

CHICAGO STATE UNIVERSITY
MASTER OF SOCIAL WORK PROGRAM
FIELD PRACTICUM MANUAL

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Chicago State University Field Practicum Manual/Policies

This manual will be routinely updated. All students are responsible for knowing and adhering to policies and procedures in the Field Manual, Student Handbook, Graduate Handbook and Bulletin.

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Welcome to Field Practicum

Dear MSW Graduate Student:

You are about to embark on what is likely for many to be the most memorable part of the MSW program.

It is here that you will have the opportunity to apply knowledge learned in the classroom. You will receive supervisory field instruction from an experienced MSW and further supported by a Faculty Field Liaison who will also be your Field Seminar Instructor.

Although many of you have already had extensive work and life experience, you will now discover new and different perspectives and we hope you will be open to all of them.

Personal self-reflection and time commitment will present challenges regularly. It is a time of sacrifice for many of you. However, you will have the support of your peers, faculty, field instructors, liaison, field director and department chairperson to assist and support you in any reasonable effort to mitigate barriers to success.

This manual was developed to familiarize you with expectations, policies, and procedures that are critical to a smooth practicum experience. Please use it as an on-going reference for your questions. We look forward to working with each of you in your achievements in the field.

Sincerely,

Sherri Seyfried, Ph.D., ACSW
Director, MSW Program
Chair, Department of Social Work

Lolita Godbold, LCSW
Director of Field Education

Greetings,

Please sign and return this document in acknowledgement that you 1) have downloaded the electronic version of the Field Education Manual on the CSU, MSW website, and 2) and have read and agree to uphold the principles and policies within this Manual and the code of Ethics created to govern the practices of social workers everywhere.

NAME (Print): _____

TODAY'S DATE: Month _____ / Day _____ / Year _____

I understand that I am responsible for reading the Chicago State University, Department of Social Work Field Education Manual and agree to abide by the policies and procedures specified in the Field Manual

Signature: _____

I have read the Code of Ethics of the National Association of Social Workers and agree to abide by the Code while in field placement. The Code can be found at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Signature: _____

I. Chicago State University Mission Statement

Chicago State University, a public, comprehensive, urban institution of higher learning located on the South Side of Chicago, strives for excellence in teaching, research, creative expression, and community service. The mission of the university is to: 1) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs, undergraduate through doctoral levels, of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth and promise may have been inhibited by lack of economic, social, or educational opportunity; and, 2) produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong learning and service.

To accomplish its mission the university is committed to:

- recruiting, retaining and graduating a culturally and economically diverse student body; including undergraduate, masters, and doctoral level students;
- employing a dedicated, caring, and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally;
- offering curricula that address major dimensions of the arts, humanities, sciences and technology and encourage development of communication skills and critical thinking as well as cultural and social awareness;
- providing students in liberal arts and professional programs with broad knowledge, university-level competencies and specialized courses that are intellectually challenging and academically rigorous;
- fostering a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect and integrity for its graduate and undergraduate students, faculty and staff; and,
- working in partnership with local organizations and agencies active in the region and assisting in the development of socially and economically viable and sustainable communities.

II. Master of Social Work Program Mission Statement

The MSW Program joins with the University to provide an accessible, affordable advanced professional educational opportunity designed to encourage non-traditional and minority students from greater Chicago, surrounding counties and beyond.

The Mission Statement of the master's degree program at Chicago State University is to prepare graduate social work students for a life-long commitment to: competent, evidence informed principled, strengths-based, trauma-informed, and family-centered social work practice; leadership and service to urban communities; addressing human rights issues including social, racial and economic injustice; and to a spirit of inquiry.

III. Family-Centered Perspective

The family-centered perspective serves as the organizing framework for the curriculum of the Master of Social Work program. This perspective emphasizes the centrality of family and interpersonal relationships in the development of individuals. The program emphasizes the importance of utilizing an inclusive definition of “family” that includes blood ties and families of appropriation. Affirming the diversity of modern family structures is emphasized throughout the sequence.

The family-centered perspective transcends the level of service delivery and easily accommodates micro, mezzo, or macro systems. With the family as partner and collaborator, both problems and solutions can more readily be accurately identified within the context, culture and ethnicity, age, affection preference, race, mental or physical attributes or social class. This holistic view of the family supports the best interests, of the family as a unit and the development, nurture and safety of its members. Students develop the knowledge, skills, and values to assess the strengths, resilience, and breakdown within families and systems that impact their functioning. The mechanisms of oppression and discrimination, with concomitant identification of needed changes or modifications in service delivery or social policies to strengthen and empower families, are identified.

A family-centered perspective is consistent with an ecological focus for social work practice. Students must be able to account for the broader social, political, and historical forces that have influenced the development of individuals and their family relationships. Throughout the curriculum, there is an emphasis on placing behavior in the context of social and political oppression. Opportunities for the application of the family-centered perspective are integrated into the field practica and shared peer experience in the field seminars.

IV. Description of Field Education Model

The field practicum is based on concurrent enrollment in a field placement and course work. The Field Practicum cannot be taken alone. Certain courses must be taken before or concurrent with each field practicum class.

Students must comply with their study plan as designed by their advisor. Students that do not follow their study plan risk being removed from their field placement and thus delaying graduation.

Students complete two field placements over four semesters for a total of **950 clock hours**. The first two semesters of field instruction support the foundation curriculum and a total of **400 clock hours**. The last two semesters support the advanced concentration and total of **550 clock hours**. Advanced Standing Students have one field placement completed over two semesters for a total of **550 clock hours**. Students in the school social work concentration complete **600 clock hours** during their advanced placement.

Foundation students participate in an integrative field seminar that meets five times per semester. The field practicum and field seminar combined are considered one course and students receive one grade of Pass/Fail for a total of 3 credit hours.

Advanced Students participate in an integrative field seminar that meets four-five times per semester. Additional meetings are scheduled by the Faculty Liaison. The field practicum and field seminar combined are considered one course and students receive one grade of Pass/Fail for a total of 3 credit hours.

Field Entry Points: Full-time students begin their field practicum during their first semester. Part-time students begin their field practicum during their fourth semester after completing their first year of course work.

All students must remain in good academic standing to begin or remain in the field placement. A GPA of 3.0 is required for graduation, students with a 3.0 GPA are considered to be in good standing. Any student whose GPA falls below 3.00 is considered to be not in good academic standing and cannot begin or remain in field placement. Students who are not in good academic standing before entering the field are to discuss the situation with their advisor and the director of field education to determine possible options and outcomes. Students who are in the field and found to no longer be in good academic standing are to discuss the situation with their faculty field liaison, advisor and the director of field education to determine possible options and outcomes.

All students must remain in good academic standing to begin or remain in the field placement. A GPA of 3.0 is required for graduation, students with a 3.0 GPA are considered to be in good standing. Any student whose GPA falls below 3.00 is considered to be not in good academic standing and cannot begin or remain in field placement. Students who are not in good academic standing before entering the field are to discuss the situation with their advisor and the director of field education to determine possible options and outcomes. Students who are in the field and found to no longer be in good academic standing are to discuss the situation with their faculty field liaison, advisor and the director of field education to determine possible options and outcomes.

To enroll in SWK 5460(Foundation Field—first semester):

Students must enroll in or have completed SWK 5420- Human Behavior I

Students must enroll in or have completed SWK 5430- Integrated Methods

To enroll in SWK 5461 (Foundation Field—second semester):

Students must enroll in or have completed SWK 5421- Human Behavior II

Students must enroll in or have completed SWK 5432- Family Support

To enroll in SWK 5462 (Advanced Field—first semester):

Students must enroll in SWK 5433 or 451 or 5471 (depending on selected advanced concentration)

To enroll in SWK 5463 (Advanced Field—second semester):

5463- Students must enroll in SWK 5490 Capstone and SWK 5434 or 5452 or 5472 (depending on the selected advanced concentration)

V. Field Practicum Overview

Introduction/Agency Affiliation Process

Introduction: The Practicum is an integral part of the social work curriculum. Students complete each field practicum in a community-based organization under the direct supervisory instruction of a social work practitioner who has a Master of Social Work degree and a minimum of two years of post-MSW experience. The Director of Field Education, who takes into account the student's professional goals, employment, volunteer, and life experiences, facilitates placements. The field practicum integrates theory with practice.

To fully appreciate the organizational dynamics of the field agency and the full array of services, students are expected to be in placement during regular agency business hours (usually Monday through Friday from 8:00 A.M. to 5:00 P.M.). This ensures optimal access to professional social workers and administrators who are most likely to be available for coordination of activities, collaboration, and supervisory field instruction. Additionally, it is expected that all assignments and clock hours be completed at the practicum site (the defined practicum site may include multiple agencies and/ or community home visits).

Agency Affiliation Process: Any agency interested in becoming a field practicum site, must adhere to the affiliation process that includes the development of a formal affiliation agreement between the agency and Chicago State University. Each affiliated agency and supervising Field Instructor has been evaluated by CSU. The agency mission, the scope of services, funding sources, staffing, client populations, levels of supervision, and learning opportunities are assessed.

Concurrently, assessment is made of the credentials and experience of the MSW professionals who elect to directly instruct student learning. Field Instructors are required to have an MSW from a CSWE Accredited University, plus 2 years post-masters experience. Occasionally a Task Supervisor or adjunct Field Instructor is also assigned who does not have an MSW. When there is no MSW available on site to provide the required MSW supervision, the Faculty Field Liaison may assume responsibility for reinforcing a social work perspective in the provision of supervision. The Field Liaison will be held to the same expectation of providing the student with one hour a week of supervision and will work collaboratively with the agency to develop the student's learning contract and evaluation. The University, however, has limited capacity to provide the required MSW supervision and the decision to provide supervision will be determined by the Director of Field Education, in conjunction with the Department Chairperson.

Orientation and Training are held on campus in the fall and spring for Field Instructors. The Faculty Field Liaison also uses their initial site visit to provide additional orientation and training as needed. The program recruits professionals who have an interest in providing educational opportunities for our students. Populations served by the agencies that are practicum sites are populations that have traditionally been considered vulnerable and oppressed such as women, ethnic minorities, the poor, children, people of color, the elderly, and persons of diverse religious and sexual orientations.

In cases where the placement appears to be questionable in their educational or professional practices on the part of the Field Instructor or agency, the Director of Field Education will evaluate whether the agency or instructor will be utilized as an educational resource for the MSW Program. The Director of Field Education may refer the matter to the Faculty Field Liaison Committee for review and may decide to not utilize the services of the agency or Field Instructor during the deliberations.

The Director of Field Education, Field Instructors, Faculty Field Liaisons, students, other campus faculty and administrators work together in the educational process. Information regarding student needs and progress will be shared among these individuals to optimize student learning.

Practicum Goals, Objectives and Outcomes

Foundation Field Practicum /Generalist Practice

The foundation year provides a range of activities that reflect the generalist practice perspective. Whether a student is a novice to the profession or a seasoned veteran, all students benefit from a foundation placement that considers practice activities across system levels (individuals, families, groups, communities, and organizations). The interrelationships of all levels of practice must be realized through the student's foundation learning experiences.

Goal: To prepare students to competently apply generalist foundation knowledge, skills, values, and ethics to practice with individuals, families, groups, organizations, and communities. Foundation Field Practicum is an integrated process where students will enact the core competencies. The competencies and component behaviors can be found in appendix B.

Objective 1): To assist students in designing and implementing an individualized Field Learning Contract that identifies specific foundation learning objectives and outcome measures that attend to 10 core competencies and related component behaviors for each competency.

Objective 2): Provide the student with a range of sequentially planned learning experiences to enable the student to develop the capacity to apply the core generalist practice skills across system levels

Outcomes

After the foundation field practicum, students will be able to

- A. Demonstrate the ability to competently integrate and apply academic content to the generalist social work perspective in micro-, mezzo- and macro-level social work interventions.
- B. Demonstrate an understanding of practicum setting, community needs, and resources.
- C. Engage client systems in a collaborative problem-solving process.
- D. Practice disciplined self-awareness in developing interventions that respect client diversity and self-determination.
- E. Demonstrate beginning ability to identify, select and articulate the theories/models of intervention utilized with client systems
- F. Demonstrate beginning ability to identify and apply the application of the *strengths-based, trauma-informed, and family-centered* perspective in micro and macro practice interventions
- G. Identify practicum agency advocacy efforts, join existing ones and/or work on new initiatives
- H. Develop and produce oral and written communications that are consistent with professional expectations.
- I. Demonstrate purposeful use of practicum supervisory field instruction and peer feedback to enhance learning.
- J. Consistently utilize social work values and demonstrate the ability to identify and evaluate the ethical dimensions of practice situations utilizing the NASW Code of Ethics and models of ethical decision-making.

Advanced Field Practicum /Concentration

The Advanced Placement builds on the foundation and will provide added rigor that requires the student to develop knowledge and skills for advanced social work practice. The second placement will offer challenges to deal with practice situations of greater complexity requiring increased autonomy and analytical skills specific to the concentration.

Goal: To prepare students to competently apply advanced family-centered practice with diverse urban populations within the following areas of concentration: Family-Centered Program Planning and Administration, Family-Centered Practice with Families and Children, or School Social Work. Advanced Field Practicum is an integrated process where students will enact the core competencies. The competencies and component behaviors can be found in appendix B.

Objective 1): Objective 1): To assist students in the design and implementation of an individualized Field Learning Contract that identifies specific advanced learning objectives and outcome measures that attend to 10 competencies and content specific component behaviors.

Objective 2): To provide an opportunity for students to apply classroom knowledge and evaluate the utility and limitations of the knowledge base through participation in Field Seminars.

Outcomes

After the advanced field practicum students will be able to

- A. Demonstrate the ability to plan and implement a multi-level, multi-modal intervention in collaboration with client systems;
- B. Demonstrate ability to make comprehensive assessments utilizing such tools as multi-generational genograms, eco maps, and other specialized assessment instruments;
- C. Demonstrate a comprehensive knowledge of the organizational culture, climate, and resources of the agency and of the community it serves;
- D. Demonstrate an ability to assess and effectively intervene in increasingly complex problems and ethical dilemmas;
- E. Engage in personal and professional reflection to enhance professional service that demonstrates respect and affirmation of people without discrimination based on age, class, color, disability, ethnicity, family structure, national origin, race or sexual orientation;
- F. Demonstrate increased autonomy in practice;
- G. Evaluate the need for advocacy and participate in at least one advocacy initiative;
- H. Organize/lead or contribute to interdisciplinary or other kinds of teams or staff groups using collaborative skills and sensitivity to diversity;
- I. Utilize research skills in seeking knowledge or generating knowledge about problems or concerns identified in the field;
- J. Articulate rationale for practice decisions;
- K. Consistently present well-organized information, reports, professional assessments, and other communications with clarity and depth in both oral and written form;
- L. Demonstrate increased organization and sophistication in the use of supervisory field instruction.

Additional Outcomes for *Family-Centered Direct Practice* Concentration:

- A. Utilize and integrate multigenerational genograms and/or eco-maps in clinical assessment;
- B. Assess family structure, functioning, and dynamics;
- C. Identify family strengths and utilize social supports and other resources to enhance family well-being.

Additional Outcomes for *Program Planning and Administration* Concentration:

- A. Utilize oral and written communication skills to effectively prepare and present program proposals evaluations or grant applications.
- B. Understand and support the empowerment of client systems and staff.
- C. Demonstrate the ability to evaluate how the structure, resources, and size of service delivery systems impact populations with diverse needs.

Additional Outcomes for *School Social Work* Concentration:

- A. Students will demonstrate mastery of the School Social Work Standards of Illinois State Board of Education
- B. Design services and interventions based on knowledge of the education setting, as well the educational setting, as well as information about the students, families and communities
- C. Understand the broad range of backgrounds that shape students' approaches to learning and helps create opportunities adapted to a diverse population of learners.
- D. Integrate the strength-based and family-centered perspective into the
- E. Illinois Board of Higher Education Standards for services that support educational and emotional development; utilization; assessment and evaluation skills; advocacy; active learning; ethical conduct and professional development.

Practicum Coordination/ Roles and Responsibilities

The Director of Field Education is responsible for developing all practicum placements. It is the goal of the University to identify placements that will best serve to broaden and diversify a student's professional identification and exposure to experiences, skills, and knowledge that will prepare students for the professional responsibilities of an advanced social work practitioner. A student's placement assignment is based on careful consideration of the individual student's previous experience, identified learning needs, interests, and goals.

A Faculty Field Liaison is assigned to each student. At the core of the field liaison's responsibility is to ensure that competencies and component behaviors are addressed. The role of the Liaison is to assist the student and the field agency in all areas of practicum, including answering practicum related questions, addressing needs, problems and or concerns, making agency-based site visits with the student and the Field Instructor, reviewing the evaluation and assigning the grade. The Liaison who also serves as the instructor for the Integrative Seminar Course creates an interactive learning environment where students process the integration of course work and the component behaviors in the practicum itself. The seminar functions as a laboratory where students demonstrate knowledge with an emphasis on skill-building and the relationship between knowledge and action. Students will engage in experiential activities (e.g. role-plays) designed to simulate practice situations and dilemmas that reflect the experiences students are encountering in the field. When there is no MSW available at the practicum site to provide the required MSW supervision, the department will provide. The department has a designated a field course for foundation and advance student to attend to the required MSW supervision and to provide the service of the Faculty Field Liaison. The Faculty Field Liaison for the designated section of the field will assume responsibility for reinforcing a social work perspective in the provision of supervision.

The University, however, has limited capacity to provide the required MSW supervision and the decision to provide supervision will be determined by the Director of Field Education, in conjunction with the Department Chairperson.

The Field Instructor is an agency-based social worker appointed by the University to direct the student in his/her individual educational and professional development.

The Instructor's responsibilities include:

1. Directing the student's practicum education within an agency setting. This includes an assessment of the individual student's needs and selection of assignments that meet the student's and MSW program objectives.
2. Provision of ongoing supervisory field instruction to evaluate the student's educational progress within the agency setting as well as the student's progress in achieving the goals and objectives of the MSW program.
3. Facilitating agency/community resources to ensure the completion of student assignments. This may include the development of inter- and intra-agency coordination as well as providing support, space, supplies and staff support.
4. Providing specialized educational content to ensure and enhance the student's understanding and compliance with agency policies and procedures, as well the particular client populations served by the agency.
5. Collaboration with the student to develop an individualized learning contract, which enhances the student's opportunity to gain the expected proficiencies.
6. Inform the faculty liaison promptly of any problems in the field placement and, when necessary, develop a plan of remedial action with the liaison and the student. (See Remediation/Resolving Practicum Concerns)
7. Attend the Field Instructor Orientation in the fall and the training in the spring.

Field Instructor Orientation Agenda

Field Instructor Orientation is held in September of each year. Information is provided to acquaint field instructors with program updates and expectations. The orientation addresses the following:

- Mission of Field Education
- Field Seminar
- Roles and responsibilities
- Field Instructor Guide to student orientation
- Foundation and advanced placements/Learning objectives operationalized through competencies and component behaviors
- Process Recordings (Required Assignment for Foundation Students)
- Field manual (Highlights)
- Hour's log, learning contract, evaluation of student performance, grades
- Weekly Supervision Log (requires student reflection on competencies and component behaviors addressed in field practicum)
- Remediation plan
- Calendar and Key Dates

Task Instructors are agency professionals who typically do not have a Master of Social Work degree but who provide day to day instruction for the student or instruction on specific tasks. The agency still identifies someone with a Master of Social Work degree from a CSWE accredited program to provide the **MSW supervisory field instruction**. In this case the role of the MSW Field Instructor helps the student with socialization to the Social Work profession and integration of Social Work Theory with practice.

Student Field Application Process

Application Deadline: Student Applications for Field Placement may be obtained online. Applications are due by November 1st. Application received after the deadline date may compromise the placement selection process and place the student in jeopardy of securing a placement. As part of the application, process students are asked to sign the “Student Consent to Release Information related to Field Education” form.

The Family Educational Rights Act (FERPA) is a Federal law that protects the privacy of student educational records.

This form is to be used by students to grant permission to the Chicago State University Department of Social Work, to release to field instructors’ information gathered from the “Application for Student Field Placement”, the field application interview and orientation process. The information gathered from the application, field application interview and orientation relates to student interests and background and is used as part of the field placement process. The Application and Student Consent to Release Information can both be found in the appendix of this manual and also on the website. Initial Field Applications for new full-time students are due by June 15th. All students preparing for the foundation field are expected to participate in the orientation for the field. All students preparing for foundation and advanced field are expected to attend the summer field institute held during the summer before the start of the field placement experience.

Students complete an Application for Field Practicum and are strongly encouraged to review it with their advisor before submitting it. The Director of Field Education meets with students to review and discuss the individual student's interests and educational needs and answer questions related to the practicum. All interview information is carefully reviewed and utilized in the agency referral process. Every effort is made to ensure that the learning needs and interests of each student are met. The Director of Field Education retains the ultimate authority in the final determination of field placements.

Evening and Weekend Placements: Evening and weekend only placements are not available and should not be requested. Students should also avoid requesting placements based on convenience factors (e.g. “it’s near home”). Students must commit to the educational experience and consider opportunities that will enhance their previous experiences and allow them to develop new skills.

Placement Interview Process

The Director of Field Education, students and agency personnel collaborate in the placement selection process. The Director of Field Education refers students to the placement setting. Students are expected to initiate contact with an agency, send a professional email (please see the appendix for an example), cover letter and their resume. An appointment should be set to interview and to gain a more specific understanding of the agency setting and services.

Students should meet with the agency staff member assigned as the field instructor since the relationship between the student and field instructor will be the key to the educational experience. During the interview process, students should make every effort to ascertain their potential ability to work with the potential field instructor.

The student should be prepared to discuss with the potential field instructor possible learning activities, the supervisory philosophy and style, and past experiences (if applicable) of the field instructor with students. Students should also be prepared to be assessed by the agency. Students should identify their educational goals in advance and be able to articulate them to agency staff. Students should also use the opportunity to demonstrate the skills they would bring to the organization. Students must notify the Director of Field Education of the outcome of the interview, who will then make a final placement decision in consultation with the field instructor.

Finding a match between the student intern and the field instructor can be a challenging process. The Director of Field Education will serve as a facilitator in coordinating interviews, offering options, and ultimately providing the final approval of the selection of field internships. Students may interview at three potential sites to make comparisons and maximize the potential learning experience. If a student is not accepted for placement after three interviews, a conference with the Director of Field Education, Field Liaison Committee and an advisor will be scheduled to discuss alternatives including a delay of field placement. Students are responsible for notifying the agency of their decision once they have interviewed at an agency and decided not to accept the placement.

After the interview/meeting, the student should email the agency, potential field instructor and/or the person or persons who conducted the interview/meeting to thank them for the interview. Please see the appendix for an example:

Placement Acceptance Process

Students are to inform the agency in writing that they accepted the field placement. An example can be found in the appendix of this manual. After informing the agency of the decision to accept the field placement, the student intern is to complete the Confirmation of Field Placement Decision form and submit it to the director of field education.

The Director of Field Education will send a letter to the agency that confirms a student's field placement acceptance. The letter to the field instructors will include additional information about field placement and particularly information about the field instructor orientation held in September as well.

Securing and Beginning Field Placement Timely

Students are expected to have selected and to begin field placement at the start of the first semester in August, the first week of classes. Any student who has not secured a field placement or whose field placement has not begun by the fourth week of class will be considered to have never attended class. The field practicum is considered a class. Per University policy, during the fourth week of class, instructors will assign a W/N, indicating that a student has never attended. Students receiving a W/N will be administratively withdrawn from the class for which a W/N has been recorded. After the official drop date, the instructor may assign a nonattendance grade of W/P (withdraw passing) or W/ F (withdraw failing) with a formal request from the student. Students should consult with their faculty advisor to modify their course study plan and the impact this change will have on their matriculation through the program.

Learning Contract and Evaluation

Google Applications

Google applications will be utilized to manage field placement activities below:

- Learning contract
 - Learning Contract will be drafted by the student and the field instructor/supervisor. The final completed learning contract will be entered into Google Forms utilizing the students' account. Once submitted a copy will be provided to the student and the field instructor.
- Midterm Evaluation
- Will be completed mid-semester to evaluate student progress and review hours. The document will be sent to the field instructor via Google Forms. If the receiver is unable to access the Google Form, a word version of the form will be supplied.
 -
- End of Semester Evaluation
 - Will be completed at the end of the semester to evaluate competency attainment based on the activities from the learning contract. The document will be sent to the field instructor using Google Forms. If the receiver is unable to access the Google Form, a word version will be supplied.

The Learning Contract

Learning activities should be diverse and should reflect the abilities and interests of student learners. They should also support the curriculum, mission, and goals of the MSW program. Learning activities in the foundation year will reflect a generalist practice perspective.

Learning activities in the advanced year should support increasing knowledge acquisition, skill development, and practice complexity. Students in advanced placement should be preparing for greater autonomy and practice within their area of concentration. Learning activities for both foundation year and advanced year should be designed to help students demonstrate competency attainment. Field instructors and students are reminded that learning goals should be developed utilizing a developmental continuum towards competency attainment and that will add value and allow the student to grow from one point to another. There are 10 competencies and each has one or more corresponding component behaviors. Sample learning activities can be found in the appendix of this manual. The 10 competencies and related component behaviors can be found in the appendix of this manual as well. Component behaviors for the advanced year of study are concentration-specific.

The learning contract is the most essential tool for the agency and the student in developing the student's learning experience. Many of the problems that arise in the placement experience can be traced to the failure to clarify expectations for the agency, the field instructor, and/or the student. The field instructor and student schedule a conference to collaborate in the construction of this document. The faculty field liaison and the Director of Field Education are available to assist in the development of this document. **The learning contract is developed during the first month of placement; see Field Practicum Calendar for the specific due date.** The learning contract and field evaluation are to be completed utilizing Google Forms. Once the student has met with their field instructor and the plan has been agreed upon and finalized the student will enter the approved final version of their learning plan into the Google Form provided to them by their faculty field liaison.

Time Management: Managing the field practicum commitment

Clear blocks of time, days, weeks, and hours for completing field hours should be determined and indicated on the learning contract when it is completed.

It is extremely difficult for field instructors to plan for learning experiences if the student's hours of availability are frequently changing due to demands, for example, from the student's employment. Requests for flexibility are necessary at times; however, these requests must be kept to a minimum.

Students should be aware that most agencies operate between 9 a.m. and 5 p.m. Students will need to be available during the regular business hours of the agency for a substantial portion of the practicum. This availability will increase the student's ability to participate in a full range of agency activities including training sessions, meetings, attend case consultations, and obtain the required supervisory field instruction. While it may be possible to complete limited practicum assignments during evenings and on weekends, participation during the agency's regular business hours enhances the student's opportunity to become an integral member of the agency service delivery team. A weekly schedule must be identified as part of the student's learning contract. Students are expected to complete the Field Placement Schedule Agreement with their field instructor. The agreement must be submitted to the field liaison and the field director. This form can be found in the appendix of this manual as well as on the CSU social work webpage.

Students are expected to have regular attendance and to treat the field placement as they would any professional employment. This includes prompt arrival.

While it should be customary that students are allowed to leave at an agreed-upon time, it is also the standard that professionals see activities through to completion. A student should never leave a crisis involving a client without securing an appropriate transfer to appropriate staff.

Discussing expectations for crises with the field instructor in advance helps to reduce poor communication and unnecessary stress for all parties.

Many students entering graduate study in social work are also working in social service agencies. The MSW program supports our student's sense of industry in seeking to advance their careers. We also understand that the model that allows graduate study (and often undergraduate study) to be a "sheltered time" free of the responsibilities of work, family, and personal commitments is not the model most of our students experience as their daily reality. However, we also assume that our student's decision to pursue graduate education reflects their commitment to the academic rigors of a Master's program. The pressures of fulfilling demanding multiple roles challenge many students. The faculty advisor and the resources of the counseling center are available to help students develop time management skills and resolve personal issues that prove barriers to meeting the expectations of the practicum.

Students should make appropriate arrangements with their employer regarding the expectations for fulfilling their field requirements **before** submitting their application for field placement. This is particularly important for students whose primary employment involves crisis situations, court appearances, and other demanding professional expectations.

Students should consider seeking a formal written agreement with their employer. The support of their employer is very important in assisting the student to meet their obligations for completing the field.

The integrity and quality of the student's MSW academic experience cannot be compromised. When planning the field experience, please be aware that students will be expected to complete between 13 and 21 hours per week depending on their start date. Students should also be aware that the required activities of the field agency (e.g. supervisory field instruction, staffing, and training) and/or potential clients are likely to require the student's availability and flexibility. Advance planning with one's employer and field instructor will keep unexpected problems to a minimum. Support from all significant parties in the student's personal and professional network will be the key to success.

The issue of time management is so critical to the successful completion of their degree that students are asked to consider it at the time of submitting applications for admission to the MSW program. Students who are not able to honor the time expectations agreed to in their learning contract will be asked to leave the placement. They will not be placed in an alternative placement until they can demonstrate a significant change in their circumstances that will allow them to meet the expectations for field placement.

Accrual of Hours at Field Placements via Special Projects and Events

Students may be involved in activities while in field placement that requires work on special projects outside of the field placement. Students will only be able to accrue 20% of their field hours per semester working independently on special projects and events that take them out of the traditional field placement environment. Such projects must be approved by the Director of Field Education. A written proposal must be submitted that details the nature of the project, the goals and the objectives of the project and an explanation of why it cannot be completed during traditional hours and/or in the traditional placement environment.

On call responses

Students may be placed at an organization or agency where the opportunity to engage in the provision of services via on-call responses. Students who would like to participate in such activities may do so for the express purpose of having this as a learning experience. As a learning experience/activity, it cannot be counted as part of the student's regular schedule ongoing. **Students are not allowed to be placed where being on call is a requirement of the placement.** Students will be allowed to count no more than 8 hours on-call per semester. The following guidelines and requirements must be adhered to:

- Must submit a request to be on call to the Director of Field Education at least 1 week before the planned on-call opportunity
- When requesting approval, please provide a detailed schedule of day(s) and times that student will be on call and the nature of the on-call activity
- The student must shadow their field instructor/supervisor or someone designated by the field instructor/supervisor when responding or participating in an on-call event
- The student must include the activity in the learning plan/contract specifying the competency addressed
- The student must discuss with faculty field liaison and the field instructor to address issues of safety

Record of Practicum Hours

Students are required to complete a minimum of **400 clock hours** in the first year practicum (foundation) and **550 hours** in the second year (advanced) practicum. Foundation students complete 200 hours per semester at a rate of 13 to 16 hours per week depending on their start date. Advanced students complete 275 hours per semester at a rate of 19 to 21 hours per week depending on their start date. Students must complete the required hours to receive a passing grade.

Students in the School Social Work concentration complete a minimum of **600 clock hours** during their advanced placement, 300 hours per semester at a rate of 21 to 24 hours per week depending on their start date. Lunch "hours" or coffee "breaks" are included in determining clock hours for students who put in at least a 7 hour day. Students are required to keep a record of their hours utilizing program provided hours log. The field instructor will approve the recorded hours, with final submission of the approved log being sent to the student's faculty field liaison. The hours' log must be emailed to the liaison from the field instructor as this will serve as signature and approval of the hours. Hours given to the liaison from the student will not be accepted.

Students are expected to remain in their placement for the **entire two semesters**. **Students may not bank hours and finish their placement early.** Students are required to maintain a weekly “Record of Field Practicum Hours” using the program provided hours log. Students are encouraged to also utilize any record of hours required by the field placement also.

If a student does not complete the required field hours by the end of the semester, the student is required to inform the faculty field liaison and develop a plan to complete the required hours. Students will complete the required Chicago State University request for an incomplete grade, detailing the plan for completing the required hours, sign it and submit it to their faculty field liaison. The form is signed by the faculty field liaison and the department chair and is finally submitted to the registrar and serves as a mutually agreed upon contract.

Completing Field Hours Once the Incomplete Grade Has Been Given

Field Seminar is a required course and attendance is mandatory. The purpose of Field Seminar is to provide an opportunity for students to apply classroom knowledge and evaluate the utility and limitations of the knowledge base through participation in the course and completion of the assignments while in Field Placement. The classroom portion of the field and the field placement itself must occur simultaneously. Please be advised that all incomplete grades given for Field Seminar must be satisfied in the following manner:

Fall Semester Field Hours and Assignments must be completed before the first day of class of the Spring Semester immediately following the semester for which the incomplete was granted. If not, the student will be allowed to satisfy the conditions of the incomplete in the Fall of the following academic year when the respective course is offered again. Please note 5460 is a prerequisite for 5461, 5461 is a prerequisite for 5462 and 5462 is a prerequisite for 5463. Students cannot be enrolled in field courses concurrently. Course requirements must be satisfied for each field course before beginning the next field course.

Spring Semester Field Hours and Assignments must be completed by June 30th of the month immediately following the semester for which the incomplete was granted. If not, the student will be allowed to satisfy the conditions of the incomplete in the Spring of the following academic year when the respective course is offered again.

This will allow the student to engage properly in the course and receive the required and adequate supports while in Field Placement.

*Liability insurance remains in effect as long as a student has received a grade of “Incomplete” and therefore is working to complete the required field hours. It is **not** necessary to complete the Approval to Extend Field Placement form in this situation*

Holidays, Vacation, Breaks and Other Absences from Field

Students are not required to participate in the field practicum during University observed holidays or school breaks.

Students should review the school calendar while completing the Learning Contract with the field instructor to avoid unclear expectations by either party. Students should also keep in mind that client/agency needs should be addressed professionally.

Every effort should be made to ensure client care has been adequately covered during scheduled vacations.

In the event that a student is expected to participate in the field practicum during University observed holidays or school breaks for continuity reasons that also align and support the learning objectives and competency attainment, it is required that students submit the Approval to Extend Field Placement form signed by the student, field instructor, and the faculty field liaison. The form is then to be submitted to the director of field education and a copy placed in the student file. Students attending placement for continuity of care purposes will be covered by the University's comprehensive liability insurance provided this form has been completed and submitted before the start of the extended time. Students who need to attend their field placement prior to the beginning of the semester to engage in training and/or orientation must also complete this form as well. Students attending for training and/or orientation should not engage in the provision of services during this time because they are not covered by the University's comprehensive liability insurance during this time.

An illness or other emergencies may require that a student be absent from the practicum. Under these circumstances, students are expected to notify the field instructor immediately and work out make-up time with the field instructor. If a student is absent two consecutive scheduled days from the field practicum or two scheduled field days within 2 weeks the student must notify the faculty field liaison. If the absence is to be more than a week, **the Faculty Liaison must be notified and a schedule for make-up presented. Under no circumstances will the clock hours be reduced.** Field instructors are also strongly encouraged to notify the faculty liaison of all attendance matters above as soon as they occur.

Midterm Submission of Hours Log

The first Friday of October during the first semester and the first Friday in March during the second-semester students must have the log of their hours completed and approved by their field instructor as part of the Midterm Evaluation.

Extension of Field Placement

Chicago State University, Master of Social Work program does not require students to attend field practicum during University observed holidays or school breaks. Three circumstances may require a student to attend the field placement during the break for which an exception may be justified. The provision of client services to ensure continuity of care, a student is working to complete required field hours and to address training and or orientation before the start of the semester.

Continuity of Care

Every effort should be made to ensure client continuity of care has been adequately covered during observed holidays or school breaks. If it is necessary for the student to attend the field practicum during observed holidays and/or school breaks to ensure client continuity of care, the student must inform their field liaison and the director of field education of the arrangement. To be covered by the University's comprehensive liability insurance students must complete the Approval to Extend Field Placement form, which is to be signed by the student, the field instructor, and the field liaison and submitted to the director of field education. A copy of the completed form will be maintained in the student's file.

Attending Field Prior to the start of classes for training and/or orientation

Liability insurance is in effect while students are enrolled in the designated Field Practicum Course during the fall and spring semester. Students who may need to attend field placement before the beginning of the semester to attend mandatory training or orientation for the placement may do so, however, students are not be engaged in the provision of services during this time. Students are also not allowed to engage in more than 40 hours of training and/or orientation during this time. The student must complete the Approval to Extend Field Placement form to indicate the understanding that they have the approval to attend placement for training and/or orientation. Should the student engage in the provision of services, they are not covered by the University's comprehensive liability insurance during this time. The Approval to Extend Field

Placement form is to be signed by the student, the field instructor, the field liaison and submitted to the director of field education. A copy of the completed form will be maintained in the student's file.

Any student who attends field placement during University observed holidays or breaks who does not meet one of three conditions described here, is assumed to be doing so as a volunteer to the agency. As an agency volunteer, the student is not covered by the University's comprehensive liability insurance during this time and should be covered by the agency's or organization's volunteer liability coverage.

Monitoring/Evaluation/Grading

Monitoring: The Faculty Field Liaison conducts two site visits with both the student and field instructor during the field placement. The visits usually occur during the beginning and end of the field placement. The first visit is to assist the student and field instructor with the learning contract and clarify expectations. The field liaison is responsible for ensuring that competencies are addressed and to assess the integration of theoretical perspectives acquired in the courses into practice at the agency.

Evaluation/Grading of Student:

Midterm Evaluation from the Field Instructor

The first Friday in October the Field Instructor will submit a record of the hours completed by the student and complete a brief evaluation of the student's progress. The field instructor will be asked to select from one of the following:

- Passing, no concerns
- Passing, some concerns*
- Not passing, some concerns**
- Not passing, concerns, placement in jeopardy**

**The faculty liaison will contact the field instructor to discuss the concerns*

***The faculty liaison will schedule a meeting to address the concerns and develop a remediation plan or to review the remediation plan.*

There is no requirement that the Midterm Evaluation form be completed during the Spring semester, however a record of hours completed is to be submitted the first Friday in March.

End of Semester

After each semester (December and May) the Field Instructor and student participate in a formal evaluation conference.

The evaluation tool is a Google form that will be provided by the program, sent to the field instructors. Google Forms work when the receiving party also has a Google account if the receiving Field Instructor is not able to open and complete the document a word version will be provided. The Practicum is graded on a Pass/Fail format. The field practicum represents sixty percent (60%) of the grade and the field seminar and seminar assignments represent forty percent (40%) of the grade.

The evaluation form must be by the Field Instructor and reviewed by the student before the Field Instructor's submission to the Faculty Field Liaison. The evaluation should be done **only after the required clock hours**. The evaluation uses a developmental continuum to measure students' progress towards competency attainment. Field instructors and students are reminded that learning goals should be developed that will add value and allow the student to grow from one point to another. The evaluation uses a scale from 1-5 to measure progress towards competency. The scale is as follows: 1) not competent 2) beginning competence 3) developing competence 4) adequate competence and 5) advanced competence. In the case that there is no evidence of student growth or concerns regarding student growth/competency attainment, the field instructor should notify the faculty field liaison and a remediation plan should be developed.

If an Instructor expects to recommend a grade of "Fail" the Faculty Liaison should be notified as early as possible.

Once concerns are identified, the instructor, student, and liaison evaluate what actions should be taken. The Faculty Field Liaison has the responsibility for assigning the final grade. Grades of "Incomplete- I" may be assigned, but only if the liaison has approved the student's plan to make up the deficiencies.

Students who do not meet the minimum expected proficiencies and/or service requirements within the required number of clock hours may receive a grade of "Fail." Students who receive a grade of "Fail" will be unable to continue in practicum until the grade of "Fail" has been reviewed. A decision will be made whether to refer to another placement, delay replacement, or be terminated from the M.S.W. program. The Director of the Social Work Department must approve any of these options. Students' may only repeat one failing grade infield.

Student Evaluation of Field Practicum Experience: This form is completed by the student during the last field seminar for the practicum and provides the Director of Field Education with the student's evaluation of the field placement experience.

Field Instructor Evaluation of MSW Program: This form is completed by the field instructor at the completion of the field practicum and provides an assessment of the support they received from the MSW Program.

Expectations for Supervisory Field Instruction

The relationship between the student and the field instructor is essential for professional development and mentoring. The University requires that students meet with their field instructor for individual supervisory field instruction for **one hour per week**.

Group instruction cannot serve as a substitute for individual supervisory field instruction.

The MSW Program assumes that the student will assume a leadership role in developing agendas for supervisory field instruction and utilize this structure to **routinely** convey questions to agency staff. The Student is also expected to bring to each weekly supervisory field instruction meeting a prepared Weekly Supervision Log. The Weekly Supervision Log is to be completed **by the student, before** the scheduled meeting with the field instructor. The field instructor should require that the student has this form prepared and ready for use during the supervisory meeting. The form has a section for the student's agenda, a section for student reflection on practice and application of competencies and a final section on notes from supervision. The "Supervisor's Note" section should be completed by the student during supervision. The form should then be signed by both parties at the end of the meeting. Students are required to turn the completed logs into their faculty field liaison.

Remediation/Resolving Practicum Concerns

Requests for Change of Placement:

Careful consideration is given to the placement of each student. If concerns arise, every effort is made to resolve the concern. The student and/or the field instructor should notify the liaison immediately when concerns are first identified. A conference will be scheduled with all parties to develop a remediation plan. The Director of Field Education does not consider changes of placement until every attempt has been made to resolve the presenting concern. Students should never leave the field agency until all parties have reached an agreement. Students are not to make a unilateral decision to terminate the field placement,

temporarily suspend the field placement or take a break due to concerns regarding the field placement. Students are to contact their Faculty Field Liaison with any immediate concerns before making a unilateral decision. If unable to contact the Faculty Field Liaison the student is to contact the Director of Field Education.

If circumstances arise that are not able to be remedied by supervisory feedback, a remediation plan may be required. The Field Instructor should be certain that expectations have been communicated to the student. Remediation plans are also indicated when students demonstrate skill deficits that cannot be attributed to the student's level of professional development (e.g. the student with minimal experience in human services). The plan articulates expectations, minimal criteria for acceptable performance, resources available for support through the field agency and/or the University, and expected timelines for the attainment of stated goals and objectives. The following guidelines are recommended when serious concerns arise:

1. The Field Instructor and student should attempt to resolve concerns through openly discussing the issues and identifying changes which could alleviate the problems. A remediation plan should then be written which identifies the specific steps that must be taken to alleviate the concern and include timelines for achievement. The student, Field Instructor and Faculty Liaison must sign off on the Remediation Plan. If the expectations of a remediation plan are not met, the student may receive a failing (F) grade. The Faculty Liaison will send a copy of the remediation plan to the Director of Field Education.
2. The Faculty Field Liaison serves as a resource to assist the student and/or Field Instructor in resolving concerns. The Field Liaison may use a variety of methods, including joint and individual meetings, to assist in resolving the problems. Both parties are encouraged to contact the Faculty Field Liaison as soon as it is suspected there is a concern that may require attention. The Faculty Field Liaison may serve as a consultant and offer strategies that may alleviate minor problems before they become major concerns. Both parties should make every effort not to allow a problem to reach crisis levels before contacting the Faculty Field Liaison.
3. If the Field Liaison believes that the problem will best be resolved by a change of Field Instructor or agency, the Liaison will evaluate the hours, proficiencies, and service requirements completed by the student. In collaboration with the Director of Field Education, a decision will be made regarding the credit allowed for work completed before the change of Instructor or agency. If a change of field placement occurs, the student must complete at least 70% of the required field hours for the semester in the new placement regardless of the hours completed in the previous placement or the remaining field hours whichever is greater. The circumstance of the change of field placement is not relevant in determining the hours to be completed, but rather the necessary time needed to provide field instruction. This will allow the new field placement time and opportunity for training and orientation necessary for the student to adapt to the new placement.
4. Once determined that there will be a change of field placement, the field instructor will complete a mini-evaluation of student's progress at the time of change of field placement. The mini-evaluation will confirm the hours completed and student report on student's current progress as:
 - Passing, no concerns
 - Passing, some concerns
 - Not passing, some concerns
 - Not passing, concerns, placement in jeopardy

Students will not be allowed to change field placements in cases where there are issues with attendance (as indicated by hours completed), performance and professionalism. In such cases, students would be considered as not passing and a grade of “F” assigned.

In those cases where the problem appears to be questionable educational or professional practices on the part of the Field Instructor or agency, the Director of Field Education will evaluate whether the agency or instructor will continue to be utilized as an educational resource for the MSW Program. The Director of Field Education may refer the matter to the Faculty Field Liaison Committee for review and may decide to not utilize the services of the agency or Field Instructor during the deliberations.

Expectations for Professional Behavior

The most important expectation for the professional behavior of MSW students while in field practicum is that that they represent the University and the profession of Social Work in a manner that reflects the highest standards of integrity and professionalism. To achieve this worthy standard, the following guidelines should be respected:

Professional Conduct:

While in Practicum, students are expected to abide by the NASW Code of Ethics. If there is an allegation of student professional misconduct, the Director of Field Education will refer the matter to the Faculty Field Liaison Committee and the Chairperson of the Social Work Department. A breach of the NASW Code of Ethics may result in suspension or termination from the program.

Students should also understand that while the Field Practicum is an educational experience, they should at all-time conduct themselves as professionals. Beyond the adherence to the NASW Code of Ethics, this includes professional behavior (i.e. maintaining adequate records, professional time management skills, professional dress and behavior with colleagues and clients).

Timely Completion of Assigned Tasks:

Expectations for the timely completion of assigned tasks may be formal (determined by agency policy) or informal. It is imperative that students quickly determine the parameters of these formal and informal expectations with their field instructors.

Maintaining Professional Boundaries:

The NASW Code of Ethics clearly articulates guidelines for professional boundaries.

ALL STUDENTS WHO ARE PLACED INTO FIELD AGENCIES BY THE UNIVERSITY ARE EXPECTED TO BE FAMILIAR WITH AND CONSISTENTLY UTILIZE THE NASW CODE OF ETHICS AT ALL TIMES. A copy of the Code of Ethics is in the appendix of this manual and the student handbook.

Dual relationships are typically discouraged (between students, clients and agency staff) where there is a potential for exploitation or harm to **any** party. Students are encouraged to seek consultation from their field instructor, faculty liaison, and/or the Director of Field Education if **any** questions arise regarding professional boundaries.

Serious concerns that call into question a student’s professional judgment will be grounds for remediation, and in cases of gross misconduct, dismissal from the MSW program.

Confidentiality:

Students must be vigilant in attending to client confidentiality so that informal discussions of client problems are never attached to identifying information. Students are expected to uphold the confidentiality of clients and client systems. Students should discuss challenges to confidentiality with their field instructor including the following areas:

- ✓ Making referrals
- ✓ Securing treatment with managed care providers
- ✓ Working in multi-disciplinary teams
- ✓ Completing class assignments (e.g. journals, presentations, process recordings)
- ✓ Seminar discussion
- ✓ Providing information to monitoring agencies

Maintaining Clear Communication:

Professional relationships are enhanced when expectations are clear. Conversely, problems tend to arise when parties make assumptions regarding expectations, motives, or standards for appropriate performance. Supervisors and students are strongly encouraged to explicitly and routinely seek feedback regarding expectations and methods for communicating information

Dress:

Agency standards vary from site to site. A student visiting a client's home often elects to dress in a manner that differs from the student who will be presenting a proposal to the agency Board of Directors. Professional judgment is required.

Students who feel they need assistance in enhancing their professional wardrobe should contact their faculty liaison or the Director of Field Education for resources that may be utilized. Clothing that could be considered provocative or inappropriately casual should be avoided. Students should seek consultation with their field instructor regarding agency norms and expectations for proper attire.

Termination of Practicum

The Field Instructor, agency administrator, or Faculty Liaison may terminate a student's practicum for any of the following reasons:

1. The agency's failure to provide the expected learning experiences and/or appropriate supervisory field instruction or to meet expectations identified in the Affiliation Agreement.
2. Unexpected events in the life of the student or the agency operation that jeopardize the quality of the student's learning experience.

In addition to termination, a student may receive a grade of "F" for the following reasons:

3. The student fails to meet the expected standards for ethical professional practice as identified in the NASW Code of Ethics.
4. Academic suspension of a student based on University policy.
5. The student is unable to establish relationships or engage clients
6. The student does not meet agency standards for conduct or service delivery
7. Unilaterally deciding to terminate the field practicum.

Non-Academic Dismissal

In rare cases, students may be considered for termination from the field due to non-academic reasons. Circumstances that may be considered for non-academic dismissal include (but are not limited to) adjudication for any criminal offense, gross misconduct, gross errors of professional judgment, and gross violations of professional boundaries.

Sexual misconduct as outlined in the NASW Code of Ethics will be cause for dismissal from the program. **(See also the University Catalogue and MSW Student Handbook).**

Appeal/Grievance Procedures

Refer to the MSW Student Handbook for specific guidelines regarding the Field Practicum and Performance Reviews and Grievance Procedures.

Worksite/Employer Placements

The following policies have been established to ensure an educational focus for internships in the student's agency of employment:

1. Employment placements are the most difficult to arrange and monitor. The requisite time to meet the learning needs of students is often compromised, resulting in students experiencing a disrupted placement. Students should be aware that placement of convenience may not provide the most appropriate learning experience. All students are encouraged to give full consideration to the limitations of this option.
2. A student may request a first and second-year practicum to take place in his/her agency of employment but each must provide substantially different learning experiences.
3. The types of experiences and populations served must differ from those experiences assigned to the student as an employee.
4. The practicum setting must be approved and must be able to provide the advanced educational experiences required by the MSW Program.
5. The student's Field Instructor must have two years of post-MSW experience and be a different person other than the student's employment supervisor and cannot be the direct supervisor of the field instructor or be in a position that could present a conflict of interest to the field placement.
6. The agency director and/or employee's supervisor, in collaboration with the potential Field Instructor and student, must establish separate blocks of time from work assignments, which are committed for uninterrupted practicum education.
7. To request a worksite field placement the "Worksite/Employer Field Practicum Proposal form must be completed by March 30th. The form can be found in the appendix of this manual and on the CSU MSW webpage under field practicum forms. In completing the form the following information must be provided: 1) detailed information about the student's responsibilities as an employee and student intern 2) identification of the work supervisor and the field instructor 3) the student's schedule for field placement and that of the student's schedule for work. Once completed the form is to be signed by the field instructor, work supervisor, the student, and the student's academic advisor. The form should then be submitted to the director of field education, who will then schedule a field visit before approving the field placement. It is required that the student, field instructor and the work supervisor all be present for this meeting. If after meeting, all parties agree that the worksite can support the student as a student intern, the field director will approve the placement.

8. Please make sure to complete the request for a Worksite Field Placement Application, with all required signatures by March 30th. The required site visit to approve the field placement with all parties **MUST** occur on or before April 30th. No Worksite field placements will be considered, explored or processed beyond April 30th.

Reimbursement for Expenses/Practicum Stipends

While an occasional Practicum placement may provide financial stipends for students, most agencies do not provide any financial assistance. Each student is individually responsible to arrange resources sufficient to complete his/her graduate education. The referral to a practicum will be based on the student's educational and professional development needs.

When an agency does provide stipends, the decision regarding who receives stipends and how the funds are disbursed is made by the agency. The student is held responsible for payment of any taxes, including Social Security tax, as required by the Internal Revenue Service.

If the use of a vehicle is required, reimbursement for travel should be discussed with the agency before the start of the field placement to determine if the agency reimburses for travel and the rate.

The agency should have a policy regarding reimbursement of expenses and communicate that policy to students.

Technology

Technology serves as an asset or a liability to communication dependent upon use. Technology also introduces ethical dilemmas to social work practice. The scope of this issue exceeds the brief discussion contained within this document and students are strongly encouraged to seek additional resources to successfully utilize technology to enhance practice. The guidelines listed below serve as a brief overview and should not be considered exhaustive:

1. Students are expected to review and utilize agency protocol regarding the use of computers, email, social media, faxes, and mobile telephones when transmitting **any** information regarding clients.
2. Students should be considerate when discussing client information via mobile devices.
3. Students should review with the field instructor appropriate times for **active** mobile devices.
4. Photographs, videos or audiotapes of client interviews require explicit informed consent from clients and must comply with principles of confidentiality.

Transportation of Clients

Students are not allowed to transport clients in their own or agency vehicles.

Accommodations for Students with Disabilities

Requests for the provision of reasonable accommodations during the field placement must first be documented through the Abilities Office of Disabled Student Services.

Documentation of a disability must be provided. Students should consult:

Chicago State University Abilities Office of Disabled Student Services

Office: Cordell Reed Student Union Building Room 190

Phone: 773/ 995-4401

After the appropriate documentation has been verified, the Director of Field Education and the Coordinator of Disabled Student Services will make every attempt to make reasonable accommodations for students during their field placements. Students are responsible for notification of this office during the semester preceding the start of the field placement. Students should also plan to keep the Abilities Office apprised of their schedules each semester so that resources may be secured.

Student Safety

Social workers provide services in a variety of settings including home-based and community-based services. Social workers also intervene with clients and client systems that may pose a degree of risk to physical safety. **All students** are required to discuss potential safety concerns with field agencies. Standard agency protocol for protecting the safety of employees should be made available to students at the outset of the field placements. Students are expected to participate in agency training regarding appropriate safety precautions (i.e. universal precautions, crisis intervention, and emergency protocols) before engaging in any activity that is known to pose a safety risk.

Potential Areas of Litigation

There are many areas of social work practice that may be vulnerable to litigation. Students should discuss the following areas with field instructors early in the placement experience. Any areas of concern that a student feels may create legal liability for the student, program, or the University must be brought to the attention of their Field Liaison, who will then notify the Office of Labor and Legal Affairs, if necessary. The following items should serve as the basis for supervisory field instruction meeting(s) **no later than the end of the first month** of placement:

- ❑ Disclosure of student status
- ❑ Guidelines for seeking consultation, referral, and supervisory field instruction
- ❑ Guidelines for securing proper/ informed consent for treatment
- ❑ Establishing criteria for accurate/ adequate record keeping
- ❑ Protocol for assessing and intervening in cases where there is a suspected risk of harm including warning third parties of risk
- ❑ Confidentiality
- ❑ Guidelines for proper transfer and termination of cases
- ❑ Guidelines for securing appropriate referrals
- ❑ Guidelines for securing treatment with third party payees
- ❑ Guidelines for sharing information with appropriate consents
- ❑ Guidelines for securing coverage of cases when the intern is unavailable

Professional Liability Insurance

Professional Liability Insurance is provided through Chicago State University. All students will be reasonably insured against certain acts or omissions that may occur in the performance of their assigned duties in practicum. The fee to cover the cost of professional liability insurance is included in the student fee. If an agency requires proof of liability insurance coverage provided for the student by the university, the agency must complete the request form found in the appendix of this manual as well as on the website. Return the completed form to Lolita Godbold at lgodbold@csu.edu or mail to 9501 S. King Drive/SCI 11A, Chicago, IL. 60628 fax (773)995-2843.

Student's Rights to Confidentiality

The University maintains the highest regard for the confidentiality of students. Students must be aware that the Department Director, the Director of Field Education, the Faculty Liaison, and as warranted, the Faculty Field Liaison Committee share information that directly affects student performance in the field practicum. In some cases, the University may request that the information be shared with the field agency. In cases where it has been determined by the faculty member or the student that information is sensitive, the student will be asked to provide a written release of information to the Director of Field Education. This release shall contain the specific parameters of the information to be shared (to whom, for what purpose, duration). Students have the right to provide or withhold permission for the release of information. The University retains the right to suspend and/or terminate the field practicum if the student poses a foreseeable risk to clients.

Discrimination and Sexual Harassment

STATEMENTS OF NON-DISCRIMINATION

Chicago State University supports the principles of equal opportunity in employment and education. The University seeks to insure that no person will encounter discrimination in employment or education on the basis of age, color, disability, sex, national origin, race, religion, sexual orientation, or veteran's status. This policy is applicable to both the employment practices and administration of programs and activities within the University. It is the policy of the University that no person shall be excluded from the participation, be denied the benefits of, or in any way be subject to discrimination in any program or activity in the University. The Equal Employment Opportunity (EEO) Office handles complaints of discrimination. Any employee or student may at any time contact the EEO Office for purposes of advice, discussion of an alleged discrimination complaint and /or assistance in undertaking a formal or informal resolution of a complaint. The Office is located in the Cook Administration Building, Room 318, 773-995-2462.

POLICY ON SEXUAL HARASSMENT IN THE CAMPUS COMMUNITY

Chicago State University explicitly condemns sexual harassment of students, staff and faculty. Sexual harassment is unlawful and may be subject to University sanctions as well as civil penalties. Harassment on the basis of sex is a violation of Sec. 703 of Title VII and the State of Illinois Human Rights Act.

Sexual harassment has been defined as:

Any unwelcome sexual advances, request for sexual favors and other verbal and physical conduct of a sexual nature. It includes instances when such conduct is indicated to be a term or condition of an individual's academic or employment decisions, interferes with an individual's academic or employment performance, or creates an intimidating, hostile or offensive academic or employment environment.

Chicago State University recognizes its obligation to provide for students and employees an atmosphere free of sexual harassment and has established the following policy and will take whatever action is needed to prevent, stop, correct, and/or discipline behavior that violates this policy. The University reserves the right to discipline individuals including but not limited to, oral or written warnings, demotion, transfer, suspension, or dismissal for cause in accordance to the Faculty Bargaining guidelines, Article 14, the BGU guidelines regulating Administrators' conduct, the State Universities Civil Service Merit System rules and the provisions of the CSU Student Conduct Code.

In order to resolve complaints of this nature, CSU will adhere to the legal definitions as well as to the ethical standards of professional behavior that should exist in an academic environment.

Any form of threat, intimidation or retaliation against individuals filing a complaint, or against witnesses and/or any other staff involved in the investigating process, shall constitute a separate violation and shall be subject to direct administrative action.

APPENDICES

Appendix A

Field Application Materials

Preparing for the Field Practicum A Guide for Students

Field Application Process

- Talk with your advisor about your field plans, concentration, and classes that must be taken concurrent with Field.
- You must be in good academic standing to enter and remain in field (3.0 GPA)
- Go to Field Work on the Social Work page at www.csu.edu to review listing of Practicum Sites and identify your top 3 choices
- Submit Field Application and resume by the deadline to the Field Director at the designated email address for application materials.
- Complete and submit the Student Consent to Release Information Related to Field Placement form (FERPA) and submit along with your Field Application.
- Sign up for a Field Planning Meeting to discuss your placement options and get a referral to an agency
- **Do not interview at an agency until you have received a referral from the Field Director**

Before the Interview

- Email your cover letter and resume to the field placement contact person. Allow at least 10 days for a response. If no response, place a call or send a follow-up email. If no response in a week inform Lolita Godbold, Director of Field Education of your attempts.
- Check the agency's website to learn more about their mission and services
- Call the agency contact person to set up an appointment. Complete all interviews as soon as possible and report outcomes to the Director of Field
- Placement decisions should be made within 30 days of the referral
- Review fact sheet for students, Foundation/Advanced Placement Sheet and Field Manual

The Agency Interview/ Questions to Ask

- If your meeting is with the agency contact person, ask if you can also meet with the person who will be your field instructor
- Be on time for interview
- Be professional- dress professionally
- Bring resume, you may be asked to bring writing samples and references
- Ask for tour of agency
- Verify location of placement
- Number of cases and typical assignments for students
- Training available and Orientation process
- Supervision style of Field Instructor and are they available to meet with you one hour per week?
- Office space and support, computer and phone
- Hours available for placement, especially if you need some evening time
- Identify who will instruct when the Field Instructor is not available
- Special requirements: (allow additional time to complete) Blood test, TB test, Drug Screening, Background check, Finger prints
- Is a car required? Will you be reimbursed for travel expenses?
- Agency and Field instructor experience with students
- Ask what type of student the field instructor thinks would fit in best
- Record keeping
- Does the agency require proof of liability insurance?
- *If you do not accept a placement you are responsible for notifying the Director of Field and the agency so that the placement may be available for another student.*

Preparing for the Field Practicum A Guide for Students

Field Seminars

- First ^{field} seminar meets in mid September. Seminars do not meet the first week of classes.
- Five per semester usually from 4-6 p.m.
- Attendance is required
- Small groups of 12-15 students
- Students remain with the same seminar group and Faculty Liaison throughout placement
- Students receive a field calendar at the all student meeting in August with all the seminar dates

Reading/Assignments

- Required articles
- Field manual and NASW code of ethics
- Case presentations, agency presentations and role play
- Written assignments that require reflection on practice
- Process Recording

Hours for Field

- Students need to be available during the day. Do not request evening and weekend only placements
- Foundation placement- 13-16 hours per week/ 200 hours per semester
- Advanced placement- 19- 21 hours per week/ 275 per semester
- School Social Work- 300 hours per semester. Student must agree to remain in placement till the end of the academic year for the school to which they are assigned.

Field Start/End Date

- Field is a class; **the Field Practicum begins the first day of class and ends in May.**
- The School Social Work concentration typically ends in June.
- If placed in a school setting, but not in the school social work concentration, you are expected to remain in placement at least until the Friday before Memorial Day.

Faculty Field Liaison

- Facilitates field seminars
- Conducts one site visit per semester
- Monitors placement and provides support to student, agency and field instructor
- If multiple students are placed at the same agency, they will be assigned the same faculty liaison if possible.
- Assigns grade for course

Field Email and Website For:

- Field announcements
- Calendar for field
- Seminar assignments and class locations located on the Calendar for Field

Helpful Documents to Keep for Reference

- Field Fact Sheet
- Foundation/ Advanced field sheet
- Sample assignments for Generalist Practice/Foundation Placements and Advanced Placements

Field Practicum Fact Sheet for Students

Commonly Asked Questions

Q: *What is the difference between foundation and advanced placements?*

A: Foundation placements take place during the first year and advanced placements take place during the second year of a full-time program. For part-time students, the foundation placement occurs during the second year and advanced placements during the third year.

Foundation placements provide students the opportunity to apply the generalist model to practice as they assess and develop or enhance their beginning level practice skills with individuals, families, groups, communities, and organizations. First-year students are required to work directly with clients. Advanced placements allow students to work within their area of concentration where they are expected to take on more complex practice tasks, function more independently and demonstrate advanced skills e.g. multi-system assessments and multi-modal interventions or program development.

Q: *Can I choose my field placement?*

A: Students may research and identify agencies/placements in which they are interested. However, students may not interview with potential field agencies without prior approval from the Director of Field. The more restrictions placed on the type of field placement (e.g. hours or days available, geographic location or population served), the more difficult it will be to find a field placement that meets graduate program standards. If the placement is not one where an affiliation agreement is already in place, the application to become a field placement must be completed by March 30th. For additional information, students are encouraged to contact the field director.

Q: *Can I do my field placement where I work?*

A: Yes, however, in addition to the regular Application for Field, students must submit a Work Site application and have the field placement approved by the Director of Field. The student must indicate how the field placement will differ from their regular employment since the two cannot be the same. The field instructor must be different from the student's regular supervisor and have two years post MSW experience. Applications for Work Site field placements are due by March 30th.

Q: *When do I start field and how many hours are required?*

A. All students must be in good academic standing to enter or remain in Field. The foundation field is two semesters and totals 400 hours. The advanced field is two semesters and 550 hours. Placements average two days a week, begin in August (the first day of class) and end in May.

The School Social Work concentration requires a minimum of 600 hours and typically ends in June.

Q: *I work full time. May I do my field placement during the evenings or on weekends?*

A: Evening and weekend only placements are not available. Most agencies have business hours that are 9 a.m. to 5 p.m. with limited evening and weekend hours.

Because all of our classes are evening or weekend our class schedules may conflict with the evening hours that the agency is open.

Q: *When do the Field Seminars meet?*

A: The Field Seminars meet five times per semester from 4:00 - 5:50 p.m.

Attendance is required. See the Field Practicum Calendar and Field Liaison for specific dates. Field Seminars do not meet the first week of classes.

Q: *When do I pay my fee for professional liability insurance?*

A: The fee for liability insurance is included in the student fee. This fee provides 1,000,000/3,000,000 of malpractice blanket liability insurance coverage for the academic year.

Q: *When are applications for the field due?*

A: Applications for the field are due by November 1st each year (June 1st for newly admitted full-time students).

Please direct all Field related questions to the Director of Field Education, Lolita Godbold at 773-995-2843, lgodbold@csu.edu.

MSW Field Practicum Fact Sheet for Agencies:

Thank you for taking the time to consider providing a field placement for a Chicago State University Master of Social Work student. Our program is accredited by the Council on Social Work Education.

Our program prepares students for advanced social work practice that uses a trauma-informed, strength-based and family-centered principles in their approach to client systems. Students may specialize in Family Centered Direct Practice, Program Planning, and Administration, or School Social Work.

Agencies that serve as practicum sites serve populations that have traditionally been underserved and considered vulnerable and oppressed such as women, ethnic minorities, the poor, children, people of color, the elderly and persons of diverse religious and sexual orientations. Agencies that would like to provide field placements should align to the Program's mission *to prepare graduate social work students for a life-long commitment to competent, evidence-informed principled, strengths-based, trauma-informed, and family-centered social work practice; leadership and service to urban communities; addressing human rights issues including social, racial and economic injustice; and to a spirit of inquiry.*

The first-year MSW students complete two semesters and a total of 400 clock hours in the field while second-year students complete two semesters and a total of 550 clock hours in the field. Placements average two days a week, beginning in August at the beginning of the academic year and end in May. Students in the School Social Work concentration require a minimum of 600 clock hours.

Foundation placements provide students the opportunity to apply the generalist model to practice as they assess and develop or enhance their beginning level practice skills with individuals, families, groups, communities, and organizations. Advanced placements allow students to work within their area of concentration where they are expected to take on more complex practice tasks, function more independently and demonstrate advanced skills e.g. multi-system assessments and multi-modal interventions or program development.

The majority of our students have several years of experience in social services and are employed during their educational experience. As a result, agencies providing quality-learning experiences during evenings and weekends are very much needed.

Field Instructor Requirements

Agencies that would like to provide field placements should identify a Field Instructor who has two years of post-MSW experience and interest in providing educational opportunities for students. The Field Instructor is required to provide one hour per week of supervisory field instruction to the student.

Task Instructors are agency professionals who do not have a Master of Social Work degree but who provide day to day instruction for the student or instruction on specific tasks.

The agency still identifies someone with a Master of Social Work degree to provide the MSW supervisory

field instruction. In this case, the role of the MSW Field Instructor helps the student with socialization to the Social Work profession and integration of Social Work Theory with practice.

If your agency would like to be added to our directory of field practicum sites or to request further information on our program please Contact: Lolita Godbold, Director of Field Education, 773-995-2843, 9501 South King Drive, Science #116 A, Chicago, IL 60628.

School Social Work Concentration

The Chicago State University, School Social Work Concentration Application is required to assist the faculty in determining the best candidates for this demanding concentration. The requests for this concentration exceed the demand and therefore all qualified candidates will not be selected. Your opportunities will be enhanced by completing the following materials **on or before** the designated timelines.

The MSW program of Chicago State University is accredited by the Council on Social Work Education. The program prepares students to meet the Illinois State Board of Education (ISBE) requirements for School Social Workers and for advanced social work practice that utilizes strength-based and family-centered principles to work effectively with client systems.

Application for Traditional/Current Students

The School Social Work Concentration Application Deadline is December 15th.

1. You must be an MSW student in good standing. Only those students who hold a minimum G.P.A. of 3.0 will be considered.
2. You must complete the attached brief application and submit it to the Department of Social Work **no later than December 15th.**

If you are not selected for the School Social Work Concentration, you may select the Direct Services Concentration or the Program Planning and Administration Concentration. You must submit the School Social Work Concentration Application as a supplement to your advanced Field Application. The School Social Work Concentration Application and the advanced Field Application should be submitted together by December 15th.

Application for Post MSW Students

Submit all application materials at the earliest possible date or by March 15th.

A Post MSW PEL (Professional Educators License in School Social Work) is offered to students who have graduated from an accredited Master of Social Work Program.

The Required Courses for the School Social Work Concentration Students and Post MSW PEL Students

SWK 5471 School Social Work Practice I

SWK 5472 School Social Work Practice II

MSW Field Practicum and Integrative Seminar

MSW Field Practicum and Integrative Seminar

Field placements average three days (two days for Post MSW students) a week, begin in August and end in May or June depending upon the placement. Students are required to complete 600 clock hours. This requires 20 hours per week at the placement site.

SPED 5301 or an equivalent course is also required. It is offered every semester, summer, fall and spring. It may be taken “at-large” prior to admission to the certificate program.

CHICAGO STATE UNIVERSITY
Master of Social Work Program
Application for Student Field Placement

Name of Student _____
 Address _____
 City _____ State _____ Zip _____
 Home Telephone _____ Work _____ Cell _____
 Email Address _____ Employer _____

Concentration: Direct Practice _ Program Planning/Administration School Social Work

Indicate if this field placement is for your foundation year or advanced year

Are you requesting a field placement with your current employer? Yes No If yes, you must Complete a Work Site/Employer Field Practicum Proposal and have your employer approve your plan.

Do you have a valid driver's license Yes No and access to a car? Yes No

Are you available 2 days a week (Mon.–Fri. from 9 am to 5pm) to do your internship? Yes No

Do you need some evening or weekend hours to complete your Field Practicum? Yes No

Please note that evening and weekend only placements are not available.

- Please provide a clear, detailed account of your proposed schedule for field placement.
- Note: Your application will not be processed if this section is not completed.
- Foundation Students please account for 13-16 hours each week.
- Advance Students Please account for 19-21 hours a week.
- Schedule should include minimum blocks of time in increments of 4 hours.

Day of Week	Daily Start Time	Daily End Time
Monday	Click here to enter text.	Click here to enter text.
Tuesday	Click here to enter text.	Click here to enter text.
Wednesday	Click here to enter text.	Click here to enter text.
Thursday	Click here to enter text.	Click here to enter text.
Friday	Click here to enter text.	Click here to enter text.
Saturday	Click here to enter text.	Click here to enter text.
Sunday	Click here to enter text.	Click here to enter text.

Essay Questions:

Please type your response to the following questions in narrative form, (boxes expand):

1) Please indicate any factors that should be taken into consideration in making your field placement assignment, such as transportation needs, or disability.

Click here to enter text.

2) Briefly describe your career goals, areas of professional interest.

Click here to enter text.

3) Indicate what type of field placement setting you would prefer **not** to be considered for. Indicate your reasons.

Click here to enter text.

4) Identify the skills you would like to obtain or strengthen as a result of your field placement.

Click here to enter text.

5) What are your strengths and what skills will you bring to your field placement?

Click here to enter text.

6) Describe your specific plan to meet the weekly contact hours required for the field placement. Has your employer approved this plan?

Click here to enter text.

7) Have you ever been convicted of a felony? Please explain the act and consequences. Please note that a conviction for a felony will not necessarily bar you from a placement; however many agencies do background checks and make decisions based on their specific policies.

Click here to enter text.

8) Are you in good academic standing? You must be in good academic standing to enter or remain in the field practicum.

Click here to enter text.

9) Are you fluent in any foreign language? If so, please identify.

Click here to enter text.

10) Indicate the type of field placement settings you would www.csu.edu to review the Field Practicum Manual and the list of approved Field Practicum Sites. List your top three choices for placement: like to have. Go to the Social Work homepage at

Click here to enter text.

First Choice: _____

Second Choice: _____

Third Choice: _____

If there are specific agencies that you would like to consider that are not on the list of approved Field Practicum Sites, please identify and provide name, address, email and telephone number of contact person. **Do not interview with the agency without prior approval from the Director of Field Education.**

Please consider the following agency for field placement. The agency below was not listed on the field list.

Agency: _____

Address: _____

Contact Person: _____

Email Address: _____

Phone Number: _____

Is there an MSW with 2 years post masters available at the placement to supervise a student?

[Click here to enter text.](#)

11) Categories of Interest

Please check the categories that interest you and where you would like to your internship

- Aging/Gerontological Social Work
- Alcohol, Drug or Substance Abuse
- Child Welfare
- Community Planning
- Corrections/Criminal Justice
- Developmental Disabilities
- Domestic Violence of Crisis Intervention
- Family Services
- Group Services
- Health
- Housing Services
- International
- Mental Health or Community Mental Health
- Program Evaluation
- Public Assistance/Public Welfare (not child welfare)
- Occupational
- Rehabilitation
- School Social Work
- Social Policy
- Other: _____

I understand that I must be in good academic standing to enter or remain in the field practicum.

I understand that the information in my Field Application will be shared with potential Field Instructors.

Return completed application and a copy of your current resume to Lolita Godbold, Director of Field Education, email swkfield@csu.edu . Please submit all documents electronically (do not FAX your application).

CHICAGO STATE UNIVERSITY
Master of Social Work Program
Student Consent to Release Information related to Field Education

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student educational records. This form is to be used by students to grant permission to the Chicago State University, Department of Social Work, to release to field instructors, information gathered from the “Application for Student Field Placement”, the field application interview and orientation process. The information gathered from the application, field application interview and orientation relates to student interests and background and is used as part of the field placement process.

Student’s Last Name (Print)

First Name

Middle

Student’s University Identification Number (UID)

Permanent Mailing Address

City

State

Zip Code

To grant permission: I the undersigned, hereby authorize Chicago State University, Master of Social Work Program permission to release information gathered from the “Application for Student Field Placement” form and the field application interview and orientation process to Chicago State University Field Instructors and/or those responsible for coordinating field placements at the receiving school or agency and Faculty Field Liaisons.

This information is being released to assist in the process of field placement.

I understand that this waiver will remain in effect for as long as I am enrolled in the Master of Social work program at Chicago State University, unless revoked by me in writing and delivered to the Chicago State University Department of Social Work, however such revocation shall not affect disclosures previously made in connection with the application, field application interview, and orientation process by Chicago State University, Department of Social Work prior to the receipt of any such written revocations.

Student Signature

Date

**Chicago State University
Master of Social Work Program**

Worksite/Employer Field Practicum Proposal

Social Work Student: _____

Status: Full Time Student _____ Part-Time Student _____

Agency Name: _____

Practicum Location: _____

MSW Field Instructor: _____

Phone: _____

Work Supervisor: _____

Phone: _____

Foundation Field: Completion of ___SWK 5460 and ___SWK 5461 (Total Hours = 400)

Advanced Field: Completion of ___SWK 5462 and ___SWK 5463 (Total Hours = 550)

Area of Concentration:

Family Centered Direct Practice _____ Program Planning and Administration _____

School Social Work _____

EMPLOYMENT INFORMATION

Date student began employment at agency _____

Agency Department/Program of employment _____

Job Title of employment _____

Name of Job Supervisor in Employee role _____

Is the Job Supervisor a different person than the Field Instructor? Yes _____ No _____

Employee's job duties/responsibilities (Please clearly differentiate from responsibilities as an intern, and specify different client population, practice methods/interventions, etc.)

FIELD PLACEMENT INFORMATION

Field Placement Agency _____

Student's Field Placement site (in what Department/Program) _____

Address of Student's Field Placement Site _____

Student's Agency Field Instructor _____

Field Instructor's Job Title _____

Field Instructor's Phone _____ Fax _____

Field Instructor's E-mail _____

Student's Responsibilities/Assignments in Field Placement

(Please include client population and practice methods used in field placement learning experience)

1. Describe plan for managing separation of work and field time.

2. Will student be given release time from work to complete placement? Yes____ No____

The scheduled hours that the student will fulfill internship required hours and the scheduled hours that the student will fulfill their work responsibilities. The field placement experience must be the primary learning focus. Example (9am-2pm)

As a MSW Intern	VI. 1st semester/ 2nd semester (Circle One)	VII. 1st semester/2nd semester (Circle One)	VIII. As an Employee	
Monday			Monday	
Tuesday			Tuesday	
Wednesday			Wednesday	
Thursday			Thursday	
Friday			Friday	
Saturday			Saturday	
Sunday			Sunday	

Please return this form with the original signatures of the following persons:

- the field instructor
- the student intern's work supervisor or proposed supervisor
- the student intern
- the academic advisor

I attest that this proposed employment is different from and will not affect the field placement.

Agency Field Instructor Signature Date

Student Intern's Current Supervisor or Day to Day Supervisor's Signature Date

Student Signature Date

Academic Advisor Signature Date

Director for Field Education Date

Please return this form to:

Lolita Godbold
Director for Field Education
Department of Social Work
9501 S. King Drive/SCI 116E
Chicago, IL. 60652

- The Director of Field Education has met with the student, field instructor and the student's work supervisor. All parties agree that they are able to support the student who is also an employee as a student intern.
This Worksite/Employer Field Practicum Proposal has been approved.

- The Director of Field Education has met with the student, field instructor and the student's work supervisor. It has been determined that this placement is unable to support the student who is also an employee as a student intern.
This Worksite/Employer Field Practicum Proposal has been denied.

Director for Field Education

Date

Example of formal email to accompany the submission of formal cover letter and resume

Dear Employer,

I am very interested in applying for a foundation year field placement with your organization. My learning goals, interest and experience are a great match for (name of the agency/school).

Or

I am very interested in applying for an advanced year field placement with your organization. My area of concentration is Direct Practice with Children and Families or Program Planning and Administration, with special interest given to trauma informed practice. My learning goals, interest and experience are a great match for (name of the agency/school).

Please take a moment to review my attached Application Documents:

- Up-To-Date Resume*
- Customized Cover Letter*

It would be a sincere pleasure to hear back from you soon to discuss this exciting opportunity.

Sincerely,

[Your first and last names, email address, plus the phone number(s) you want to be contacted at, go here]

Example Thank You Letter after the Interview

Good morning, [Interviewer's Name]:

Thank you for taking the time to speak with me yesterday about the internship at _____. It was a pleasure meeting with you, and I truly enjoyed learning more about the role and the company. After our conversation, I am confident that my experience and learning objectives are a great match for this opportunity.

I am very enthusiastic about the possibility of joining your team and would greatly appreciate a follow-up as you move forward with the selection process. If you need any further information, please do not hesitate to contact me by email or phone. Thanks again, and I hope to hear from you in the near future.

*Best regards,
[Your Name]*

Sending and Acceptance Letter/ Email Examples

An acceptance letter allows you to demonstrate your professionalism and make sure there is no confusion about the precise terms of the internship offer.

The letter can be sent by email or mail. If you're sending a hard copy through the mail, format the letter as you would any business letter. Include your contact information and phone number, even though it may be on file with the field placement.

When sending an email letter, put your name in the subject line (Your Name – Social Work Internship Acceptance). This helps ensure that your message will be opened and read.

*No matter how you send the letter, make sure to address the letter to the person who offered you the position.

What to Include in an Acceptance Letter

Your letter can be brief, but should include the following:

- Thanks and appreciation for the opportunity
 - Written acceptance of the offer
 - The terms and conditions (background checks if required, physical if required, TB screen if required, proof of insurance if required, driver's license information and auto insurance if required etc., verification documentation if required, training or orientation attendance that may be required, etc.)
 - Starting date of field placement
-
- **Use these sample letters as a guideline when you write your own letter.**
 - **Make sure to tailor the specifics of the letter to suit your circumstances**

Example 1
Formal Business Letter

Sandra Superstudent
95 Cougar Ave.
Chicago, Il. 60628
(773) 555-5555
Ssuperstudent@email.com

Date

Mr. Whitney Young
Director of Human Resources
Be the Change Services
800 Advocate Avenue
Chicago, IL. 60628

Dear Mr. Young,

As we discussed on the phone, I am very pleased to accept the social work internship with Be The Change Services. Thank you again for the opportunity. I am eager to learn from the Be The Change Services team and to making a positive contribution to agency.

As we discussed, my starting date will be during the first week of the semester which is the week of August 20th, 20xx. Tentatively, I have scheduled to attend the field practicum Monday and Wednesday from 9am-4pm. Please let me know if this schedule is suitable. If there are any additional tasks to be completed prior to beginning the field practicum please let me know and I will be sure to comply.

I look forward to starting the field practicum experience on August 20th at 9am. If there is any additional information or paperwork you need prior to then, please let me know.

Again, thank you very much.

Sandra Superstudent

Sandra Superstudent

Example 2
E-mail

Subject line: Sandra Superstudent– Social Work Internship Acceptance

Dear Mr. Young,

As we discussed on the phone, I am very pleased to accept the social work internship with Be The Change Services. Thank you again for the opportunity. I am eager to learn from the Be The Change Services team and to making a positive contribution to agency.

As we discussed, my starting date will be during the first week of the semester which is the week of August 20th, 20xx. Tentatively, I have scheduled to attend the field practicum Monday and Wednesday from 9am-4pm. Please let me know if this schedule is suitable. If there are any additional tasks to be completed prior to beginning the field practicum please let me know and I will be sure to comply.

I look forward to starting the field practicum experience on August 20th at 9am. If there is any additional information or paperwork you need prior to then, please let me know.

Again, thank you very much for the opportunity.

I'm always available on email, but feel free to call if that's more convenient (773-555-5555).

Sincerely,
Sandra Superstudent

CHICAGO STATE UNIVERSITY
Master of Social Work Program

Confirmation of Student Placement

Student Name: _____

Concentration: _____

Foundation Placement: _____ Advanced Placement: _____ Post MSW _____

I have interviewed for Field Placement with the following organizations:

- | | | |
|----|-------|----------------|
| 1. | _____ | Date:
_____ |
| | _____ | |
| 2. | _____ | Date:
_____ |
| | _____ | |

I have accepted the following field placement:

Name of Organization: _____

Name of Field Instructor: _____

Address of Field Instructor: _____ Zip _____

Phone number of Field Instructor: _____

Email of Field Instructor: _____

My field Instructor has a MSW with 2 years post-masters experience? Yes or No

If "No" please note that arrangements to receive the required MSW supervision must be made either within the agency or with the university. It is the responsibility of the student to inform the Director of Field Education, Lolita Godbold of either the arrangement with the agency or the need for the university to provide the required supervision.

Please return this form to: Lolita Godbold by email at swkfield@csu.edu

Chicago State University
Master of Social Work Program

Field Instructor Confirmation of Placement

To: Field Instructors

From: Lolita Godbold, Director of Field Education

Re: Confirmation of Field Placement for 20xx-20xx Academic Year

Student Name: _____

Type of Placement:

- _____ **Foundation/Generalist Practice** (Students must complete 400 hours)
- _____ **Advanced: Direct Service** (Students must complete 550 hours)
- _____ **Advanced: Administrative** (Student complete must 550 hours)
- _____ **Advanced School Social Work** (Student must complete 600 hours)
- _____ **Post MSW PEL**(Professional Educators License in School Social Work) (Student must complete 600 hours)

Thank you for agreeing to provide field instructor for the above named student. In order to make this placement a success, we have attached the following materials:

- **Field Instructor Orientation Save the Date**
- Field Instructor Checklist
- Sample Generalist Practice Assignments or Advanced
- Foundation and Advanced Placement definitions
- Field Instructor/Task Supervisor Information Sheet
- Student Schedule Agreement Form

Additional information can be obtained by going to the Social Work page at www.csu.edu. When you go to the Field section you will find the Field Manual, policies, procedures and forms. We no longer mail copies of documents. All information is available online.

In general, field placements start the last week in August and end in May. Your student will have a different number of hours to complete based on their standing in the MSW program and type of placement.

In August you will be assigned a Faculty Field Liaison to provide support to you and your student. If you need assistance before then, or if you are not the Field Instructor for this student, you can contact me by email at lgodbold@csu.edu or phone 773-995-2843.

Thanks for supporting our program.

Appendix B

Field Placement Materials

Chicago State University
Master of Social Work Program

Field Instructor Student Orientation Checklist

I. Review the Field Manual online at the Social Work webpage at www.csu.edu . You will also find other forms online.

II. Important documents to review:

- Learning Contract
- Schedule Agreement
- Remediation Plan
- Sample Generalist Practice Assignments
- Sample Advance Practice Assignments
- Foundation and Advance Practice Content Specific Competencies and Component Behaviors
- Role Responsibility Matrix

III. Items to discuss with Student during orientation:

- Foundation and Advanced Field Expectation
- Roles /responsibilities of each party
- Learning Styles
- Agency Orientation
- Safety Issues
- Organization Chart
- Setup interviews with key people in various departments
- Establish a time to meet for supervision. Supervisory field instruction expectations (1 Hour a week)
- Learning Contract due within 30 days of placement
- ID who to go to if you(field instructor) are not available
- Plan to observe student's practice
- Contact Faculty Field Liaison for more information and to schedule site visits

**Chicago State University
Master of Social Work Program**

**Field Placement Schedule Agreement
Foundation/Generalist Practice Placement**

This schedule is a part of the student learning contract; please submit a copy of this schedule agreement to your faculty field liaison and the field director Lolita Godbold at swkfield@csu.edu.

Parties to the Contract:

Social Work Student:	Day Time Phone:	Email
Agency Field Instructor:	Email:	
Adjunct/Task Field Instructor (if applicable):		
Faculty Field Liaison:		
Practicum Agency:		
Practicum Address:		
Practicum Phone:	Fax:	Email:

Field Hours Required: Indicate which course(s) this schedule represents.

Foundation Field: Completion of <u>200</u> Hours per Semester	() SWK 5460	() SWK 5461
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Placement Schedule:

Date field practicum will begin:	Date field practicum will end:	
Day of Week	Daily Start Time	Daily End Time
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

CHICAGO STATE UNIVERSITY
Master of Social Work Program
Field Placement Schedule Agreement
Direct Practice Advanced Placement

This schedule is a part of the student learning contract; please submit a copy of this schedule agreement to your faculty field liaison and the field director Lolita Godbold at swkfield@csu.edu.

Parties to the Contract:

Social Work Student:	Day Time Phone:	Email
Agency Field Instructor:	Email:	
Adjunct/Task Field Instructor (if applicable):		
Faculty Field Liaison:		
Practicum Agency:		
Practicum Address:		
Practicum Phone:	Fax:	Email:

Field Hours Required: Indicate which course(s) this schedule represents.

Advanced Field: Completion of <u>275</u> Hours per Semester	() SWK 5462	() SWK 5463
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Placement Schedule:

Date field practicum will begin:		Date field practicum will end:	
Day of Week	Daily Start Time	Daily End Time	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

CHICAGO STATE UNIVERSITY

Master of Social Work Program

Field Placement Schedule Agreement

Program Planning and Administration Advanced Placement

This schedule is a part of the student learning contract; please submit a copy of this schedule agreement to your faculty field liaison and the field director Lolita Godbold at swkfield@csu.edu.

Parties to the Contract:

Social Work Student:	Day Time Phone:	Email
Agency Field Instructor:	Email:	
Adjunct/Task Field Instructor (if applicable):		
Faculty Field Liaison:		
Practicum Agency:		
Practicum Address:		
Practicum Phone:	Fax:	Email:

Field Hours Required: Indicate which course(s) this schedule represents.

Advanced Field: Completion of <u>275</u> Hours per Semester	() SWK 5462	() SWK 5463
---	---------------------	---------------------

Placement Schedule:

Date field practicum will begin:		Date field practicum will end:	
Day of Week	Daily Start Time	Daily End Time	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

CHICAGO STATE UNIVERSITY
Master of Social Work Program

Field Placement Schedule Agreement
School Social Work Advanced Placement

This schedule is a part of the student learning contract; please submit a copy of this schedule agreement to your faculty field liaison and the field director Lolita Godbold at swkfield@csu.edu.

Parties to the Contract:

Social Work Student:	Day Time Phone:	Email
Agency Field Instructor:	Email:	
Adjunct/Task Field Instructor (if applicable):		
Faculty Field Liaison:		
Practicum Agency:		
Practicum Address:		
Practicum Phone:	Fax:	Email:

Field Hours Required: Indicate which course(s) this schedule represents.

Advanced Field: Completion of <u>300</u> Hours per Semester	() SWK 5462	() SWK 5463
---	---------------------	---------------------

Placement Schedule:

Date field practicum will begin:	Date field practicum will end:	
Day of Week	Daily Start Time	Daily End Time
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

CHICAGO STATE UNIVERSITY
Master of Social Work Program

Field Placement Schedule Agreement
Post MSW PEL(School Social Work) Field Practicum

This schedule is a part of the student learning contract; please submit a copy of this schedule agreement to your faculty field liaison and the field director Lolita Godbold at swkfield@csu.edu.

Parties to the Contract:

Social Work Student:	Day Time Phone:	Email
Agency Field Instructor:	Email:	
Adjunct/Task Field Instructor (if applicable):		
Faculty Field Liaison:		
Practicum Agency:		
Practicum Address:		
Practicum Phone:	Fax:	Email:

Field Hours Required: Indicate which semester this schedule represents.

Advanced Field: Completion of <u>300</u> Hours per Semester	() Semester 1	() Semester 2
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Placement Schedule:

Date field practicum will begin:	Date field practicum will end:	
Day of Week	Daily Start Time	Daily End Time
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

**CHICAGO STATE UNIVERSITY
Master of Social Work Program**

REQUEST FOR CERTIFICATE OF INSURANCE COVERAGE/PROOF OF LIABILITY INSURANCE

Date: _____

Student Name: _____

Placement Type: _____ Foundation _____ Advanced _____ School SW _____ Post MSW

Dates field placement will begin: _____

Date field placement will end: _____

Agency Name:

Agency Address, City, State, Zip Code:

Name of Field Instructor:

Field Instructor Phone Number: _____

Field Instructor E-mail address: _____

Field Instructor Fax Number: _____

Name, title and mailing address of Administrator or Individual whom the certificate should be sent if not the Field Instructor:

Return completed form to Lolita Godbold Director of Field Education, email lgodbold@csu.edu or mail to 9501 S. King Drive/ SCI 11A, Chicago, Il. 60628 fax (773)821-2420. Phone: 773-995-2843 if you have questions.

**Chicago State University
Master of Social Work Program
Weekly Supervision Log**

Student _____

Email Address _____

MSW Providing Supervision _____

Email Address _____

Faculty Field Liaison _____

Please Check

- Foundation
- Advanced Direct Practice
- Advanced Program Planning and Administration
- Advanced School Social Work
- Post MSW PEL
- Fall Semester
- Spring Semester
- Year 20 ____

Students are expected to receive supervision at least 1x each week, for one hour. Please indicate the day, date and length of time for supervision received in the space provided below.

Supervision

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date							
Length							

Supervision Agenda Items (List 3. Can be derived from student, field instructor or both.)

1.	
2.	
3.	

Reflection of Tasks and Activities that support the development of Competencies.

Specifying the Competencies and discuss how the competencies and practice behaviors identified were addressed in practice. Please refer to the student learning plan. You can and are encouraged to discuss more than one in your reflection.

Competency or competencies Addressed

Reflection

Supervisor's Feed Back to Student regarding **Reflection of Tasks and Activities that support the development of Competencies.**

Student is to annotate in their own words.

Student Signature

Date

Supervisor Signature

Date

Optional: Student or Supervisor areas of progress, acknowledgements, growth, concerns, suggestions for growth or issues:

CSU MSW Program/ Role and Responsibility Matrix

	The Agency and Field Instructor	The Field Director	The Faculty Liaison	The Student
Learning Opportunity	Provide a range of educational experiences for the student learner that are commensurate with the educational needs, and professional goals of the student and the university.	Recruit and obtain affiliation agreements with agencies that will provide quality student learning opportunities. Identify alternative learning experiences.	Monitor the placement experience. Identify alternative experiences for learning.	Actively identify and pursue field assignments that will challenge and enhance the professional experiences of the student learner.
Instruction/Supervision	Assist students in meeting school/agency performance expectations. Provide supervisory field instruction to the student intern not less than one hour weekly. (Note: group supervisory field instruction may not substitute for individual supervisory field instruction).	May mediate any problems, crisis regarding supervisory field instruction.	Provide consultation to students and field instructors regarding educational experiences.	Actively pursue supervisory field instruction (including rescheduling missed appointments). Be prepared for supervisory field instruction meetings.
Credentials	Submit credentials of all personnel that may provide primary and adjunct supervisory field instruction to students. Notify the university immediately of staff changes that may impact the learning contract.	Review the credentials of potential field instructors to maintain academic program standards.	Report staff changes to the field director.	Notify the faculty liaison immediately of staff changes that may alter the learning contract.
Learning Contract	Actively participate in the development and construction of the learning contract. Field instructors should discuss available activities early in the field placement and assist student to match potential assignments to learning objectives. Notify the faculty liaison of modifications of the learning contract.	Meet with students to facilitate the selection of internship experiences that will meet the professional goals of the student and the MSW program. Utilize feedback to modify or clarify various aspects of the learning contract.	Provide consultation to the student and field instructor regarding the range of activities that meet the educational goals of the student and the MSW program.	Actively participate in the development and construction of the learning contract. Submit the learning contract by the required deadline. Notify the faculty liaison of modifications to the learning contract.
Evaluation	Provide timely feedback to students regarding progress and concerns. Assess student's learning style, learning needs, abilities and performance through supervisory field instruction, evaluation conferences, and in consultation with the faculty liaison.	Provide instruments to the field instructors that will be used to evaluate student progress. The field director will participate with the faculty liaison in conferences as appropriate. Use evaluation results to improve program.	Review student evaluations and determine student grades. Where necessary, the faculty liaison participates in the development of remediation contracts to insure student success.	Actively participate in the evaluation process through self-evaluations and self-monitoring of professional goals and responsibilities.

Chicago State University Master of Social Work Program Foundation and Advanced Placements

Foundation and Advanced Placements: Understanding the Difference

Our program prepares students for advanced social work practice that uses strength-based and family-centered principles in their approach to client systems. Please refer to the beginning of the Field Manual for a more detailed description of the Family Centered Perspective. Students may choose from: Family Centered Direct Practice, Program Planning and Administration, or School Social Work, as their advanced concentration.

Foundation placements take place during the first year and total 400 clock hours and advanced placements take place during the second year and total 550 hours. School Social Work placements total 600 clock hours. For part-time students, the foundation placement occurs during their second year and advanced placement during their third year.

Foundation placements are where students become socialized to the profession and develop an understanding of social work values, skills and ethics. This is also where students are provided an opportunity to apply the generalist model to practice as they assess and develop or enhance their beginning level practice skills with individuals, families, groups, communities and organizations. We recognize that not all settings provide such a wide range of opportunities but we expect that students and Field Instructors will be creative in identifying potential learning opportunities and utilize this model to conceptualize the work of the agency. The Faculty Field liaison and Field Director are prepared to assist in this process.

One of the most important things for Field Instructors to do is to help students “label their learning experiences.” Student should be able to articulate the practice principles and knowledge that informs their practice activities. This is true in foundation and advanced placements.

Advanced placements allow students to practice within their area of concentration where they are expected to take on more complex practice tasks, function more independently and demonstrate advanced skills in multi-system assessments and multi-modal interventions or program development. Advanced students are expected to be able to initiate some structured evaluation of practice research and understand and assess the impact of discrimination and oppression on client systems and advocate for change when possible.

Advanced- Program Planning and Administration includes but is not limited to the following activities: Program planning, evaluation, quality improvement, client satisfaction surveys, research, grant writing, fundraising, resource development, community assessment, needs assessment, board and volunteer development, strategic planning, public policy and advocacy, staff development, training, review and development of policies and procedures, development of manuals, project management, special events, attending board and other committee meetings, assisting in the preparation of annual and special reports. Students in this concentration are encouraged to apply the strengths-based family centered perspective to their own analysis and plan even if it is not specified in the agency of practice.

Advanced – Family Centered Direct Practice and School Social Work include but are not limited to the following: At this level, students should be able to utilize a variety of social work practice models and evaluate their utility and limitation with cases of greater complexity, integrate the strengths-based family centered approach to work with individuals and families, make effective use of interdisciplinary teams to accomplish case goals, collaborate effectively with identified constituents to accomplish goals, demonstrate mature professional judgment in planning and implementing collaborative interventions in the context of complex systems.

Foundation/Generalist Practice Sample Assignments Chicago State University Master of Social Work Program

Foundation placements are where students become socialized to the profession and develop an understanding of social work values, skills and ethics. This is also where students are provided an opportunity to apply the generalist model to practice as they assess and develop or enhance their beginning level practice skills with individuals, families, groups, communities and organizations. The following is a list of sample assignments:

Sample Learning Objective

Conduct Intake Assessments/Intake Sessions

Tasks/assignments

- Learn agency intake process via agency trainings, shadowing and/or supervision
- Complete agency intake process with clients, groups, families and individuals
- Discuss Agency Policies related to the provision of services
- Discuss client rights
- Discuss Confidentiality
- Interview Clients
- Identify ways the agency works with diverse populations
- Apply trauma-informed, family centered and urban context perspective in provision of services

Sample Learning Objective

Case Management

Tasks/assignments

- Interview client(s)/prepare a process recording
- Case Advocacy/Client Advocacy
- Information and Referral
- Use Ecomap
- Apply trauma-informed, family centered and urban context perspective in the provision of services

Sample Learning Objective

Enhance professional growth and development

Tasks/assignments

- Review NASW code of ethics and process application with supervisor
- Engage in role play with colleagues and or Field Instructor
- Participate in case staffings
- Meet with key staff in the agency to become familiar with their work
- Read agency policy and procedure manual and analyze a policy
- Identify learning style and discuss with Field Instructor
- Prepare for supervision meeting with Field Instructor weekly
- Attend practice oriented trainings offered by the agency and outside of the agency
- Observe/shadow Field Instructor or other colleagues at work and share observation with Field Instructor
- Utilize supervision to sharpen soft skills i.e. **communication** (written, oral, email, telephonic, memos etc.), **Teamwork, Adaptability, Problem Solving, Critical Observation, Conflict Resolution.**

Sample Learning Objective

Interventions, Counseling individual/group

Tasks/assignments

- Use Ecomap
- Co-facilitate a group with another student or other agency personnel
- Provide individual and group services to clients(i.e. counseling, life skills groups)
- Prepare agendas for supervision meeting with field instructor
- Observe/shadow Field Instructor or other placement personnel and share observations with Field Instructor
- Identify ways the agency works with diverse populations
- Identify what theories/models of practice are utilized most within the agency
- Collaborate with clients to establish a mutually agreed upon intervention/service plan
- Apply trauma-informed, family centered and urban context perspective in the provision of services.

Sample Learning Objectives

Become Familiar with the agency/school programs and services offered for individuals and groups served. Become familiar will referral process and acquisition of services.

Tasks/assignments

- Develop or update a resource directory for the agency or program
- Develop or update a resource manual for interns
- Develop an organizational chart for the agency or program
- Visit referral sites to get a first hand information and brochures for agency clients
- Tour the community and share impression with Field Instructor
- Review literature, gather articles and read about the agency/target population
- Meet with key staff in the agency to become familiar with their work
- Identify how the strength-based family centered mode is practiced within the agency
- Identify what theories/models of practice are utilized most within the agency
- Observe/shadow Field Instructor or other colleagues at work and share observations with Field Instructor
- Identify ways the agency works with diverse populations
- Identify how the agency programs/services tie back to the agency mission

Sample Learning Objectives

Participate in advocacy activities

Tasks/assignments

- Identify current funders of agency programs
- Research potential funders, visit the Donors Forum
- Engage in an advocacy initiative on behalf of a client or issue important to the agency
- Identify ways the agency works with diverse populations
- Identify how the agency programs/services tie back to the agency mission
- Conduct a single subject design research project, use findings for advocacy activities
- Write letter to legislature on behalf of the agency or client population
- Apply a trauma-informed, family centered and urban context perspective to advocacy activities

Sample Learning Objectives

Community Engagement

Task/Assignments

- Attend community meetings and discuss impressions with Field Instructor
- Attend agency board or committee meetings and discuss impressions with Field Instructor
- Develop or help edit a newsletter or brochure for the agency or program
- Attend/help with the Agency's Annual Meeting
- Attend/help with the Agency's fundraiser(s)
- Recruitment and outreach for target populations
- Identify how the agency programs/services tie back to the agency mission
- Co-facilitate, facilitate community focus groups
- Apply a trauma-informed, family centered and urban context perspective to advocacy activities

Sample Learning Objectives

Evaluation and Training related to series and programs

Task/Assignments

- Help with agency research project
- Prepare a training for the staff or clients on one key area
- Co-facilitate, facilitate consumer focus groups
- Observe/shadow Field Instructor or other colleagues at work and share observations with Field Instructor
- Identify what theories/models of practice are utilized most within the agency
- Conduct a single subject design research project, use findings for advocacy activities
- Research examples: client retention, number of clients who do not show for appointments, staff turn-over, review/analyze incident reports- should practice be changed based on information, number of restraints used in residential setting.
- Collaborate with clients to review/evaluate intervention/service plan adjust accordingly
- Utilize a standard measure to evaluate group interventions pre and post. Process findings with supervisor.
- Maintain a trauma-informed, family centered and urban context in evaluation and research activities

Advanced Practice Example Assignments

Chicago State University Master of Social Work Program

Advanced placements are where students build on the foundation and add rigor that requires the students to develop knowledge and skills for advanced social work practice. This is also where students are challenged to deal with practice situations of greater complexity requiring increased autonomy and analytical skills specific to the concentration. The following is a list of sample assignments:

Sample Learning Objectives

Psychosocial Assessments

Tasks/assignments

- Shadow and observe social workers, summarize experience during supervisory field instruction meeting
- Responsibly produce agency documents according to agency standards.
- Consistently use supervisory field instruction meeting to assess and acknowledge issues of identity and diversity.
- Integrate the use of evidenced based practice in the practice setting.
- Provides a clear explanation of confidentiality and privacy practices.
- Uses strengths based approach to assess clients or situations.
- Uses a formal assessment to collect, organize and interpret data
- Conduct assessments that integrate trauma-informed, family-centered practice in an urban context.

Sample Learning Objectives

Case management

Tasks/assignments

- Through rapport with client, create a plan that appreciates client uniqueness.
- Evaluate services to determine unmet need and recommend solutions to address needs.
- Consistently use supervisory field instruction meeting to assess and acknowledge issues of identity and diversity.
- Complete a process recording to examine a practice situation involving difference

Sample Learning Objectives

Interventions: Therapy, Individual, Family, Group

Tasks/assignments

- Through rapport with client, create a plan that appreciates client uniqueness.
- Consistently use supervisory field instruction meeting to assess and acknowledge issues of identity and diversity.
- Complete a process recording to examine a practice situation involving difference.
- Address self-awareness in supervisory field instruction meeting
- Conduct assessments that integrate trauma-informed, family-centered practice in an urban context.
- Create plans that integrate trauma-informed, family-centered practice in an, urban context.
- Participate in case staffing, review treatment/services plans and make adjustments as needed.
- Use supervisory field instruction to process case progression.
- Assess research findings and apply to practice.
- Integrate the use of evidenced based practice in the practice setting
- Considers all aspects of the client socially and emotionally in selecting appropriate intervention strategies.
- Provides individual counseling/therapy as defined by the treatment plan.
- Provides group or individual counseling /therapy that are responsive to clients' needs.
- Plan transitions and terminations as a part of the treatment/service process.

- Use role plays to practice engagement skills.
- Involves client in the development of goals of services/treatment.
- Provides a clear explanation of confidentiality and privacy practices.
- Evaluate agency services and recommend areas to enhance trauma-informed and family-centered practice.
- Evaluate community needs and recommend areas to enhance trauma-informed and family centered practice.

Sample Learning Objectives

Become Knowledgeable about the agency/school programs and services offered to population served. Become knowledgeable about process for referrals and acquisition of services.

Task/assignments

- Shadow and observe social workers, summarize experience during supervisory field instruction meeting
- Examine agency policy and procedure manual and organizational chart
- Attend agency trainings.
- Attend agency orientation.
- Become familiar with the professional culture of the agency and integrate within it.
- Responsibly produce agency documents according to agency standards.

Sample Learning Objectives

Participate in advocacy activities

Tasks/assignments

- Use assessment data to recommend services or interventions
- Meet with funders and potential funders of agency programs
- Research potential funders, visit the Donors Forum
- Engage in an advocacy initiative on behalf of a client or issue important to the agency
- Evaluate how the agency works with diverse populations
- Evaluate how the agency programs/services tie back to the agency mission
- Conduct a single subject design research project, use findings for advocacy activities
- Organize a plan to address legislature on behalf of the agency or client population
- Apply a trauma-informed, family centered and urban context perspective to advocacy activities
- Familiarize self with agency policies that govern the provision of services and discuss during supervisory field instruction meeting.
- Familiarize self with government policies that impact provision of services and summarize during supervisory field instruction meeting.
- Collaborates with clients, colleagues, community in some aspect of policy planning and advocacy that is relevant to them.

Sample Learning Objectives

Community Engagement, Community Development

Tasks/assignments

- Attend an advisory board meeting and summarize information gathered.
- Attend a community awareness event or meeting and summarize experience.
- Evaluate services to determine unmet need and recommend solutions to address needs.
- Create a needs assessment to evaluate client/community perception of available services
- Prepare an agency presentation to present to a community group.
- Prepare a program presentation to present to a community group.

Sample Learning Objectives

Program Evaluation/Evaluation of Practice

Tasks/assignments

- Evaluate services to determine unmet need and recommend solutions to address needs.
- Create a needs assessment to evaluate client/community perception of available services
- Analyze (agency, government) policy and its impact on services, clients, agency or community
- Use assessment data to recommend services or interventions
- Design a plan to evaluate practice in the field.
- Assess research findings and apply to practice.
- Integrate the use of evidenced based practice in the practice setting.
- Evaluate agency services and recommend areas to enhance trauma-informed and family-centered practice.
- Evaluate Participate in case staffing, review treatment/services plans and make adjustments as needed.

Sample Learning Objectives

Professional Growth and Development

Tasks/assignments

- Shadow and observe social workers, summarize experience during supervisory field instruction meeting
- Address self-awareness in supervisory field instruction meeting
- Examine agency policy and procedure manual and organizational chart
Attend agency trainings.
- Attend agency orientation.
- Prepare an agency presentation to present to a community group.
- Prepare a program presentation to present to a community group.
- Become familiar with the professional culture of the agency and integrate within it.
- Responsibly produce agency documents according to agency standards.
- Use role plays to practice engagement skills.
- Use supervisory field instruction to process engagement and rapport building.

**Foundation(Generalist)
Competencies and Component Behaviors
2015 EPAS**

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers;

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social Workers;

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social Workers;

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social Workers;

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

Competency 5: Engage in Policy Practice

Social Workers;

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social Workers;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social Workers;

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

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

Social Workers;

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

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

Social Workers;

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

Competency 10: Trauma-informed, family-centered, urban context

Social Workers;

- Use trauma informed lens to assess, intervene and evaluate practice
- Utilize a family-centered perspective in all aspects of social work practice
- Explores situational and complex dynamics of urban context and social work practice within this environment

Direct Practice Competencies and Component Behaviors

2015 EPAS

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers;

Develop and maintain relationships with clients/families/constituents within the person-in-environment, ecological, and strengths perspectives and **Apply** ethical decision-making skills to direct practice situations

Competency 2: Engage Diversity and Difference in Practice

Social Workers;

Engage and **maintain** competent and effective professional relationships with clients/families/constituents across a wide range of cultural, psychological, sociological, and philosophical perspectives

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

Social Workers;

Incorporate practice strategies that aim to facilitate empowerment and correct for structural social and internalized oppression and discrimination, including racism, sexism, homophobia, classism, and political and religious oppression

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social Workers;

Apply best practice standards and evidence-informed practice methods to guide practice and research implementation and evaluation

Competency 5: Engage in Policy Practice

Social Workers;

Integrate advocacy skills and strategies into direct practice activities that are aimed at developing and/or changing policies that impact clients/constituents

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

Social Workers;

Engage in a relationally based process with individual clients/families/constituents during assessment, intervention, and evaluation practice activities, applying individual, family dynamic, ecological, developmental, and bio-psycho-social-spiritual theoretical perspectives

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

Social Workers;

Apply family-centered, ecological and bio-psycho-social-spiritual frameworks in assessment and engagement of situations with clients/constituents and apply individual, family dynamic, ecological, developmental, and bio-psycho-social-spiritual theoretical perspectives in assessment and in designing and implementing practice intervention strategies, and in evaluating family-centered practice

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

Social Workers;

Develop and implement intervention strategies with clients/families/constituents that respond to client/family/constituent goals, and that effect changes in person-situation relationships and in ecological contexts. Apply individual, family dynamic, ecological, developmental, and bio-psycho-social-spiritual theoretical perspectives in assessment and in designing and implementing practice intervention strategies, and in evaluating family-centered practice

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

Social Workers;

Evaluate both process and outcomes of family-centered practice activities in collaboration with clients/families/constituents, utilizing competent evaluation methods and demonstrating change, apply individual, family dynamic, ecological, developmental, and bio-psycho-social-spiritual theoretical perspectives in assessment and in designing and implementing practice intervention strategies, and in evaluating family-centered practice

Competency 10: Strengths-based, Trauma-informed, Family-centered, urban context (Program Unique)

Social Workers;

Systematically **utilize and apply trauma-informed, family-centered perspectives and incorporation** of an **urban contextual perspective** in creating, analyzing and evaluating organized practice activities

Program Planning and Administration Competencies and Component Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers;

Conduct themselves professionally in their demeanor and communications and recognize the importance of professional conduct and of personal/professional development for practicing in community and organizational settings

Apply ethical standards and laws with organizations and communities; Advance effective and efficient social service and access to resources; apply ethical reasoning in promoting human rights and social justice in assessment, intervention and evaluation

Competency 2: Engage Diversity and Difference in Practice

Social workers;

Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations

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

Social workers;

Advocate for human and civil rights individually and collectively and incorporate evaluative measures of wellbeing that integrate improvements in social, economic, political and environmental realms

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers;

Apply best practice standards and evidence-informed research methods to develop and implement community and organizational interventions and evaluation

Competency 5: Engage in Policy Practice

Social workers;

Actively engage in the policy arena on behalf of community and organizational interests, working in collaborative efforts to formulate policies that improve the effectiveness of social services and the well-being of people, especially the most vulnerable

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

Social workers;

Engage with communities and organizations to provide leadership in organizing, planning, collaboration, sustainable development, and progressive and effective change with an understanding of social systems, cultural and political contexts.

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

Social workers;

Engage with communities, their constituencies, and organizations that serve them to assess and analyze community/organization capacities, strengths and needs, with an understanding of social systems, cultural and political contexts in assessment and planning.

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

Social workers;

Plan with communities and organizations to apply interventions with a variety of models, methods, strategies and tactics identified as appropriate to the local, regional, national, and international contexts and need for change, with an understanding of social systems, cultural and political contexts in designing and implementing practice intervention strategies.

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

Social workers;

Use participatory methods to involve community and organizational constituents in process and outcome evaluation of the effectiveness of interventions in order to recommend future actions with an understanding of communities and organizations as social systems and of the cultural and political contexts in evaluating family-centered practice

Competency 10: Strengths-based, Trauma-informed, Family-centered, urban context (Program Unique)

Social workers;

Systematically utilize and apply trauma-informed, family-centered perspectives and incorporation of an urban contextual perspective in creating, analyzing and evaluating community and organizational activities

**School Social Work Competencies and Component Behaviors
2015 EPAS
Aligned with Illinois State Board of Education Standards**

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers;

The competent school social worker understands the importance of developing and maintaining professional relationships within the educational setting and seeks opportunities to grow professionally.

The competent school social worker applies ethics in decision making and provides leadership to improve student learning and well-being.

Aligns to ISBE Standards

9 -Professional Conduct and Ethics

10 -Professional Development

Competency 2: Engage Diversity and Difference in Practice

Social Workers;

The competent school social worker effectively engages and maintains professional relationships with students, families and constituents from diverse cultural backgrounds and implements intervention strategies that facilitate effective social interactions, and learning.

Aligns to ISBE Standards:

2- Service Delivery

7- Learning Community

8-Diversity

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

Social Workers;

The competent school social worker effectively engages and maintains professional relationships with students, families and constituents from diverse cultural backgrounds and implements intervention strategies that facilitate effective social interactions, and learning.

Aligns to ISBE Standards:

2- Service Delivery

7- Learning Community

8-Diversity

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social Workers;

The competent school social worker uses evidence informed practice interventions and assessment and evaluation strategies to support the development of all students.

Aligns to ISBE Standards:
4-Assessment and Evaluation

Competency 5: Engage in Policy Practice

Social Workers;

The competent school social worker demonstrates an ability to apply policy and procedures, and advocacy skills to effectively respond to the needs of students, families and school systems.

Aligns to ISBE standards:
5- Consultation and Collaborative Relationships
6- Advocacy and Facilitation

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

Social Workers;

The competent school social worker develops consultative and collaborative relationships with colleagues, parents and the community to support student learning and well-being.

Aligns to ISBE standard:
5-Consultation and Collaborative Relationships

The competent school social worker uses ecological and developmental perspectives in formulating assessments and in the implementation of intervention and prevention strategies.

Aligns to ISBE standards:
1- Content
8- Diversity

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

Social Workers;

The competent school social worker understands assessment and evaluation strategies and uses them to support the development of all students.

Aligns to ISBE standard:
4-Assessment and Evaluation

The competent school social worker uses ecological and developmental perspectives in formulating assessments and in the implementation of intervention and prevention strategies.

Aligns to ISBE standards:
1- Content
8- Diversity

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

Social Workers;

The competent school social worker utilizes a variety of intervention and prevention strategies that support and enhance the student’s educational and emotional development

Aligns to ISBE standard:

2-Service Delivery

The competent school social worker uses ecological and developmental perspectives in formulating assessments and in the implementation of intervention and prevention strategies.

Aligns to ISBE standards:

1- Content

8- Diversity

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

Social Workers;

The competent school social worker understands various assessment and evaluation strategies and uses them to support the development of all students.

The competent school social worker uses ecological and developmental perspectives in formulating assessments and in the implementation of intervention and prevention strategies.

Aligns to ISBE standards:

1- Content

8- Diversity

Competency 10: Strengths-based, Trauma-informed, Family-centered, urban context (Program Unique)

Social Workers;

The competent school social worker systematically utilizes and applies trauma-informed, family-centered, perspectives and incorporation of an urban contextual perspective in creating, analyzing and evaluating organized practice activities designed to support students’ educational and emotional development.

CHICAGO STATE UNIVERSITY
Master of Social Work Program

REMEDICATION PLAN

Student's Name:

Field Instructor:

Agency/School:

Date of Conference:

Faculty Liaison:

Summary of Concerns Identified:

Strategies that have been attempted:

Specific recommendations to remediate identified concerns: (Criteria to meet satisfactory performance should be explicitly identified):

Signatures:

Student

Date:

Field Instructor

Date:

Faculty Liaison

Date:

Remediation Plans are subject to the approval of the Department Chair or the Director of Field Education.

Date of Progress Conference:

Outcomes:

NASW Code of Ethics

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.

5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

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

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

Ethical decision making is a process. 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.

Ethical Principles

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

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

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

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

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

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

IX. 1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so

advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

(e) Social workers 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 the clients' 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 other people 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 Awareness and Social Diversity

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

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

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. 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) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. 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 semi-public 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 websites 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 clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) 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.

X. 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.

XI. 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.

XII. 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 the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional

credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

XIII. 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.

XIV. 6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

COURSE REQUIREMENTS

The Department of Social Work offers a 60-credit-hour Master of Social Work (M.S.W.) degree program on a full-time (two academic years) or part-time (three or four academic years) basis. The course requirements for the two-year and three-year programs of study are set forth below. These models are subject to revisions.

Full Time Sample Program Model

First Semester (Fall) 15 hours

SW 5410 Social Welfare Policy I
SW 5416 Diversity and Social Work Ethics
SW 5420 Human Behavior in the Social Environment I
SW 5430 Integrated Methods
SW 5460 Field Practicum and Integrative Seminar I

Second Semester (Spring) 15 hours

SW 5421 Human Behavior in the Social Environment II
SW 5431 Community Practice
SW 5432 Family Support and Development
SW 5440 Social Work Research Methods I
SW 5461 Field Practicum and Integrative Seminar II

Third Semester (Fall) 15 hours

SW 5411 Social Welfare Policy II: Families and Children
SW 5441 Social Work Research Methods II
Elective: 1
SW 5462 Field Practicum and Integrative Seminar III
(Choice of 1 based on concentration)
SW 5433 Advanced Family- Centered Intervention
SW 5452 Not For Profit Management
SW 5471 Advanced School Social Work Practice I

Fourth Semester (Spring) 15 hours

Elective: 2
Elective: 3
SW 5463 Field Practicum and Integrative Seminar IV
SW 5490 Capstone Seminar
(Choice of 1 based on concentration)
SW 5434 System Intervention for Families and Children
SW 5451 Program Planning
SW 5472 Advanced School Social Work Practice II

Total 60 hours

Part Time Sample Program Model

First Semester (Fall) 6 hours

SW 5410 Social Welfare Policy and Services I
SW 5420 Human Behavior in the Social Environment I

Second Semester (Spring) 6 hours

SW 5421 Human Behavior in the Social Environment II
SW 5431 Social Work Practice II Community Practice

Third Semester (Summer) 6 hours

SW 5411 Social Welfare Policy and Services II
Elective: 1

Fourth Semester (Fall) 9 hours

SW 5416 Diversity, Values and Social Work Ethics
SW 5430 Social Work Practice I: Integrated Methods
SW 5460 Field Practicum and Integrative Seminar I

Fifth Semester (Spring) 9 hours

SW 5432 Family Support and Development
SW 5440 Social Work Research I
SW 5461 Field Practicum and Integrative Seminar II

Sixth Semester (Summer) 6 hours

Electives: 2

Seventh Semester (Fall) 9 hours

SW 5462 Field Practicum and Integrative Seminar III
SW 5441 Social Work Research II
(Choice of 1 based on concentration)
SW 5433 Family Centered Intervention
SW 5452 Not For Profit Management
SW 5471 School Social Work Practice I

Eighth Semester (Spring) 9 hours

SW 5463 Field Practicum and Integrative Seminar IV
SW 5490 Capstone Seminar
(Choice of 1 based on concentration)
SW 5434 System Intervention for Families/Children
SW 5451 Program Planning
SW 5472 School Social Work Practice II

Total 60 hours

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