Title IV-E Coord./Faculty Liaison: _____ Date: _____

**ALBANY STATE UNIVERSITY
BACHELOR OF SOCIAL WORK PROGRAM**

BSW FIELD CONTRACT FOR RESOLUTION OF BSW FIELD HOUR DEFICIENCIES

BSW Field Student Name:	
BSW Field Agency Site:	
BSW Field Instructor Name:	
BSW Task Supervisor Name (If Applicable):	

Field Course (Please Circle the Applicable Field Semester):	SOWK 4471: Field Experience (Fall Semester)	SOWK 4471 Field Experience (Spring Semester)
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The Council on Social Work Education (CSWE) mandates that BSW Students complete a minimum of 400 clock hours of BSW-supervised field experience prior to graduation. The BSW Program at Albany State University requires that Students complete 540 clock hours of BSW-supervised field experience for the block placement, which occurs in one semester of the Program (approximately 34 hours per week). Students should have approximately 270 hours completed by mid-term evaluation to be on schedule for completing the 540 hours required for graduation. The BSW Student will successfully complete 540 BSW-supervised clock hours in the semester in which the hours are to be completed.

Your current field hours do not meet the clock hours required for the above field course, preventing your graduation from the BSW Program. Below, please specify (a.) the number of clock hours currently completed within the semester; (b.) the number of clock hours still needed to meet the required 540 clock hours per semester; and (c.) your plan for completing those hours before the stipulated deadline. This Contract will then be reviewed by the BSW Field Coordinator for approval.

Your signature on this Contract indicates your commitment to completing the BSW-supervised clock hours required for the above field experience course. Failure to meet those clock hours may result in a delay in your graduation from the BSW Program until the required field hours are successfully completed.

				Calculation of Field Hours			
BSW-Supervised Clock Hours Required for The Semester in the Field Placement:				540			
BSW-Supervised Clock Hours Currently Completed in the Field Placement:							
BSW-Supervised Clock Hours Remaining to Meet the 540 Requirement for the Semester:							
Time Requirement for Completing Remaining Field Hours for this Semester of Field				Beginning Date:			
				Completion Date By:			
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	TOTAL WEEKLY HOURS
___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	
___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	
___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	
___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	
___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	
___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	
___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	
___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	
___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	
___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	
___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	___ hours	
TOTAL BSW-SUPERVISED FIELD HOURS:							

SIGNATURE PAGE

I agree to complete the required BSW-supervised field hours as outlined in this BSW Field Contract. I acknowledge that my failure to complete the field hours as contracted may result in a block being placed on my graduation from the BSW Program until all field deficiencies are met.

[BSW Student Signature]

[Date]

BSW Student Comments [If any]:

The BSW Field Program agrees to the terms stated in this BSW Field Contract. Upon successful completion of these BSW-supervised field clock hours, the BSW Student will meet the field hour requirements of the BSW Program and will be allowed to either (a.) continue in the BSW Program or (b.) meet the field requirements for graduation from the BSW Program.

[BSW Field Coordinator]

[Date]

*****DO NOT WRITE BELOW THIS LINE*****

Comments:

**ALBANY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
REMOVE STUDENT FROM AN AGENCY FORM**

Students can be removed from a field placement for (1) unprofessional behavior or (2) lack of progress or participation. The Field Coordinator, Field Instructor, or Agency can request the removal of a student from the field placement. The Field Instructor will meet with the student to discuss the identified behavior and a plan for resolution. If there is no resolution, the Field Instructor will notify the Field Coordinator and a joint meeting will be held with the student. In the event a serious infraction, the Field Coordinator will be notified immediately; a joint meeting with the Chair, the Field Coordinator, the Field Instructor and the student will occur. If the situation is not resolved, the Field Coordinator or the Agency may request the immediate removal of the student.

Student Name: _____	RAM ID _____
Date Placement Began: _____	Date of Report _____
Date of first notification of Identified Behavior/Lack of Progress/Participation: _____	
Resolution: _____	

Summary of Unprofessional Behavior or Lack of Progress/Participation

Date of second notification of Identified Behavior/Lack of Progress/Participation: _____
Date Field Instructor notified Field Coordinator: _____

Date of meeting with Field Instructor, Field Coordinator and Student: _____

Resolution: _____

Summary of Unprofessional Behavior or Lack of Progress/Participation

Check One

- Field Instructor requests student removal
- Field Coordinator requests student removal
- Agency requests student removal

Signature of Person making the Request

Date

ALBANY STATE UNIVERSITY
Bachelor of Social Work Program

Grievance Cover Sheet

The BSW Student Grievance Policy of Albany State University includes procedures that BSW Students are strongly encouraged to pursue in an attempt to resolve grievances informally. BSW Students must, at a minimum, show evidence of having met with the Respondent in a good faith effort aimed toward an informal resolution. BSW Students are to use this Cover Sheet to document all efforts made to date and attach the formal grievance to it. Note that a grievance must include the information stated in the BSW Student Grievance Policy. Grievances without complete information per the policy will be returned to the BSW Student without action.

The BSW Student will be given a written notice indicating receipt of these grievance materials. The Grievance Cover Sheet and attached materials will be given to the Chair of the Department of Social Work who will contact the BSW Student about scheduling a formal grievance meeting/hearing.

BSW Student Name	
Date	

I made an attempt, <u>as required</u>, to resolve the grievance matter informally.	
	<p>I met with the individual against whom I have the grievance on:</p> <p>_____.</p> <p>[Date]</p>
I have made these attempts to resolve the issue informally (Check all that apply):	
	<p>I met with my BSW Faculty Advisor with/without the Respondent present on _____.</p> <p>[Date]</p>
	<p>I met with a Mediator from outside the Department of Social Work with the Respondent on _____.</p> <p>[Date]</p>

ALBANY STATE UNIVERSITY
Bachelor of Social Work Program
Notice of Intent to File a Grievance

This form is to be completed and submitted to the Office of the Chair of the Department of Social Work. The BSW Student will be asked to sign the bottom portion of this Notice of Intent to File a Grievance.

The BSW Student Grievance Policy should be reviewed carefully to determine the correct steps that must be taken and the required time frames in which to proceed. Once this form is signed and dated, the BSW Student will receive a copy and a second copy will be given to the Respondent(s).

BSW Student Name	
Respondent(s) [The person (or persons) named in the grievance]	
Date of the incident or issue being grieved	
The incident or issue (Briefly provide information regarding the incident or issue)	

By my signature below, I acknowledge that I am submitting this formal notice of grievance based on the concerns as recorded. I further attest that the facts noted in this grievance are true and based on my knowledge and understanding of the circumstance(s), the University and BSW Program Policy. My signature also serves to confirm my receipt of a copy of this grievance.

[BSW Student Signature]

[Date]

**ALBANY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BSW GRIEVANCE FORM**

BSW Students, Faculty and Field Instructors may file a grievance utilizing this form and following the grievance policy found in the BSW Student Manual and the BSW Field Manual.

Griever (Person filing the Grievance)	
Grievor (Person who the Griever is filing a Grievance Against)	
Semester and Year in which Grievance is Filed	
If the Grievance is in Regard to a Specific Course, Please Specify Course Number and Name	

Nature of the Grievance (Please check):

√	Nature of the Grievance
	Grade of the BSW Student
	Evaluation of the BSW Student in the Field
	Faculty Member's Noncompliance with Stated BSW Student Advising Policy of the BSW Program or Department of Social Work
	Faculty Member's Noncompliance with Stated BSW Policies and Objectives on Classroom Teaching within the BSW Program.
	Faculty Member's or Field Instructor's Noncompliance with Stated BSW Policies and Objectives Regarding Field Teaching (In the Classroom or Within the Agency).
	Faculty Member's or Field Instructor's Violation of Usually-Accepted Standards for Professional and Ethical Behaviors in BSW Program or Departmental Activities.
	Faculty Member's or Field Instructor's Noncompliance with Stated BSW Policies and Objectives Regarding the Selection and/or Retention of Field Instruction Placement of the BSW Student.
	Other (Briefly Specify):

Level _____ : The BSW Student has negotiated with the _____ in attempts to resolve the issue at the noted level.

To the Grievor: Below, please clearly and accurately state [Use additional pages if necessary]:

- I. The issue to be resolved**
- II. In chronological order, describe your attempts to resolve this issue with the individual(s) noted above.**
- III. The outcome of your attempts to resolve the issue**
- IV. The outcome you desire in order to resolve this issue to your satisfaction.**

To the Grievor: Below, please clearly and accurately state [*Use additional pages if necessary*]:

- **In chronological order, describe the evolution of the issues involved in this grievance**
- **Your attempts to resolve this issue with the Grievor**
- **The outcome of your attempts to resolve the issue**
- **Your view of the Grievor's stated desired outcome required to resolve this issue to the Grievor's satisfaction.**

OUTCOME OF LEVEL _____ OF THE GRIEVANCE PROCEDURE:

This Grievance **HAS** been resolved to the Grievor's satisfaction:

[Signature of Grievor]

[Date]

[Signature of Grievor]

[Date]

Please specify how the Grievance has been resolved:

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level _____ of the Grievance Process.

[Signature of Grievor]

[Date]

Note: Please make a copy of this Form for your files and forward the Original Copy to the _____ (note the position of the person next in the grievance process) for further processing of the Grievance at Level _____.

BSW GRIEVANCE POLICY

A “grievance” is an actual incident or issue, which can be substantiated and is regarded by the BSW Student as a just cause for protest. Persons against whom a grievance may be submitted include a classroom Instructor, a BSW Faculty Advisor, an Administrator in the Department of Social Work, or another faculty member within the Department of Social Work.

The form (appendix D.4/pg. 157) utilized to file a grievance may be obtained from the Department of Social Work Office.

Level I – Baccalaureate Social Work Program

- A. Student Action: Any time a student disagrees with the action/decision of a faculty member, the student must:
- At a minimum, meet with the faculty to discuss the matter in a good faith effort to attempt a resolution.
 - If unable to resolve the matter through informal means, and the decision is made to grieve the decision or action of the Faculty, the Student must secure the necessary Grievance Form(s) from room 336, C. Harnett Building.
 - The student must complete the “Grievance Cover Sheet”, notice of “Intent to File A Grievance” and the “Grievance Form” within seven (7) business days of the action/decision of the incident; or within seven (7) days of the time when the BSW Student became aware of, or should have become aware, that a grievable incident has occurred, whichever occurs first.
 - Student will notify the Department Chair in writing within the designated timeframe noted above by submitting said forms to the Department Chair.
 - The Student is required to present any information regarding areas for clarification or reevaluation in writing with the above noted forms.
 - The student’s statement must include: a one page (maximum) description identifying the grievable issue, inclusive of date and place (as applicable); the name of the respondent against whom the grievance is being filed; the names of any witnesses; evidence to support the grievance and the outcome desired.
 - Upon completion and return to the Chair of the Department of Social Work, a copy of the Grievance will be transmitted to the involved individual.
- B. Faculty Action: The Department Chair will discriminate information as warranted and facilitate a meeting with the Student and Faculty by:
- Supplying the Faculty involved with a copy of the Student’s grievance within **five (5) business days of receipt**.
 - The faculty involved in the disposition will respond in writing to the Chair of the Department within five (5) business days.
 - Upon receipt of said response, the Chair will meet with the student and faculty to address the grievance.
 - Within **five** working days the student will be given written notice as to the Faculty’s final decision.

Outcomes

If the issue is resolved the “Notice of Intent to File a Grievance” will be filed accordingly.

If the issue is not resolved, the BSW Student may:

- Decide to terminate the process altogether, OR
- Decide to proceed to the next level.

Level II - Department Chairperson

A. Upon receipt of the final decision of the Faculty, should the Student wish to continue the appeal process regarding said decision of the Faculty, the Student shall:

- Give written notice to the Department Chairperson of their intent within **five** working days.
- The letter of intent to continue the appeal process through the Department Chair must note the reason for the continued appeal and the relief sought.
- The same process utilized in Level one will be implemented.
- Copies of the intent to continue the grievance should be sent to the faculty member and Department Chair within five business days of the student’s receipt of the faculty member’s final decision.

B. The Department Chairperson shall, upon receipt of the letter of intent to continue the appeal process:

- Review the student’s request and the minutes from the meeting prior to scheduling a meeting with the student a second time.
- Meet with the student and faculty member separately.
- Render a decision, within five (5) business days of conclusion of said meetings in writing, to the student and faculty member.
- Apprise the student of his/her opportunities to continue the grievance process if the Student feels justified in continuing the process to the next level.

Outcomes

If the issue is resolved, the “Notice of Intent to File a Grievance” will be placed in student’s file accordingly.

If the issue is not resolved, the BSW Student may:

- Decide to terminate the process altogether, OR
- Decide to proceed to the next level.

Option:

The Department Chairperson may refer the appeal to the appropriate grievance committee of the University. The Department Chairperson shall inform the Chair of this committee of any formal appeal to be submitted, and request that the committee take formal action in the matter by forwarding the student’s completed appeal form (see appendices) to the committee for consideration and by making a copy of the student’s completed form available to the respondent.

Upon receipt of the completed appeal form, the Chair of the committee, or his/her appointed representative from the committee, shall meet with the student and respondent (in this case, the Chair of the Social Work Department), separately and/or jointly, and attempt to seek an informal resolution of the existing conflict, which may involve a detailed analysis of the basis for the respondent’s (Chair) action. In the event that a

resolution of the disagreement does not occur through informal efforts, the Chair of the committee shall convene the committee to examine all data submitted by the student to determine whether or not a formal hearing is warranted. If, in the committee's opinion, a hearing is warranted, the committee will conduct a hearing within twenty (20) days of the committee's receipt of the written appeal. If, in the committee's opinion, a formal hearing is not warranted, the committee will inform the Chairperson of the Social Work Department, setting forth in writing the reason (s) for not granting a hearing.

- A. In the event that the Chairperson should deem a judicious hearing, he/she may request a hearing be conducted; and the committee will then hold a hearing of the appeal not later than ten (10) working days from the date of the Chairperson's request for a hearing. After an appeal hearing, the committee will meet to consider all relevant information and to formulate a recommendation, which shall be submitted in writing to the Chairperson of the department (with a copy to the Dean of the College of Arts and Humanities) who will provide copies of the committee's recommendation(s) to both the student and respondent. Unless the committee seeks an extension of time, the recommendation(s) of the committee will be rendered within ten (10) days of the hearing.

The chairperson at his/her discretion may grant an extension of time. The chairperson shall, if he/she grants an extension of time, inform both the student and the respondent of the extension. In the event that the appeal is not resolved by the recommendation(s) of the committee, the action of the chairperson, or both, shall inform the student of the next step in the appeal process.

- B. In the event the student is dissatisfied with the reply offered, or in the event the Department Chairperson does not respond within twenty (20) days of receipt of the appeal, the student may within seven (7) days file the appeal at Level III with the Dean of the College of Arts and Humanities.
- C. If the appellant feels that he or she cannot obtain a fair and equitable review at Level I or Level II, the appeal can be initially filed at Level III within seven (7) workdays from the date the action or decision is mailed.

Level III - Dean of the College of Arts and Humanities

- A. A Student wishing to appeal the decision of the Chair shall:
 - Give written notice to the Department Chairperson of his/her intent to appeal the decision within five working days of their receipt of the Chair's decision.
 - The letter of intent to appeal the Chair's decision will be addressed to the Dean of the College of Arts & Humanities.
 - The letter will note the reason for the appeal and the relief sought.
 - Copies of the appeal should be given to the faculty member, Chair and Dean.
- B. The Department Chair shall, upon receipt of the letter of intent to appeal to the Dean of the College of Arts and Humanities:
 - Submit a copy of the minutes from the meeting held with the faculty and student, and the decision resulting from that meeting.

- Submit a copy of the summary of the rationale for the Chair's decision after meeting a second time with the student and faculty.
- C. The Dean of the College of Arts and Humanities shall:
- Schedule a meeting with the Student within ten (10) days of receipt of the letter.
 - Schedule a meeting with the student inclusive of the Chair and Faculty only if warranted.
 - Surrender a decision within seven (7) working days from the meeting.
 - Notify all parties of the decision rendered within the aforementioned timeframe.
 - Apprise the student of his/her opportunities of how to continue the grievance process if the student feels justified in further addressing the grievance.
- D. If the Dean of the College of Arts and Humanities is not available to receive the appeal within seven (7) days, the student shall notify in writing (by copy of notification of intent to appeal and a copy of appeal) the individuals in Levels I and II and all members of the (Grievance committee) that an appeal has been filed at this level, and he/she or his/her designee(s) shall request a hearing before the Grievance Committee. Within twenty (20) days from the date the appeal is filed with the Dean of the College of Arts and Humanities, the Dean or his/her designee shall review the appeal and respond in writing to the student with copies to the Vice President for Academic Affairs, the President, the Department Chairperson, and members of the (University's) Grievance Committee.
- E. If the Dean of the College of Arts and Humanities is not available during the time frame of the appeal, a student can request (in writing) to appear before the University's Grievance Committee. In this instance, the following guidelines must be followed:
1. An individual who wishes to appeal an action or decision may have one social work student as a representative
 2. No more than three (3) students in good standing with the Program and the University may represent a group of students who wish to appeal an action or decision.
 3. If the appeal is based on a decision made by the Department Chairperson, then he/she or his/her designee should be present at the hearing or his/her written testimony entered into the record.
- F. In the event the student is dissatisfied with the relief offered, or in the event the Dean of the College of Arts and Humanities does not respond within seven (7) days of receipt of the appeal, the student may, within fourteen (14) days, file the appeal at Level IV with the Vice President for Academic Affairs.

OUTCOME:

If the issue is resolved, the “Notice of Intent to File a Grievance” will be placed in student’s file accordingly.

If the issue is not resolved, the BSW Student may:

- Decide to terminate the process altogether, OR
- Decide to proceed to the next level.
-

Level IV – Provost/Vice President for Academic Affairs (VPAA)

- A. In the event the student is not satisfied with the disposition of the appeal at Level III, he/she may request through the Provost/VPAA that the appeal be elevated to Level IV.
- B. The student must follow the same process as in levels I, II & III by filing a letter of intent to appeal.
- C. The appeal will be resolved by committee vote. Written copies of the disposition of the appeal should be sent to the Provost/VPAA, the Dean of the College of Arts and Humanities, and the Chairperson of the Department of Social Work.
- D. Members of the committee who have served as hearing officers at another level are ineligible to hear the appeal at this level.

Level V- President

If the appeal is not resolved at Levels I, II, III or IV, to the satisfaction of the student, then he/she, may request within seven (7) work days, through the University’s President, that the appeal be elevated to the Office of the President.

- A. The student must follow the same process as in levels I, II, III &/or IV by filing a letter of intent to appeal.
- B. Upon the receipt of the request from the student, the University’s President shall appoint a committee of no less than five (5) members to serve as hearing officers for the appeal. The group shall review testimony from all appeal levels, interview the student, witnesses and others whose testimony they feel is vital to the case.
- C. The appeal will be resolved by committee vote. Written copies of the disposition of the appeal should be sent to the University President, Vice President for Academic Affairs, the Dean of the College of Arts and Humanities, and the Department Chairperson of Social Work.
- D. Members of the committee who have served as hearing officers at another level are ineligible to hear the appeal at this level.

Students are hereby notified that any information obtained in this process is subject to the Family Educational Rights and Privacy Act 20 U.S.C. Sec 123g. However, students should also note that information disclosed during student meetings with faculty, Field Instructors, Department and/or University administrators will not be kept confidential if the information raises concerns about professional performance. Faculty, Department Chair, Field Instructors and University Administration will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

Sources of Information for Academic Performance Criteria

Information about students' meeting academic performance criteria in the Undergraduate Social Work Program may include, but not be limited to, any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Overall grade point average from semester to semester
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university (ASU or other colleges and universities), helping professionals, or community
- ❖ Feedback from faculty in other social work programs that student may have attended.

FACULTY/STUDENT NON-GRIEVANCE CONCERNS

Level 1

A review at this level involves a faculty member and the BSW student. When a faculty member has concerns about a student enrolled in the BSW Program meeting any of the academic/ethical criteria, whether related to professional behavior or scholastic performance, that faculty member will:

- Discuss those concerns directly with the student and seek to work with the BSW Student to resolve the difficulties.
- Apprise the appropriate BSW Field Liaison and the Field Coordinator of the concerns in order to identify potential patterns and issues related to the student
- Document dates and content of meetings with the BSW student.

If a problem arises in field, the BSW Field instructor will discuss concerns directly with the student and with the BSW Faculty Field Liaison. It is the responsibility of the BSW Faculty Field Liaison to apprise the BSW Field Coordinator of the concerns. In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.

Level 2

A Second Level Review involves the faculty member, BSW student, Disability Services (if appropriate), and Department Chair will meet with the BSW student when the student is not meeting or following program or university standards, policies, and procedures or when concerns have not been resolved at “Level 1”. If a problem arises in field, the agency-based BSW Field Instructor, BSW Faculty Field Liaison, and BSW Field Coordinator will conduct the review with the BSW student. In this information gathering process, the BSW Field Coordinator (with input from the Faculty Field Liaison) will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the BSW student may be asked, in writing, to modify her or his behavior and/or seek appropriate help. This process is designed to assist BSW students in dealing with identified concerns that have an impact on their performance. The BSW Field Coordinator will assess the nature of these concerns with appropriate faculty, consult with the Chair, maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to “Level 3”.

Level 3

A “Level 3” review involves the faculty member, BSW student, Department Chair, Disability Services (if appropriate), and all faculty who have had direct experience with the student in classroom or field. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the BSW student. A “Level 3” review more often is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the BSW

student is being considered for withdrawal or discontinuance in the program. In most instances, a Level 3 review is sufficient to deal with student performance and is the last decision-making step in the review process within the Department of Social Work. When a “Level 3” review is called, the Chair will convene a meeting with the appropriate faculty and the BSW student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include, but are not limited to, those who have direct knowledge of and experience with the student. The BSW student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. After the review meeting has occurred, (in case with field) the BSW Field Coordinator will consult with the Chair of the Department of Social Work to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Chair, and an objective assessment of the information provided, the BSW Field Coordinator/Chair will inform the student of the decisions, which can include one or more of the following actions:

- *Continue the student in the BSW Program with no conditions.*
In these situations, the concern has been addressed and no further action by the Student or program is required.
- *Establish formal conditions for the student's continuance in the BSW Program.*
In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.
- *Consult with and/or refer to the Vice-President of Student Affairs.*
In some instances, depending on the nature of the problem, the Vice-President of Student Affairs may be consulted. If a referral is made to that Office after consultation, the BSW student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations that may result in referral to the Vice President of Student Affairs include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.
- *Counsel the BSW Student to change majors/degree programs and/or discontinue the BSW student in the BSW Program.*
In some situations, it will be recommended that the BSW student no longer continue in the BSW program. The BSW student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the BSW program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any “Level 3” review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the BSW student and attempted to be ameliorated, where appropriate. The BSW student must be notified of the decision in writing within ten (10) business days of the review. It is the responsibility of the Chair to communicate the decision to the BSW student.

- ❖ The BSW Program would like to thank the University of Texas at Austin, School of Social Work, for permission to adapt their *Standards for Social Work Education: Criteria for Evaluating Academic Performance, Policies, & Procedures*.

NASW Code of Ethics

Code of Ethics of the National Association of Social Workers (2021)

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 dual 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:
- The Code identifies core values on which social work's mission is based.
- 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.
- The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
- The Code provides ethical standards to which the general public can hold the social work profession accountable.
- The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
- 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.

*For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

Furthermore, 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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other

electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

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 should take measures to care for themselves professionally and personally. 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 their 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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.
- (f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
- (g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
- (h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
- (i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Competence

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

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.

(d) Social workers should obtain education about and demonstrate understanding of 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 ability.

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

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.
- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
- (g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.
- (h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) 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.
- (v) 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.
- (w) 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 client. 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 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 other services are 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.

1.17 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 verbal, written, and electronic 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 ability.
- (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 Sexual Relationships

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

(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.

2.07 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, written, electronic, or physical contact of a sexual nature.

2.08 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.

2.09 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.

2.10 Unethical Conduct of Colleagues

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

(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, the NASW National Ethics Committee, 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 (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.
- (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, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper 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 relevant laws, agency policies, and 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 ability.

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 these 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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) 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.
- (h) 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.

- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) 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.
- (m) 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.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) 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.
- (p) 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.
- (q) 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 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 ability.

Ethics in Social Work, Statement of Principles
International Federation of Social Workers (IFSW)
International Association of Schools of Social Work (IASSW)

Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member 188recognizing188s, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people. With whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member 188recognizing188s of IFSW and IASSW.

Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human 188recognize and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

International Conventions

International human rights declarations and conventions form common standards of achievement, and recognize rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

Principles

1. Recognition of the Inherent Dignity of Humanity

Social workers recognize and respect the inherent dignity and worth of all human beings in attitude, word, and deed. We respect all persons, but we challenge beliefs and actions of those persons who devalue or stigmatize themselves or other persons.

2. Promoting Human Rights

Social workers embrace and promote the fundamental and inalienable rights of all human beings. Social work is based on respect for the inherent worth, dignity of all people and the individual and social /civil rights that follow from this. Social workers often work with people to find an appropriate balance between competing human rights.

3. Promoting Social Justice

Social workers have a responsibility to engage people in achieving social justice, in relation to society generally, and in relation to the people with whom they work. This means:

3.1 Challenging Discrimination and Institutional Oppression

Social workers promote social justice in relation to society generally and to the people with whom they work.

Social workers challenge discrimination, which includes but is not limited to age, capacity, civil status, class, culture, ethnicity, gender, gender identity, language, nationality (or lack thereof), opinions, other physical characteristics, physical or mental abilities, political beliefs, poverty, race, relationship status, religion, sex, sexual orientation, socioeconomic status, spiritual beliefs, or family structure.

3.2 Respect for Diversity

Social workers work toward strengthening inclusive communities that respect the ethnic and cultural diversity of societies, taking account of individual, family, group, and community differences.

3.3 Access to Equitable Resources

Social workers advocate and work toward access and the equitable distribution of resources and wealth.

3.4 Challenging Unjust Policies and Practices

Social workers work to bring to the attention of their employers, policymakers, politicians, and the public situations in which policies and resources are inadequate or in which policies and practices are oppressive, unfair, or harmful. In doing so, social workers must not be penalized.

Social workers must be aware of situations that might threaten their own safety and security, and they must make judicious choices in such circumstances. Social workers are not compelled to act when it would put themselves at risk.

3.5 Building Solidarity

Social workers actively work in communities and with their colleagues, within and outside of the profession, to build networks of solidarity to work toward transformational change and inclusive and responsible societies.

4. Promoting the Right to Self-Determination

Social workers respect and promote people's rights to make their own choices and decisions, provided this does not threaten the rights and legitimate interests of others.

5. Promoting the Right to Participation

Social workers work toward building the self-esteem and capabilities of people, promoting their full involvement and participation in all aspects of decisions and actions that affect their lives.

6. Respect for Confidentiality and Privacy

6.1 Social workers respect and work in accordance with people's rights to confidentiality and privacy unless there is risk of harm to the self or to others or other statutory restrictions.

6.2 Social workers inform the people with whom they engage about such limits to confidentiality and privacy.

7. Treating People as Whole Persons

Social workers recognize the biological, psychological, social, and spiritual dimensions of people's lives and understand and treat all people as whole persons. Such recognition is used to formulate holistic assessments and interventions with the full participation of people, organizations, and communities with whom social workers engage.

8. Ethical Use of Technology and Social Media

8.1 The ethical principles in this Statement apply to all contexts of social work practice, education, and research, whether it involves direct face-to-face contact or through use of digital technology and social media.

8.2 Social workers must recognize that the use of digital technology and social media may pose threats to the practice of many ethical standards including but not limited to privacy and confidentiality, conflicts of interest, competence, and documentation and must obtain the necessary knowledge and skills to guard against unethical practice when using technology.

9. Professional Integrity

9.1 It is the responsibility of national associations and organizations to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with this Statement, considering local situations. It is also the responsibility of national organizations to inform social workers and schools of social work about this Statement of Ethical Principles and their own ethical guidelines. Social workers should act in accordance with the current ethical code or guidelines in their country.

9.2 Social workers must hold the required qualifications and develop and maintain the required skills and competencies to do their job.

9.3 Social workers support peace and nonviolence. Social workers may work alongside military personnel for humanitarian purposes and work toward peacebuilding and reconstruction. Social workers operating within a military or peacekeeping context must always support the dignity and agency of people as their primary focus. Social workers must not allow their knowledge and skills to be used for inhumane purposes, such as torture, military surveillance, terrorism, or conversion therapy, and they should not use weapons in their professional or personal capacities against people.

9.4 Social workers must act with integrity. This includes not abusing their positions of power and relationships of trust with people that they engage with; they recognize the boundaries between personal and professional life and do not abuse their positions for personal material benefit or gain.

9.5 Social workers recognize that the giving and receiving of small gifts is a part of the social work and cultural experience in some cultures and countries. In such situations, this should be referenced in the country's code of ethics.

9.6 Social workers have a duty to take the necessary steps to care for themselves professionally and personally in the workplace, in their private lives and in society.

9.7 Social workers acknowledge that they are accountable for their actions to the people they work with; their colleagues; their employers; their professional associations; and local, national, and

international laws and conventions and that these accountabilities may conflict, which must be negotiated to minimize harm to all persons. Decisions should always be informed by empirical evidence; practice wisdom; and ethical, legal, and cultural considerations. Social workers must be prepared to be transparent about the reasons for their decisions.

9.8 Social workers and their employing bodies work to create conditions in their workplace environments and in their countries, where the principles of this Statement and those of their own national codes are discussed, evaluated, and upheld. Social workers and their employing bodies foster and engage in debate to facilitate ethically informed decisions.

Professional conduct

It is the responsibility of the national 190recognizing190s in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national 190recognizing190s to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, 191recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.

11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The Global Statement of Ethical Principles was approved at the General Meetings of the International Federation of Social Workers and the General Assembly of the International Association of Schools of Social Work (IASSW) in Dublin, Ireland, in July 2018.

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Bookstore	West Campus	229/500-2008	albanystateuniversity@bkstr.com
Counseling/Disabilities	ASU Student Center	229/500-2013	
Financial Aid	West Campus – "C" RAM Central	229/500-4358	ifinaid@asurams.edu
Health Services	East Campus BCB138	229/500-3544	studenthealthservices@asurams.edu
Health Services	West Campus – "C" 100	229/500-3545	studenthealthservices@asurams.edu
Information Technology Help Desk	JPL 119	229/500-4357	helpdesk@asurams.edu
JPL Library	Library - East	229/500-3472	circulation@asurams.edu
HBW Library	Library - West	229/500-3613	circulation@asurams.edu
Police Department	ASU PD	229/430-4711	
Social Work Department	CMH Third Floor	229/500-2384	
Student Activities	Student Center - East	229/500-3553	
Testing Center	BCB 195 - East	229/500-2041	
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ALBANY STATE UNIVERSITY CAMPUS MAPS

EAST CAMPUS



WEST CAMPUS

