



**Texas State University-San Marcos**

**SCHOOL OF SOCIAL WORK**

*College of Applied Arts*

**FIELD INSTRUCTION MANUAL 2013**

**This Manual is dedicated with thanks to our  
hard-working agency-based Field Instructors,  
who give of themselves to help  
educate the next generation of social workers!**

**Texas State University-San Marcos  
School of Social Work  
FIELD INSTRUCTOR MANUAL**

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## Texas State University-San Marcos

Texas State University-San Marcos is a state-supported institution of higher learning. It is located in an ethnically and culturally diverse region in San Marcos, a small community of about 50,000 between Austin and San Antonio. Texas State University has gradually grown from a small teacher preparation institution to the sixth largest public university in Texas with an enrollment of over 36,000 undergraduate and graduate students.

Established in 1899 as Southwest Texas State Normal School, the legislature broadened the institution's scope and changed its name to reflect its expansion. In 1923, it was designated Southwest Texas State Teachers College; in 1959, the name was changed to Southwest Texas State College; and in 1969, the name was changed to Southwest Texas State University. In 2003, the Texas Legislature changed the name to Texas State University-San Marcos, effective September 1<sup>st</sup>.

Texas State University-San Marcos is part of the Texas State University System and is governed by two boards, a nine-member Board of Regents and the Texas Higher Education Coordinating Board. The Texas Higher Education Coordinating Board provides oversight for all state-supported universities in Texas. Institutional policy must comply with state educational policy as interpreted by both boards.

### **University Mission**

Throughout its rich history, Texas State has responded to the changing needs of our state. Today, Texas State is a comprehensive, culturally diverse university seeking designation as a Hispanic-Serving university that offers undergraduate and graduate instruction to citizens across Texas, as well as those from other states and nations. Texas State is also a metropolitan university, providing special service to the greater Austin-San Marcos-San Antonio region. Although the teaching-learning experience, supported by research and creative activity, is the heart of Texas State, we also encourage involvement in extra curricular activities and the development of leadership. We teach the skills that will prepare students as leaders for tomorrow's careers, and we introduce them to ideas and experiences that will broaden their lives forever as we pursue the following purposes:

### **Undergraduate Education**

To provide undergraduate students with a broad base of knowledge, college-level competencies, and specialized courses of study selected from a comprehensive range of undergraduate programs.

### **Graduate Education**

To provide graduate students the opportunity to expand their knowledge in a variety of specialized programs through research, creative expression, and advanced study.

### **Scholarship**

To contribute to the greater body of knowledge in specific disciplines through research, scholarship, and creative expression.

### **Service to State and Community**

To serve as a professional, educational, and cultural resource to the local area and the larger community by providing consultation, advice, and special services.

### **Enriched Learning Community**

To develop a technology-enhanced learning community reflecting the rich diversity of the state.

### **Campus Environment**

To sustain an environment for learning and professional development that is supportive, inclusive, and welcoming.

### **Personal Growth**

To develop the full potential of each individual.

We fulfill this mission by adopting goals and implementing strategies that we identify in Texas State's Strategic Plan. We demonstrate our accountability through careful assessment and continuous improvement.

### **Statement of Core Values**

The faculty, staff and students affirm that our University exists to enrich our minds and to humanize our hearts so that we may contribute to the betterment of humanity. We are dedicated to providing a curriculum and educational experience that develop our capacities, not only to analyze critically and think creatively, but to also reason ethically and feel compassionately. To guide us as we learn to evaluate consequences of our actions – not to indoctrinate either intellectually, morally, or religiously – we articulate the following core values:

- *The lifelong pursuit of academic excellence:* We value the seeking of knowledge, including the freedom to engage in meaningful debate and the responsibility to continually explore new possibilities for learning.
- *The nurturing of individuals:* We value the opportunity to develop the potential of every individual of our diverse community.
- *The cultivation of character:* We value the modeling and teaching of honesty, integrity, diligence, courage, compassion, fairness, and respect.
- *A continuing process:* We see the articulation of this statement as ongoing. Its publication should serve to keep dialogue continually alive.
- Through our shared vision and common values, we seek to accomplish our critical university mission.

## College of Applied Arts

### Mission Statement

The mission of the College of Applied Arts is to prepare undergraduate and graduate students for careers through programs of high quality in academic, professional and technical areas; to further faculty experience in teaching supported by quality scholarship; and to enhance our involvement with local, state, national and international constituencies. We do this by providing students with opportunities to collaborate with faculty, engage themselves with the community through internships, research and classroom projects.

## The School of Social Work

Social work has been part of the University's curriculum since the first social work course was offered in the School of Sociology in 1975. Initially, social work was offered as a sequence in the sociology major. Later it developed as an academic minor, and eventually expanded into an academic major. The Bachelor of Social Work (BSW) program was first accredited by the Council on Social Work Education in 1978, with reaffirmation of accreditation offered in 1985 and 1992. The MSW program was authorized by the Texas Higher Education Coordinating Board in the Fall of 1994 (having earlier been authorized by the Texas State University System Board of Regents) with instruction to begin in the Fall of 1995). The MSW Program received accreditation by CSWE in 2000, and the BSW Program received reaffirmation that same year. The MSW Program received reaccreditation again in 2004, and the BSW Program also received reaffirmation that same year. Both the BSW and MSW Programs are scheduled for the reaffirmation process in 2012.

In the 1970's in order to facilitate grant administration and initial CSWE accreditation, the social work program was administratively organized as an academic institute within the School of Sociology and Anthropology, named in honor of Walter Richter in the early 1980's, the Walter Richter Institute of Social Work (WRISW). In Fall 1995, WRISW became the School of Social Work and continues to honor Walter Richter by establishing the Walter Richter Institute of Social Work Research. The School is located within the College of Applied Arts. Within this College, the School has its own Director, MSW Coordinator, BSW Coordinator, Field Coordinator, Assistant Field Coordinator, faculty, budget, and support staff. The Chair is directly responsible to the Dean in all matters. The Coordinators of Field, and of the BSW and MSW Programs, the social work "senior faculty" (i.e., tenured faculty), other social work faculty, and staff comprise the major decision-making body for academic issues relating to social work education at Texas State University.

As noted above, the Social Work Research Institute at Texas State University-San Marcos is named in honor of Mr. Walter Richter, a man who dedicated his life to public service on behalf of the disadvantaged. Some of his many accomplishments include

service as a State Senator of Texas and Regional Director of the Office of Economic Opportunity, Director of the State Program on Drug Abuse, Executive Director of the Gonzales Warm Springs Foundation, and Chair of the Texas Delegation to the White House Conference on Children and Youth. Mr. Richter's career and personal philosophy embodied an approach to social problems that emphasized changing the structure of society and institutions in order to improve the lives of people. Prior to his death, he met regularly with social work students, faculty, and staff to share his ideas, and he served as a longtime member of the School's Advisory Board.

### **Mission of the School of Social Work**

The School of Social Work at Texas State University-San Marcos aims to educate skilled, ethical social workers who can effectively augment and lead human service efforts to enhance human well-being, alleviate poverty, and strengthen social justice. Partnering with diverse groups, the School intends to create and refine effective consumer-oriented intervention strategies, innovative organizational structures, and accessible social work educational endeavors. These efforts, reflecting shared responsibilities between public entities and private concerns, focus on serving people across the life span, particularly vulnerable, marginalized, and often forgotten people who are typically aided by public agencies.

The health and well-being of children and families across the life span are crucial to creating a compassionate, productive society. Therefore, the School educates students and supports faculty for leadership roles in developing more effective, innovative, and consumer-oriented services and organizations that reflect shared responsibilities between public entities and private concerns. To accomplish its mission, the School partners with diverse organizations and disciplines in the university, the community, the state, and the nation to enhance the well-being and productivity of the most disadvantaged members of society, including vulnerable children and their families.

This mission is fully consistent with the mission and goals of Texas State University-San Marcos, the Graduate School, and the College of Applied Arts. The fundamental goal of the School of Social Work is to prepare two levels of social work graduates in accordance with the standards approved by the Council on Social Work Education. These two levels are (1) BSW students who we prepare for professional entry-level generalist social work practice and (2) MSW students who we prepare for advanced, specialist practice in either Direct Practice or Administrative Leadership.

### **School of Social Work Program Goals**

#### **1. Comprehensiveness**

The School will graduate baccalaureate social workers who can function competently using the generalist framework with systems of all sizes, and will graduate master-level social workers who can apply the generalist perspective to advanced specialized direct practice or administrative practice with systems of all sizes.

#### **2. Reasoning and Valuing**

The School will graduate social work practitioners who employ critical thinking and lucid self-assessment; understanding of professional history; ethical, value-based sensibilities; and scientific and creative processes to engage in competent, value-based social work with diverse clients and client groups in various settings.

### **3. Dimensions of Human Development**

The School will graduate social work practitioners who comprehend, based on a broad array of liberal arts concepts and research knowledge, the needs of people (particularly the most vulnerable members of society), who grasp the ways those needs affect people's behaviors, and who can plan and implement effective practice methodologies to foster productive behaviors and ways of thinking.

### **4. Diversity and Justice**

The School will produce graduates who appreciate and respect the amazing diversity of the human family, who grasp how that diversity is reflected in the families and organizations that people create, who embrace diversity as a strength, who value social justice, and who ethically lead the struggle to foster a compassionate, productive, non-discriminatory society.

### **5. Acquiring and Refining Skills**

The School will graduate practitioners who employ theoretically-sound, evidence-based interventions and communication techniques, who use supervision efficiently to improve their practices, who are prepared to evaluate and refine their methodologies, who are knowledgeable consumers and producers of research, and who are life-long professional learners.

### **6. Professional Leadership**

The School will produce leaders and competent organizational citizens who, because they understand the historical and contemporary contexts of social work, can develop innovative, humane, consumer-oriented policies and systems, can advocate for marginalized populations, and can build bridges between public entities, private concerns, and various disciplines to improve the well-being and productivity of people, particularly the most neglected members of society.

## **BSW Program & Definition of Generalist Practice**

The overall purpose of the Bachelor of Social Work program is to prepare students for entry-level professional generalist social work practice. In accordance with the values of the social work profession, generalist practitioners use an eclectic knowledge base in differentially applying techniques and skills to problem solving with ethnically and culturally diverse individuals, families, groups, organizations and communities. The public sector mission of the School of Social Work is operationalized through the BSW Program Goals that inform all aspects of the curriculum and shape policies and procedures relating to faculty, staff, students, and relationships with constituencies external to the university. The goals of the BSW program are as follows:

1. ***Taking Professional Responsibility:*** Students will demonstrate responsibility for their actions guided by professional values and ethics as articulated in the NASW Code of Ethics, and by law, using the Texas State Social Workers Examiners Code of Ethics;
2. ***Thinking Professionally:*** Students will be proficient in expressing and applying ethical sensibilities, in understanding the effects of history on modern events, and in employing critical and creative thinking skills to address issues affecting clients, client groups, and professional concerns;
3. ***Analyzing Human Development:*** Students will grasp the nature and course of human growth, will be accurate in analyzing human development using a variety of theoretical frameworks, and will apply this knowledge to systems of all sizes;
4. ***Seeking Tolerance and Justice:*** Students will explain, assess, and appreciate human diversity, and will articulate and apply principles of social justice as they apply to the human experience in all its complexity;
5. ***Refining Practice:*** Students competently employ research, evidence-based interventions, and communication techniques to enhance, evaluate, and refine their practice and to contribute to the knowledge base of social work;
6. ***Humanizing Services:*** Students will link people with resources, and will participate in devising, developing, and advocating for innovative, humane, consumer-driven services and policies;
7. ***Pursuing Excellence:*** Students will evaluate their professional growth, participate appropriately in supervision, engage in activities beneficial to the profession, and demonstrate commitment to life-long professional development;

The social work generalists who graduate from Texas State University-San Marcos are educated in the knowledge, skills, and values, necessary for focusing on the interface between persons and their environment and using multi-method interventions with multilevel client systems. A generalist practitioner also promotes effective and humane operations of social systems and contributes to the development of social policy and change. At the conclusion of SOWK 4645 & 4650, the capstone courses in the BSW undergraduate program, students are expected to be able to integrate and apply their liberal arts, supportive social science, and social work knowledge as an entry-level practitioner.

### **Generalist Practice**

A majority of the School's graduates enter practice in Texas. Thus, the special needs of the Southwestern region of the United States and the state of Texas help shape our definition of generalist social work practice. Texas, a rapidly changing state with an ethnically and culturally diverse population, has a historic tradition of stressing the importance of self-reliance and individualism coupled with a history of discrimination

against ethnic minority groups. One result has been the development of public institutions that are often under funded and relatively unresponsive to the needs of economically and otherwise disadvantaged members of society. In this context, we define generalist practice as practice that accommodates diversity of human beings and human need in a changing and sometimes oppressive environment.

The majority of the School of Social Work BSW graduates provide generalist social work services to individuals, families, and groups in public social welfare agencies. Their purposes are to enhance the problem-solving and coping capacities of individuals, families, and groups, and to link people with systems that provide needed resources, services, and opportunities. They contend with organizational, community, and societal constraints to services on a regular and ongoing basis. Some work in administrative and planning positions. All must understand the impact of larger systems on their personal and professional lives, as well as the lives of their clients.

### **Knowledge & Skills**

Generalist social work practice is guided by integrative perspectives/theories that includes a strength-based, systems perspective, emphasizing the person-in-environment, and human diversity and developmental theories. Generalist social work practitioners use an eclectic knowledge base in differentially applying appropriate techniques and skills to problem solving with ethnically and culturally diverse individuals, families, groups, organizations, and communities. The generalist is required to develop the skill to simultaneously assess each problem from micro, mezzo, and macro perspectives. Generalist practice also requires the ability to plan intervention and to appropriately intervene by utilizing micro, mezzo, and macro goals, skills, and activities.

The BSW social work generalists who graduate from Texas State University function primarily as professionals who provide direct services to client systems. They often use basic micro and mezzo skills, such as interviewing and group leadership, with colleagues and decision makers to impact on organizational and community change. Performing these functions requires knowledge of individual behavior and small group dynamics in the context of the larger social environment and micro and mezzo level skills, such as problem solving with and for individuals and small groups.

Generalist social work practitioners promote the effective and humane operation of societal systems to prevent and ameliorate problems. They must be capable of implementing existing programs and policies, changing them, or developing new ones. They are involved in advocating for the empowerment of individuals, groups, and communities within larger systems and for social action to change these systems when they are inhumane or unjust.

A sound understanding of organizational structure and effective macro intervention techniques, such as planning and implementing programs is essential. They must be grounded in large systems content in order to be effective. Generalist social work practitioners also contribute to the development and improvement of social policy.

Knowledge of institutional and legislative processes and skills in changing social policy are required of all generalist social workers for them to be effective in these activities.

### **Values**

Knowledge and skills utilized by generalist social work practitioners must be used in accordance with the values of the social work profession as embodied in the *National Association of Social Workers' Code of Ethics*. English and Spanish versions of the NASW Code of Ethics can be downloaded from the NASW website at [www.naswdc.org/pubs/code/default.asp](http://www.naswdc.org/pubs/code/default.asp) Generalist practice requires the ability to work with all types of people experiencing any type of problem. All social workers must adhere to the principle that people are entitled to respect, self-determination, and social justice.

A well-educated generalist practitioner understands that these values apply across all systems levels. In fact, this criteria is expressed in the *National Association of Social Workers' Code of Ethics*, which specifies that a social worker has professional responsibility to clients, colleagues, employers and employing organizations, the social work profession, and society. The social work program infuses content on values and ethics into the curriculum across all content areas. BSW students are also expected to abide by the Texas State Board of Social Worker Examiners' Code of Conduct that can be downloaded in both English and Spanish from [www.dshs.state.tx.us/socialwork/sw\\_conduct.shtm](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)

### **Summary**

The goal is to prepare students for entry-level professional generalist social work practice. We accomplish this by building professional core curriculum on a broad liberal arts/general studies foundation that emphasizes integration of that foundation with fundamental social work knowledge, professional skill development, and social work values. We teach the generalist perspective that views any potential or existing problem simultaneously from the micro, mezzo, and macro perspectives and focuses on the interface between the individual and the environment. Generalist social work practice is conceptualized as a problem solving process guided by integrative perspectives that include social systems, life-span development, and by the particular needs of the diverse population of this region.

Generalist social work suggests specific skills, roles, and values that are the core of the profession. Data collection, assessment, planning intervention, intervention, termination/disengagement, and evaluation are skills common to all generalist social workers independent of field of practice, client system level, or target system.

Knowledge, skills, and values combine to shape professional competencies, conceptions of professionally appropriate roles, and conceptions of the professional self. These are translated into educational objectives and behavioral competencies, the attainment of which operationally define our notion of the BSW generalist social worker.

### **BSW Degree Requirements**

The social work curriculum is based on and interwoven with the liberal arts/general studies foundation consisting. The major in Social Work does not require the student to have a minor. The BSW course descriptions are located in Appendix VII. Progress through the social work program consists of three phases. No student is ruled out of any phase of the program on the basis of physical handicap. Students may be advised to consider another major when they apply for admission to Phase II or any point after admission if they lack the emotional or mental stability, adequate communication skills, interpersonal relationship skills, or the level of self-awareness necessary to pursue a social work career as judged by the social work faculty. Criteria used by the faculty to make such judgments include: instructors' evaluation of a student's adherence to the National Association of Social Workers' Code of Ethics; instructors' evaluations of student's performance in a course or internship.

### **Phase I:**

**(Pre-Social Work Major)** Any student may declare a pre-social work major. Social Work pre-majors may enroll in Social Work 1350 (Introduction to Social Work), and SOWK 2375 (Social Services in the Community), Social Work elective courses and general studies/liberal arts foundation courses. Social work pre-majors should complete most of their general studies/liberal arts courses before applying for admission to Phase II of the social work major. Applicants must have attained a minimum of 2.50 overall GPA and a minimum 2.75 GPA in Social Work and supportive Social Science courses to be eligible to apply for Phase II.

### **Phase II:**

**(Social Work Major)** Admission into Phase II requires that the student submit a formal application. Applicants will be screened by an admissions committee and informed in writing of the decision. Academic record and suitability for social work practice will both be considered. Possible decisions are admission, conditional admission, or denied admission. Upon admission into Phase II of the BSW program, a student's formal academic major is converted from Pre-Social Work to Social Work. An official degree outline is part of the application. Admission into Phase II does not guarantee permission to remain in it. Majors' progress will be assessed each Fall and Spring semester by the Social Work faculty. Retention requires that the student maintain her or his minimum grade point average (GPA). Students must also earn a minimum grade of "C" in each Social Work course and each supportive social science course. Majors must also demonstrate adherence to the NASW Code of Ethics and TSBSWE Code of Conduct, emotional/mental stability, adequate communication skills, interpersonal relationship skills, and level of self-awareness necessary to pursue a social work career.

### **Phase III:**

**(Internship)** Students who have completed all required courses for the BSW degree, excluding SOWK 4645 and 4650 (Field Practicum), and who have met all the requirements noted above may apply for internship. They must also have applied for a degree summary through the Advising Center of the College of Applied Arts. Application for internship is made with the Office of Field Practicum. Students may not repeat SOWK 4645 or SOWK 4650. Students are strongly encouraged to take SOWK

4645 and SOWK 4650 simultaneously since the internship hours (500) at the agency require a full-time commitment to the agency that precludes taking any other courses. Under exceptional cases, students may choose to complete their internship on a part-time basis by taking two semesters of concurrent internship SOWK 4645 the first semester and SOWK 4650 the second semester.

**BSW Degree Plan & Course Descriptions:** The BSW course descriptions are located in Appendix IV and the BSW degree plan is located on the School's website at [www.socialwork.txstate.edu/](http://www.socialwork.txstate.edu/)

## MSW Program

The particular needs of the Southwestern region and the state of Texas have shaped the curriculum employed to achieve the MSW Program Goals. Rapid social and economic changes in this region, the country, and internationally are creating the need for more social services with less funding. Texas has a culturally and ethnically diverse population that requires public sector institutions that are equipped to respond appropriately. Specifically, the curriculum emphasizes preparation of practitioners for service to diverse clients through the public sector. Knowledge, skills, and commitment to advocacy and leadership for change are conceptualized as basic to social work practice regardless of specialization.

Knowledge and commitment to social justice and professional ethics as articulated in the National Association of Social Workers (NASW) Code of Ethics and the Code of Conduct of the Texas Board of Social Worker Examiners are also basic to professional social work practice. The public sector mission of the School of Social Work is operationalized through the MSW Program Goals that inform all aspects of the curriculum and shape policies and procedures relating to faculty, staff, students, and relationships with constituencies external to the university. The goals of the MSW program are as follows:

1. ***Taking Professional Responsibility:*** Students will demonstrate responsibility for their actions guided by professional values and ethics as articulated in the NASW Code of Ethics, and by law, using the Texas State Social Workers Examiners Code of Ethics;
2. ***Thinking Professionally:*** Students will be proficient in expressing and applying ethical sensibilities, in understanding the effects of history on modern events, and in employing critical and creative thinking skills to address issues affecting clients, client groups, and professional concerns;
3. ***Analyzing Human Development:*** Students will grasp the nature and course of human growth, will be accurate in analyzing human development using a variety of theoretical frameworks, and will apply this knowledge to systems of all sizes;
4. ***Seeking Tolerance and Justice:*** Students will explain, assess, and appreciate human diversity, and will articulate and apply principles of social justice as they apply to the human experience in all its complexity;
5. ***Refining Practice:*** Students competently employ research, evidence-based interventions, and communication techniques to enhance, evaluate, and refine their practice and to contribute to the knowledge base of social work;
6. ***Humanizing Services:*** Students will link people with resources, and will participate in devising, developing, and advocating for innovative, humane, consumer-driven services and policies;

7. ***Pursuing Excellence:*** Students will evaluate their professional growth, participate appropriately in supervision, engage in activities beneficial to the profession, and demonstrate commitment to life-long professional development;

***7a. Honing Direct Practice Expertise:*** Direct Practice students apply advanced knowledge and skills of direct practice, students will analyze, intervene, and evaluate – with a high degree of autonomy and proficiency – in order to improve the well-being of vulnerable populations;

***7b. Honing Administrative Leadership Expertise:*** Administrative Leadership students apply knowledge and skills of administrative leadership, students will analyze, intervene, and evaluate – with a high degree of autonomy and proficiency – in order to improve the well-being of vulnerable populations.

### **Values**

Knowledge and skills utilized by MSW practitioners must be used in accordance with the values of the social work profession as embodied in the *National Association of Social Workers' Code of Ethics*. English and Spanish versions of the NASW Code of Ethics can be downloaded from the NASW website at [www.naswdc.org/pubs/code/default.asp](http://www.naswdc.org/pubs/code/default.asp) Social work practice requires the ability to work with all types of people experiencing any type of problem. All social workers must adhere to the principle that people are entitled to respect, self-determination, and social justice. A well-educated MSW practitioner understands that these values apply across all systems levels. In fact, this criteria is expressed in the *National Association of Social Workers' Code of Ethics*, which specifies that a social worker has professional responsibility to clients, colleagues, employers and employing organizations, the social work profession, and society. The social work program infuses content on values and ethics into the curriculum across all content areas. MSW students are also expected to abide by the Texas State Board of Social Worker Examiners' Code of Conduct that can be downloaded in both English and Spanish from [www.dshs.state.tx.us/socialwork/sw\\_conduct.shtm](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)

## **The MSW Curriculum**

The purpose of the MSW program is to prepare graduates for advanced, specialized professional social work in direct practice or administrative leadership. The program is particularly responsive to experienced practitioners and/or administrators who are currently employed in the public sector and who desire an MSW degree for career advancement. The MSW curriculum complies with Council on Social Work Education (CSWE) requirements, and is fully accredited.

The MSW Program offers regular and advanced standing tracks as well as full-time and part-time study. The regular track for full-time students consists of a two-year (five semester) program with 62 hours of course work. The advanced standing program consists of 36 hours of course work organized across one calendar year of three

semesters. Students committed exclusively to part-time study should expect to spend four years in the regular track or two years in the advanced standing track in pursuit of the MSW degree.

The first year curriculum in the regular track focuses on the generic knowledge and skills required for generalist social work practice, while the second year focuses on specialized practice. During the second year of the regular program, or in the advanced standing program, students select a concentration of study - either (a) direct practice with individuals, families, and groups or (b) administrative leadership.

### **Degree Requirements**

Regular admission students must complete a total of 62 credit hours to receive the MSW degree. These include the following: core requirements (41 hours), concentration electives (15 hours), and unrestricted electives (6 hours). Advanced standing students must complete a total of 36 credit hours. These include the following: core requirements (15 hours), concentration electives (15 hours), and unrestricted electives (6 hours).

**MSW Curriculum & Course Schedule:** Course descriptions may be found in Appendix V. The MSW Program Course Schedule is located at the School's website:

[www.socialwork.txstate.edu/](http://www.socialwork.txstate.edu/)

### **Structure of MSW Field Practicum Courses**

The MSW field practicum consists of two separate field practicum experiences. The first experience is called Foundation Field, with enrollment in SOWK 5410 Foundation Field I and SOWK 5411 Foundation Field II in the Spring semester. Structurally, the student is "in the field" approximately 30-32 clock hours per week during the Spring semester while concurrently enrolled in two Foundation courses (SOWK 5316 & SOWK 5318). The Foundation student is required to complete a total of 500 clock hours. Each of these courses provides 4 semester credit hours (SCH) for a total of 8 SCH.

The full-time student's Concentration (Direct Practice, SOWK 5612 & 5613, or Administration Leadership, SOWK 5622 & 5623) Field Practicum is in his/her last semester. The field sequence is based on a block field experience that requires students be in field approximately 40 hours a week during a 15 week semester (total of 600 clock hours).

The part-time student's Concentration Field Practicum is in her/his Spring and Summer or Summer and Fall semesters of the fourth year. The concurrent experience is a 20-clock hour per week over two semesters. The student will complete 300 hours over each semester for a total of 600 clock hours. The student can elect to go full-time and do a block placement of 600 hours in the Spring or Summer semesters. Each of these courses provides 6 SCH, for a total of 12 SCH.

## **Field Practicum Organizational Structure**

### **Administration**

The MSW Field Practicum is administered by the Office of Field Practicum, whose Coordinator is responsible to the Director of the School of Social Work. The Social Work Faculty is the School's primary governing body and approves all policies pertaining to the field practicum curriculum.

The Field Coordinator is the chair of the Field Curriculum Committee. Faculty and faculty liaisons may be appointed as members of this committee. The Field Curriculum Committee is responsible for oversight of the field practicum curriculum, and recommends curriculum changes to the BSW Curriculum Committee. Faculty members serve in liaison capacity to students and Field Instructors at the agency. Finally, numerous agencies and their social work staff serve as field placement sites and instructors, thus providing the invaluable supportive core of the field instruction program.

### **Office of Field Practicum**

The Office of Field Practicum is composed of a Field Coordinator, an Assistant Field Coordinator, Faculty Liaisons, an Administrative Assistant, and work-study students.

### **Field Coordinator**

Primary responsibilities of the Coordinator include the following:

- Process, review, and assess applications of new agencies for possible affiliation with the School of Social Work;
- Oversee the development of field practicum sites;
- Initiate the affiliation process with agencies;
- Review and assess currently affiliated agencies;
- Process, review and assess applications of new Field Instructors;
- Develop and maintain resources by which students may become familiar with available agencies and fields of practice;
- Plan and implement the process for student assignments to field practicum, and oversee the assignment of students to agencies;
- Consult with students and, when necessary, with faculty, and/or Field Instructors in selection of placements;
- Organize and conduct field practicum meetings and seminars for students, Field Instructors and faculty;
- Design, review, and revise supplemental materials such as the field practicum manual, field forms and field directories;
- Consult with faculty and make liaison assignments;
- Consult with Faculty Liaisons regarding individual student problems, and/or request for change of placement;
- Consult individually with Faculty Liaisons and students as they require direction or support in negotiating and completing field practicum course requirements;
- Convene and chair the Field Curriculum Committee;
- Plan for seminars, workshops, and recognition events for Field Instructors;
- Design and implement an ongoing evaluation program for field practicum to ensure that learning objectives are met;

- Consult with social work faculty regarding student's academic, professional, and personal readiness for field practicum;
- Represent the School of Social Work in Texas-Field Educators Consortium (T-FEC);
- Supervise and conduct agency liaison activities.

**Primary responsibilities of the Assistant Field Coordinator include the following:**

- Facilitate and participate in the planning of Field Instructor Workshops and Pre-Field Orientations for students;
- Participate in the field placement processes with prospective interns;
- Participate in the revision of Field Manuals and/or other Field material;
- Participate as a member of the Field Curriculum Committee;
- Assist the Field Coordinator in various administrative activities;
- Serve as liaison to students and Field Instructors;
- Participate in the development of field practicum sites.

## Field Responsibilities

**The Student:** With the student's entrance into the profession of social work during internship, he/she will be held to professional standards and codes of ethics, including those at the agency. The student must also comply with the following standards:

- Must meet the academic prerequisites prior to entry into the field practicum placement;
- Arranges a pre-registration conference with the Office of Field Practicum for the purpose of agency assignment;
- Purchases professional malpractice insurance through the School of Social Work' designated professional insurance provider;
- Attends the pre-registration conference with the assigned faculty field liaison and the Pre-Field Orientation;
- Completes an Educational Contract with the field instructor prior to first liaison visit;
- Spends 32-40 hours per week in her/his assign agency for a block field placement, or 18-20 hours for a part-time field placement when taken concurrently, for a total of 540 hours (BSW), 500 hours (MSW Foundation), or 600 hour (MSW DP/AL Concentration).
- Attends all field practicum integrative seminars;
- Completes all specified University and agency assignments;
- Functions in the capacity of a professional person;
- Fulfills the condition of her/her Student Information Agreement;
- Agrees to abide by the Code of Ethics of the National Association of Social Workers and the Texas State Board of Social Worker Examiners;
- Is prompt and on time for work at the agency and adheres to the schedule mutually agreed to by student and Field Instructor. It is the responsibility of the student to notify the Field Instructor if s/he is unable to report for field practice. Unavoidable

absences can be made up to a reasonable limit, as determined by the Field Instructor and Field Liaison;

- Is expected to use initiative and imagination in his/her activities in field practice;
- Shares experiences and relative information in field seminar discussions and participates in problem solving when appropriate;
- Does outside readings assigned by the Field Instructor pertinent to his/her placement and experiences;
- Arranges conferences with the Field Instructor and/or Liaison related to field practice;
- After the final three-way conference, submits to the Field Liaison a written objective/subjective evaluation of his/her field placement;
- Failure to fulfill **any** of the student field responsibilities will be grounds for dismissal or termination from field course with a failing grade.

### **The Field Instructor**

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

- Agrees to supervise students in the agency placements. Each Field Instructor is selected by the Office of Field Practicum, and an agency representative based on detailed criteria;
- Orients the student to the agency structure, functions, policies, services, and personnel at the beginning of field practice and completes Field Prospectus and Educational Contract with the student prior to first liaison visit;
- Is responsible for and in charge of the student in the agency and selects and assigns appropriate activities and cases for each student;
- Maintains close contact with the student and retains overall responsibility for guidance and supervision. Meets with the student one hour per week for supervision;
- Plans in advance for the students' work;
- Arranges for another person to be in charge of the students' activities for any days that s/he will not be available;
- Discusses the objectives and expectations related to assignments with the student;
- Evaluates on a continuing basis the student's progress with both the student and the Faculty Liaison:
- Assigns appropriate case record readings;
- May assign appropriate outside readings;
- Submits mid-term and final written evaluations on forms provided by the Office of Field Practicum;
- Cooperates with representatives of the Office of Field Practicum to provide an appropriate learning experience for the student;

- Reviews with the student and Faculty Liaison, in a three-way conference, the student's progress, accomplishments and areas in need of professional development, and recommends an agency performance grade;
- Evaluates with the Faculty Liaison the entire field instruction situation and makes recommendations for future improvements.

### **Off-Site Field Instructor/On-Site Preceptor Model**

In selected situations and with prior approval from the Field Coordinator, an Off-Site Field Instructor/On-Site Preceptor Model of field instruction may be utilized by a field agency that does not have a BSW or MSW employee available for field teaching. Off-Site Field Instructors are selected jointly by the targeted agency and the Field Coordinator in consultation with the appropriate Faculty Liaison. Responsibilities for field instruction using this model are outlined below:

#### **Off-Site Field Instructor**

- Must meet criteria for field instructor;
- Assumes primary responsibility for creating the Educational Contract, including learning objectives and practice tasks, with the On-Site Preceptor and the Student;
- Meets weekly (for at least one hour) with student in supervisory session to review progress of student toward achievement of learning objectives, and to assist student with the integration of practice realities and theoretical concepts;
- Meets regularly with student and On-Site Preceptor to evaluate student performance and modify the Educational Contract if necessary;
- Assumes primary responsibility for submitting to the School of Social Work the written evaluation and grade recommendation for the student at the end of each semester;
- Assumes primary responsibility for meeting with the assigned Faculty Liaison and student during the semester to review student progress, and for alerting the liaison in a timely manner of any problems or potential problems that might interfere with a successful educational outcome.

#### **On-Site Preceptor**

- Assumes primary responsibility of orienting the student to the agency, to agency staff, and to work projects;
- Works with the Off-Site Field Instructor and student to create the Educational Contract, which includes learning objectives and practice tasks;
- Assumes primary responsibility for supervising the daily work of the student as described in the Educational Contract;
- Meets regularly with the student and the Off-Site Field Instructor to evaluate student performance and modify the Educational Contract if necessary;
- May meet with the Faculty Liaison to review student progress at the request of either the student, the Off-Site Field Instructor, or the faculty liaison.

## **The Faculty Liaison**

The goal of the faculty liaison system is to ensure a cohesive and progressive training experience in the Field Practicum. The Faculty Liaison's responsibilities include:

- Counsels with the student to determine an appropriate, educational field placement for the student;
- Makes initial arrangements with agencies for field work placements for students;
- Holds a pre-registration conference with each student for the purpose of assigning the students to an agency and determining student's academic and performance readiness for entry into the field;
- Works with the Field Instructor and other relevant agency personnel to structure a meaningful social work field placement for each student;
- Reviews with the students any questions and problems surrounding any change from the initial field placement and arranges re-assignment when necessary;
- Confers with the student following each conference with the Field Instructor regarding:
  1. the general progress of the student
  2. the performance of the student
  3. any problem areas identified
  4. progress towards the completion of the educational and field goals
  5. possible modification of the student's program of activities;
- Conducts three-way conferences, at least three each semester involving the student and the Field Instructor. These conferences facilitate education and support for both the student and the Field Instructor;
- Remains available for unscheduled conferences on matters of concern to the student or the Field Instructor;
- Is responsible for obtaining evaluations from the Field Instructor and for determining the student's field grade;
- Recommends to the Field Coordinator for termination of field before the end of the semester, if it is determined that the student is obviously unsuited for the experience;
- In unusual cases where a field setting is unable to meet the field practice agreement and educational objectives, recommends to the Field Coordinator a reassignment of the student to an agency capable of meeting these expectations and willing to invest the resources;
- In exceptional situations, when a qualified BSW or MSW is not available as a Field Instructor and the field instructor is not directly supervised by a BSW or MSW in the agency, the Field Instructor: (1) closely monitors the placement and provides the student additional instruction and supervision and (2) provides additional consultation to the Field Instructor;
- Provides consultation to the agency regarding educational concepts, professional issues, and practicum requirements and expectations;
- Recommends and certifies the final grade for the course;
- Participates in the placement process of students;
- Facilitates the integrative seminar;
- In block placements (one semester only), the liaison makes three (3) field visits to the agency during the semester to confer with the Field Instructor and student regarding

- the student's professional development in relation to the educational and performance objectives. In concurrent placements (over two semesters) the Faculty Liaison will make two (2) field visits the first semester and then one (1) visit at the end of the second semester. Additional contact may be necessary by telephone or agency visit as needed;
- Addresses the problems that are related to the educational and professional progress of students. Participates in the resolution of conflicts between Field Instructor and student(s);
  - Participates in the professional development of Field Instructors in their educational role;
  - Participates in the Pre-Field Orientation for students and Field Instructors Workshops.

## **Selection of Instructors and Sites for Field Placement**

### **Selection of Field Instructors**

The School of Social Work has adopted policies and procedures that govern many aspects of the field practicum. For new practicum sites, the field instructor selection process is a part of the initial agency affiliation process. A "Field Instructor Profile" and resume of potential Field Instructors are reviewed together with agency applications. A similar process is utilized for affiliated sites wishing to utilize new staff as Field Instructors. The following criteria have been set regarding selection of Field Instructors.

### **Criteria for Participation as a Field Instructor**

Field instruction is provided by a social work practitioner within an agency setting. While the selection of the Field Instructor involves collaboration between the agency and the department, the final appointment remains with the Office of Field Practicum. In order to be approved by the School of Social Work as a Field Instructor, she/he must complete the "Field Instructor Profile Form," submit a current resume or curriculum vitae, and meet the criteria below:

- All Field Instructors shall possess a social work degree from an accredited social work program or school and a demonstrated competence in practice, preferably through current licensure. For instruction of BSW students, the Field Instructor must have a BSW or a MSW from an accredited program with two years of post-graduation professional practice experience. For instruction of MSW students, the Field Instructor must have a MSW from an accredited program with two years of post-graduation professional practice experience.
- The Field Instructor should have a commitment to the NASW Code of Ethics and Texas Board of Social Worker Examiners' Code of Conduct.
- The Field Instructors should have knowledge of and conviction about the School of Social Work's philosophy, curriculum, and program including a commitment to the education of students and practice with historically vulnerable and oppressed populations.
- Field Instructors shall have a thorough knowledge of the agency in which they are employed.

- Field Instructors will have continuing education and workshop opportunities for training in field instruction and supervision provided by the Office of Field Practicum. The CEU opportunities will be available on-line and on-campus. Field Instructors also earn 5 CEU's per semester for student field instruction.
- Field Instructors shall commit to provide a minimum of one hour, face-to-face individual supervision per week for each student assigned.
- The Field Instructor is required to work closely with the Office of Field Practicum in the coordination of assignments and is responsible for providing timely feedback on the progress of the individual student through the faculty liaison.

### **Support Systems for Field Instructors**

The agency based field instructor serves as an extension of the School of Social Work faculty. Their contributions to the education of BSW & MSW students are substantial. Since they work in partnership with faculty, it is important that they have the resources of Texas State University available to them.

- Field instructor training that awards continuing education credits;
- Individual field consultation from faculty assigned as liaisons to the agency;
- Time spent during field instruction may used to meet the continuing education requirements for social work licensure by the State of Texas;
- A Field Practicum Manual that provides:
  - \* Information about the organization and content of the educational curriculum emphasizing the interrelationships among human behavior, social policy, research, and practice content;
  - \* Information about the sequencing of course content; and
  - \* Practice and evaluation goals for the field practicum and for students.

### **Criteria for Participation of an Agency as a Field Instruction Site**

Field instruction is a collaborative endeavor between the School of Social Work and community agencies in the education of MSW students for social work practice. The learning experiences in the agency facilitate the student's opportunity to apply and extend knowledge as well as acquire skills useful in working with individuals, families, groups, organizations and communities. At the same time, students contribute to the delivery of services and share their academic learning relevant to programs in the agency. Given the importance placed upon practicum course work in the MSW program, the School of Social Work has established the following criteria for practicum site participation:

- Practicum site's philosophy of service shall be compatible with the philosophy, values and ethics of the social work profession in efforts to provide a positive learning experience for the student.
- Practicum site shall be related in purpose and function to the mission, methods and curriculum of the School of Social Work.
- Practicum site should maintain a social work service as a recognized function of the agency/organization or have a planning function relevant to providing or improving human services.

- The site should be able to provide a range of learning experiences consistent with the service functions of the agency, the student's learning needs and the objectives of the field practicum course.
- The administration and staff of the site shall have respect for professional social work education and acceptance of the objectives and educational focus of the program of field instruction.
- Practicum site shall support Texas State University's policies and practices must be nondiscriminatory in the provision and delivery of services and in the employment of personnel.
- The practicum site shall have access to qualified Field Instructors.
- Agencies shall provide release time for Field Instructors to carry out field instruction responsibilities and to attend field-related training and meetings.
- The staff shall be large enough to ensure that the basic agency program is developed and maintained sufficiently without reliance on students.
- Sites shall make available suitable desk space, telephones, dictating facilities, supplies, agency-related transportation/travel reimbursements, clerical support, and access to confidential interviewing areas.
- Agencies shall agree to the execution of an affiliation agreement or letter of understanding between the School of Social Work, the College of Applied Arts and the Practicum Site.
- The practicum site must provide necessary measures to protect students' safety. This may minimally include training in policies and procedures for conducting home visits; interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by field instructor(s).
- The agency must communicate changes in supervision to the Office of Field Practicum as soon as possible in order to make the necessary arrangements for student supervision.
- The practicum site will support the intern's obligations to Texas State University and the School of Social Work for written assignments, projects, and integrative seminars.

### **Practicum Site Approval Process and Affiliation Process**

Initiating a field practicum site may originate either with the School of Social Work or the site. The process involves the practicum site (field instructor or agency representative), the Field Coordinator and field faculty. The selection process includes, but is not limited to:

- A review of the proposed program assignment by the field faculty and Field Coordinator;
- A conference either by telephone, email, or in person with the administrator and/or field instructor of the agency/organization concerning agency expectations of the School of Social Work; and
- A discussion by the Field Coordinator and field faculty to determine that the field practicum educational requirements can be met in the placement. This discussion is facilitated by:
  - a. Review of the Practicum Site Application and Field Instructor Profile;
  - b. Review of other supporting materials;
  - c. Discussion of the conference (refer to # 2 above).

- Upon final approval of the practicum site, the Field Coordinator will initiate the Affiliation Agreement or Letter of Understanding. This document will be signed by duly authorized representatives of the site and Texas State University.

### **Field Practicum Placement at Place of Employment**

It is the policy of the School of Social Work that students complete the field practicum requirements in agencies where the student has never been employed or is not currently employed. The challenge for the student who, because of a lack of viable alternatives, wishes to complete his/her field practicum requirements at their place of employment is to propose a new learning experience for the internship.

It is essential that the social work field practicum be considered an integral part of the MSW student's academic experience. The Council on Social Work Education and the School of Social Work require that this distinction be clear and unambiguous. The Field Coordinator may grant an exception to this policy if the following conditions are met:

- The field practicum must have social work as its primary function. The organization must be one in which social work practice is clearly distinguishable from the practice of other disciplines.
- The organization must provide social work students with a qualitatively different experience from that provided by regular employment.
- The student must answer to a different chain of command, where a social worker qualifies as a field instructor and assumes responsibility for the student's training.
- The field practicum must have a clearly identifiable educational focus unencumbered by workload and the administrative requirements of regular employment.
- Student's obligations to the university for written assignments, projects, and integrative seminars must be supported by the organization. No exception will be granted on assignment requirements or seminar attendance for work related reasons.
- The agency must be formally affiliated with the Texas State University College of Applied Arts and School of Social Work.
- The employment work hours and internship hours must be clearly articulated.

It is the responsibility of the student to submit a written proposal to the Field Coordinator which addresses the above-mentioned conditions. This proposal must include written documentation from the agency that explicitly addresses all of the points above, and that clearly delineates release time (work hours and internship hours) provided by the student for completion of the field practicum requirement.

***Under no circumstances will students be allowed to do more than one field practicum assignment at their place of employment, unless special exception is given by the Field Coordinator.***

## Field Practicum Policies and Procedures

### **Deadlines**

Deadlines for student applications for all field placements are final. Failure to submit an Application for Field Placement by the posted deadline date may result in not being eligible for placement in that specific semester. Deadlines for field applications will be distributed by email.

### **Change of Placement Policy:**

A careful selection of social service agencies and instructors for the field practicum is made by School of Social Work. Assignments of students to field placement is made for the duration of the academic semester(s). Occasionally, a change for field placement is necessary and may be granted for any of the following reasons:

- Change in personal circumstances (academic, finances, transportation, health);
- Agency not able to provide accessibility to students with disabilities;
- Change in School of Social Work policy;
- Internal matters of the agency;
- Irreconcilable difference between student and field instructor.

### **Procedure for Change:**

1. The student must first discuss the desire for change of field placement and/or Field Instructor with the Field Instructor. A careful delineation of the factors involved is required.
2. If the issues are not resolved, the student must discuss the concerns with the Faculty Liaison. The Faculty Liaison must review the concerns with both student and Field Instructor before making a formal recommendation to the Field Coordinator.
3. If the Field Instructor initiates the request for change, the matter must first be discussed with the student and then with the Faculty Liaison. It is preferable that the Field Instructor confer with the agency executive regarding the request for change prior to notification and/or communication with the Office of Field Practicum.
4. A conference with the student, Faculty Liaison and Field Coordinator will be scheduled to explore the options and requirements for the student to continue in field in another placement.
5. Change of placement final decisions will be made by the Field Coordinator in collaboration with the Faculty Liaison and the Field Instructor. Students may appeal that decision through the appeals process presented in the Student Handbook or the MSW Field Manual.

### **Creation of One's Own Placement**

All field practicum assignments must be arranged through the Office of Field Practicum. The Field Coordinator is the final authority on approval of a field placement. Field placement assignments will be made only to agencies that are affiliated formally with the College of Applied Arts and the School of Social Work. Students may not visit or telephone agencies for the purpose of interviewing for possible field placements until

they have received a referral from the Office of Field Practicum. Agencies and social work practitioners are extremely busy meeting the myriad needs of clients. Therefore, visits from student observers, unless coordinated by the Office of Field Practicum, may result in disrupted client service and termination of the agency's affiliation agreement with the School.

### **Credit for Work Experience**

The policies and standards of the national accrediting body, the Council of Social Work Education (CSWE), state: "Academic credit for life experience or previous work experience is not be given...". **Therefore, students will not receive academic credit for life experience and previous work.**

### **Employment & Internship Hours**

BSW and MSW Concentration Students who are employed more than 20 hours per week and who are carrying a full or part-time course load are required to complete their internships as a part-time placement over two contiguous semesters. MSW Foundation full-time students who are employed more than 20 hours per week must complete their internship hours before their Concentration courses begin in the Summer semester. Exceptions to these policies must be requested by the student in written format to the Field Coordinator, and will be approved only under exceptional circumstances.

### **Holidays**

Students are entitled to observe University and/or agency holidays. However, during prolonged breaks (for example, between semesters, Spring Break), the student's absence from the agency many create problems in terms of continuity of service to clients. Therefore, students and Field Instructors should determine, as part of the Educational Contract, the student's holiday schedule. Texas State University holidays are published in the Schedule of Classes. If holidays are observed, the student must maintain the integrity of minimum clock hour requirement in the field practicum setting.

### **Sick Leave**

In the case of illness necessitating absence from the field setting, students shall notify the Field Instructor and take responsibility for canceling or rescheduling appointments and/or meetings. Hours missed must be made up at a time agreed upon by student and Field Instructor. If the student's absence exceeds two days, the faculty liaison should be notified.

### **Travel**

It is the student's responsibility to secure transportation to and from the field setting. Students should not transport agency clients, unless the agency is responsible for automobile liability insurance coverage, as with any other staff or employee. The student is also responsible for his/her own automobile liability insurance coverage for agency-related travel, if such coverage is not provided by the agency. The School of Social Work has no funds with which to reimburse students for civil lawsuits or damage of their automobiles or for other expenses incurred in the conduct of agency business. Reimbursement for agency-related expenses, including travel, should be the

responsibility of the agency, and should be congruent with the agency reimbursement policies and rates for regular staff.

### **Professional Liability Insurance**

All students are required to purchase professional liability insurance prior to enrolling in field practicum courses. The Office of Field Practicum sells this insurance through the School of Social Work. The annual policy covers the period September 1 through August 31. The premium rates are dependent upon the student's entry into field. The Office of Field Practicum will advise the student of the appropriate rate. Copies of the insurance policy are available from the Office of Field Practicum by request.

### **Criminal History Checks**

Students who accept an internship at an agency that requires a criminal history, background check, or drug test must comply with all agency policies and procedures. Failure to comply or pass the checks will result in a change of placement and/or a review of the student's application to field practicum.

## **Selected Texas State University Policies**

This MSW Field Practicum Manual is for informational purposes only and is not an official publication of Texas State University-San Marcos. Official rules and regulations may be found in the Texas State University-San Marcos Undergraduate and/or Graduate Catalog, Texas State University Texan, and/or School of Social Work Student Handbooks. Listed below are selected policies that are relevant to the field practicum experience:

### **Multicultural Policy Statement**

Texas State University believes that freedom of thought, innovation and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, the university has a special responsibility to seek cultural diversity, to instill a global perspective in its students, and to nurture sensitivity, tolerance and mutual respect. Discrimination against or harassment of individuals on the basis of race, color, national origin, religion, gender, sexual orientation, age, or disability are inconsistent with the purposes of the School of Social Work.

### **Academic Misconduct Policy**

#### **Expectation:**

Social workers must demonstrate high standards of integrity. They should do their own work on all graded material submitted for all course requirements. Since dishonesty harms the individual, fellow students, and the integrity of the University, policies on academic dishonesty will be strictly enforced.

#### **Policy:**

Students guilty of knowingly using, or attempting to use, another person's work as though that work were their own, and students guilty of knowingly permitting, or attempting to permit, another student to use their work, may:

- be required to perform additional academic work not required of other students in the course
- have their grade on the examination or other academic work affected by the academic dishonesty reduced, thus lowering their grade in the course
- be required to withdraw from the course with a grade of "F"

Such conduct may also constitute grounds for dismissal from the Program and the University. Students who are unfamiliar with the University's policy on plagiarism and other types of academic dishonesty should consult the University's website. Students who are uncertain regarding what actions constitute plagiarism or other types of academic dishonesty should consult the instructor.

### **Definitions of Academic Dishonesty**

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Dishonest academic behavior is defined by Texas State University-San Marcos and includes, but is not limited to:

- Cheating on an examination or the preparation of academic work;
- Copying from another student's test paper, laboratory report, other report, or computed files, data, listings and/or programs;
- Using during a test, materials not authorized by the professor;
- Collaborating with another person without authorization during an examination or in preparing academic work;
- Knowingly and without authorization, using, buying, selling, stealing, transporting, or soliciting, copying or possessing in whole or in part, the contents of an unadministered examination;
- Substituting for another student or permitting another student to substitute for oneself in taking an examination or preparing academic work;
- Bribing another person to obtain an unadministered examination or information about an unadministered examination;
- Plagiarizing or appropriating another's work or idea without acknowledging incorporation of that work or idea into one's own work offered for credit;
- Knowingly and without authorization, using, buying, or selling a term paper, computer file or program, thesis, or other written report.

### **Special Accommodations/Disability Statement**

Students having special needs/disabilities that require accommodations for the successful completion of the field practicum must notify the Texas State University's Office of Disability Services, and the Faculty Liaison, no later than the end of the first week of classes. Failure to do so in a timely manner may result in accommodations being delayed, however, every effort will be made to ensure the student's needs are met appropriately and in a timely manner.

## **BSW Field Practicum Competencies & Practice Behaviors**

Generalist social work practitioners use an eclectic knowledge base in differentially applying appropriate techniques and skills to problem-solving with ethnically and culturally diverse individuals, families, groups, organizations, and communities. The generalist is required to develop the skills to simultaneously assess each problem from micro, mezzo, and macro perspectives. Generalist practice also requires the ability to plan intervention and to appropriately intervene utilizing micro, mezzo, and macro goals,

Field instruction provides in-depth study and application of social work concepts, methods and skills. The students' understanding, knowledge and skills are challenged and tested in field practice. The successful completion of both courses requires students to develop entry-level skills in providing refined and in-depth generalist social work services. SOWK 4645 & 4650 provide comprehensive student learning in an applied setting. Upon successfully completing this course, the student will be able to:

1. Take responsibility for his/her actions guided by professional values and ethics as articulated in the NASW Code of Ethics and the Texas State Social Worker Examiners' Code of Conduct;
2. Show an understanding of how social welfare history affects modern events, and employ critical and creative thinking skills about policy issues affecting clients and professional concerns;
3. Apply knowledge of human development in assessment, and use a bio-psycho-social approach in the helping process;
4. Explain, assess, and appreciate human diversity, and articulates and applies principles of social justice as they apply to the human experience;
5. Competently employ generalist practice skills, and uses research literature and methods to inform and develop professional practice;
6. Be familiar with community services and programs, link people with resources, and advocate for innovative, humane, consumer-driven services and policies;
7. Evaluate his/her professional growth, participate appropriately in supervision, and demonstrate commitment to professional development.

In conjunction with the BSW Program Goals of preparing students for professional entry-level generalist social work practice who have mastered the following competencies and practice behaviors:

### **2.1.1 IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

#### ***Student Practice Behaviors***

- advocate for client access to the services of social work

**Course Location: Field Evaluation, Seminar discussion**

- practice personal reflection and self-correction to assure continual professional development

**Course Location: Narrative self-evaluation paper**

- attend to professional roles and boundaries

**Course Location: Logs**

- demonstrate professional demeanor in behavior, appearance, and communication

**Course Location: Field Evaluation**

- engage in career-long learning

**Course Location: Logs, Seminar Discussion**

- use supervision and consultation

**Course Location: Field Evaluation**

### **2.1.2 APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

#### ***Student Practice Behaviors***

- Recognize and manage personal values in a way that allows professional values to guide practice

**Course Location: Field Evaluation**

- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

**Course Location: Ethics Paper, Seminar Discussion**

- Tolerate ambiguity in resolving ethical conflicts; and

**Course Location: Seminar Presentation & Discussion**

- Apply strategies of ethical reasoning to arrive at principled decisions

**Course Location: Ethics Paper**

### **2.1.10 (A-D) ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### ***Student Practice Behaviors***

#### Engagement

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes.

**Course Location: Macro Project, PsychoSocial Assessment**

#### Assessment

- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives; and
- Select appropriate intervention strategies.

**Course Location: Macro Project; PsychoSocial Assessment**

#### Intervention

- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

**Course Location: Macro Project**

#### Evaluation

- Critically analyze, monitor, and evaluate interventions.

**Course Location: Macro Project**

### ***Student Competencies Reinforced in BSW Field***

- 2.1.3 Apply critical thinking to inform and communicate professional judgments
- 2.1.4 Engage diversity and difference in practice
- 2.1.5 Advance human rights and social and economic justice
- 2.1.6 Engage in research-informed practice and practice-informed research
- 2.1.7 Apply knowledge of human behavior and the social environment
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

### **MSW Foundation Field Practicum Competencies & Practice Behaviors**

The Professional Foundation curriculum is devoted to the preparation of competent, ethical, entry-level social work practice that is defined as generalist practice. Generalist practice requires basic knowledge and skills necessary to ethically intervene at various social system levels in response to a variety of problems across the spectra of human diversity. Social work generalists are educated in the knowledge, skills, values, and ethics necessary for focusing on the interface between persons and their environment and using multi-method interventions with multilevel client systems.

Generalist social work practitioners use an eclectic knowledge base in differentially applying appropriate techniques and skills to problem-solving with ethnically and culturally diverse individuals, families, groups, organizations, and communities. The generalist is required to develop the skills to simultaneously assess each problem from micro, mezzo, and macro perspectives. Generalist practice also requires the ability to plan intervention and to appropriately intervene utilizing micro, mezzo, and macro goals,

Foundation Field I and II (SW 5410 and SW 5411), taken in the Spring semester of the first year, provide comprehensive student learning in an applied setting. The primary purposes are: (1) to enable students to experience and understand the impact of agency structure and policy, client expectations and needs, and community resources on the delivery of social work services; (2) to appropriately apply social work theory and refine skills in the direct delivery of services to clients; and to integrate course and field learning experiences. Foundation Field emphasizes generalist social work practice at the micro, mezzo, and macro levels. Both courses focus intensively on values and ethics, populations at risk, human diversity, and social and economic justice as these issues impact on the delivery of social services in the agency context.

Field instruction provides in-depth study and application of social work concepts, methods and skills. The students' understanding, knowledge and skills are challenged and tested in field practice. The successful completion of both courses requires students to develop adequate entry-level skills in providing refined and in-depth generalist social work services. Foundation field practice objectives are extensions of the major goals of the MSW program. SOWK 5410 & 5411 provide comprehensive student learning in an applied setting. Upon successfully completing this course, the student will be able to:

1. Take responsibility for his/her actions guided by professional values and ethics as articulated in the NASW Code of Ethics and the Texas State Social Worker Examiners' Code of Ethics;
2. Understand how social welfare history affects modern events, and employ critical and creative thinking skills about how policy issues affect clients and professionals;
3. Apply knowledge of human development in assessing, using a bio-psycho-social helping approach;
4. Explain, assess, and appreciate human diversity, articulating principles of social justice and applying them to the human experience;
5. Competently employ generalist practice skills, using research literature and methods to inform and develop professional practice;
6. Be familiar with community services and programs, linking people with resources and advocating for innovative, humane, consumer-driven services and policies;
7. Evaluate his/her professional growth, participate appropriately in supervision, and demonstrate commitment to professional development.

In conjunction with the MSW Program Goals of preparing foundation students for professional entry-level generalist social work practice who have mastered the following competencies and practice behaviors:

### **2.1.1 IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

#### ***Student Practice Behaviors***

- Advocate for client access to the services of social work
  - Course Location: Seminar discussion, Field Evaluation
- Practice personal reflection and self-correction to assure continual professional development
  - Course Location: Narrative self-evaluation paper
- Attend to professional roles and boundaries
  - Course Location: Logs
- Demonstrate professional demeanor in behavior, appearance, and communication
  - Course Location: Field Evaluation
- Engage in career-long learning
  - Course Location: Logs, Seminar Discussion
- Use supervision and consultation
  - Course Location: Field Evaluation

### **2.1.2 APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

#### ***Student Practice Behaviors***

- Recognize and manage personal values in a way that allows professional values to guide practice
  - Course Location: Field Evaluation
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
  - Course Location: Ethics Paper, Seminar Discussion
- Tolerate ambiguity in resolving ethical conflicts; and (Seminar Discussion)
  - Course Location: Seminar Presentation & Discussion
- Apply strategies of ethical reasoning to arrive at principled decisions
  - Course Location: Ethics Paper

### **2.1.10 (A-D) ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.

Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### ***Student Practice Behaviors***

#### **Engagement**

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- use empathy and other interpersonal skills
- develop a mutually agreed-on focus of work and desired outcomes.
  - Course Location: Macro Project, PsychoSocial Assessment

#### **Assessment**

- collect, organize, and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.
  - Course Location: Macro Project, PsychoSocial Assessment

#### **Intervention**

- initiate actions to achieve organizational goals
- implement prevention interventions that enhance client capacities
- help clients resolve problems
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.
  - Course Location: Macro Project

#### **Evaluation**

- critically analyze, monitor, and evaluate interventions.
  - Course Location: Macro Project

### ***Student Competencies Reinforced in Foundation Field***

- 2.1.3 Apply critical thinking to inform and communicate professional judgments
- 2.1.4 Engage diversity and difference in practice
- 2.1.5 Advance human rights and social and economic justice
- 2.1.6 Engage in research-informed practice and practice-informed research
- 2.1.7 Apply knowledge of human behavior and the social environment
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

### **BSW & MSW Foundation Course Assignments for Field Practicum**

The assignments for the field practicum are designed to enhance and integrate social work theory and practice. Assignments are geared toward helping the student meet the educational objectives of the field experience and to support a generalist approach to practice within the social work domain. The students are given a course calendar in the class syllabus that outlines each integrative seminar and due dates for assignments. The remainder of this section will outline general information, as well as outlining each assignment.

**General Information:**

- These assignments are utilized to supplement learning. Assignments completed as scheduled will provide continuity in the learning experience. Assignments are submitted in your TRACS course site unless instructed otherwise by your faculty liaison.
- Assignments that report on your activities with clients should follow the suggested format described in the manual. When reporting on clients in these assignments, daily logs, or other papers, case material should be sufficiently disguised to ensure client confidentiality.
- Grading Criteria for Papers: The Faculty Liaison will discuss grading criteria with students during the integrative seminars. Grading criteria are also provided in the course syllabi and in this section of the manual.
- One of the primary tasks that you should accomplish in field is to integrate what you learned in the classroom (theory) with what you are doing in practice (application). It is necessary that you place the subject matter of your paper into a theoretical context. An important question that you must answer is "What theories apply to the issue I am addressing?" For example, in writing about your agency, what theories have you learned in your supportive social science and social work classes that help explain the organizational phenomena that you observe?
- **NOTE!** APA style is required for any assignments or papers that contain references, and require that you appropriately cite and credit your sources. Good scholarship always begins with an inquiry into the work others have done and published on the topic of interest. Intellectual honesty demands that when we use ideas that others have developed, we give them credit. We shall look for evidence of both in your work.
- A literature review section may be appropriate for some papers; it is definitely needed in the Macro Project Proposal and Report. When writing this section of your paper it is good to begin with the general topic or theory and move to specific research reports that relate to your work. References to the literature should not be confined to the literature review section. They should be incorporated throughout the paper, as appropriate.
- Assignment Due Date Policy: Assignments are due on the date/time listed in the course syllabus, which will be available on TRACS. Penalties for late assignments will be explained by the respective Faculty Liaison.

**Grievance Policy:** If a student has a grievance during their field experience, s/he may take the following steps in order:

1. Attempt to solve the conflict first with the Field Instructor
2. Appeal to the Faculty Liaison
3. Appeal to the Field Coordinator
4. Appeal to the BSW/MSW Program Director
5. Appeal to the Director of the School
6. Appeal to the Dean of Applied Arts
7. Appeal to the Vice President for Academic Affairs
8. Appeal to the President of the University

### **Integrative Seminars:**

Seminars are a required part of the course and must be attended for the student to receive a passing grade. The seminars are designed to: deal with specific field problems; integrate course work with field experiences; provide an orientation to various agency services and functions; provide students with a structure in which they can support and learn from one another; relate conceptual learning to practice; and increase the knowledge of other agency's functions, services, policies, and problems.

The three (3) hour seminars meet every other week, and are designed to help students integrate conceptual knowledge and practical experience. Students will also be required to present their work, and to lead discussions with their peers on the topic of their presentation. A portion of each seminar will be devoted to small group processing of the students' experiences in their field placements. Students are expected to share their experiences, seek feedback from peers, and to offer constructive feedback and support to other students. Student must be aware and careful not to divulge confidential agency or client information during seminars. Students are encouraged to speak with the Faculty Liaison in private if there are concerns about confidential information or feedback being disclosed during seminar.

### **Student Responsibilities:**

- This is not a lecture course. Students are expected to prepare, and to contribute to the discussion, and to each other's learning.
- One of the positive benefits of the integrative seminar is the opportunity for mutual problem solving. Students are expected to share both positive and negative experiences and to seek peer and instructor feedback.
- Students are expected to be on time and to remain for the entire seminar.

***ATTENDANCE POLICY: One unexcused absence results in lowering the grade by one letter. Two unexcused absences will result in failure of your field practicum.***

## **ASSIGNMENTS**

### **Educational Contract:**

The Educational Contract is a working document designed to give direction and structure to the field practicum experience. It is the joint responsibility of the student and the Field Instructor to negotiate this contract within the first few weeks of placement. The Field Instructor is responsible for assisting the student in noting the supervision expectations and incorporating into the contract the particular demands of the culture and mission of the agency and its specific area of practice. The student is responsible for reconciling the EPAS Competencies along with other requirements of the School of Social Work and the agency with his/her personal learning needs and professional goals.

***The Educational Contract is due at the Faculty Liaison's first visit to the practicum site.***

Upon completion, one copy of the educational contract is to be kept by the Faculty Liaison assigned to that placement. The Faculty Liaison utilizes the contract in his/her joint efforts with the student and Field Instructor to ensure a cohesive and progressive training experience. **The format for the Educational Contract may be found in the Appendix III.**

### **Weekly Logs**

- A weekly log should be completed for the first 6 weeks at the agency. Logs should be a minimum of 1 page, single-spaced, and should be submitted as instructed by your faculty liaison.
- Logs should include a summary of the intern's major activities at the agency and purpose or goal for such activity. The student's growth and progress as a generalist practitioner should be demonstrated throughout the semester. The logs should reflect your knowledge and ability in providing services to the client system and the agency. They should indicate orderly, logical thinking. They should be concise and to the point, as well as inclusive of the above. Reflective thinking about your growth and progress is encouraged on those days when activity is slow. You should demonstrate that you are attempting to integrate the theory and knowledge you learned in the classroom in your field experience.
- Logs should follow the following format:

*Description of the activities:* Brief summary of the daily or weekly major activities

*Learning resulting from the activity:* Did you learn something new; How does it contribute to your practice theory base; What you learned in your social work and supportive social science courses that relates to your internship activities; It is important for the intern to integrate their course and field learning experiences in this section.

*Reactions (Thoughts & Feelings):* About the activity, the client, other professionals, yourself or anything else for that matter. It is important for the student to show evidence of self-awareness, reflection, processing, and insights in this section.

### **Agency Report**

This is the first major paper. This paper is designed to help the student get to know the agency and includes much of what should be contained in the orientation you receive when beginning field practicum. *Work needs to begin on it immediately.* Students are expected to discuss the agency at the first integrative seminar. The students are encouraged to follow the "Guidelines for Agency Report" below:

A. Objectives of the Assignment:

The objectives of this assignment are: (1) to assist students in data collection on their agencies in order to facilitate their understanding of and integration into the agency; (2) to assist in students gaining an understanding of the impact of the setting on clients; (3) to assist students in beginning to identify and assess the agency's accessibility to persons who are culturally, ethnically and economically different; and (4) to assist students in gaining an understanding of the policies and legislation that impacts practice within the agency.

B. Instructions:

The attached list represents a number of topics/points that can be covered in this assignment. The paper should include section headings for easier reading and better organization. The report should follow the Publication Manual of the American Psychological Association (APA) style. If you are placed within a division/ program of a large agency, special attention needs to be given to information concerning that department. The following outline offers suggestions on content to be covered and integrated into the report.

C. Outline:

- Identifying Information - Name of agency, school, program, unit or division.
- Auspices of Agency - Public/private; nonprofit; Is agency a member or branch of any other body?
- History - Brief description of how/why/when agency was established
- Community - Where are the agency's offices? Give an overview of the neighborhood/ community where agency is located. Is the building accessible for persons with differential abilities? On a bus line?
- Laws/Licensure - Is the agency licensed or monitored by any governmental agency? If so, which one and describe how this occurs and its impact on service delivery. What are the major federal/state laws that impact service delivery? Describe how the agency complies with these.
- Funding Sources/Budget - What are the sources for funding including name of source and type of funding (i.e., grant, contract, etc.)? Is funding adequate? Other budget needs?
- Policy - Identify several key policies in the agency; Are there any inequities in these policies? What alternatives might be suggested? How are policies changed in the agency?
- Services - Describe types of problems in social functioning the agency addresses; eligibility requirements; any recent or anticipated service/program changes; services from intake to discharge; the underlying philosophy that

guides service delivery and its impact; gaps in services; Is the agency user friendly?

- **Clients** - Provide a profile of relevant client data such as: age range, gender, sexual orientation, differential abilities, ethnicity; presenting problems, referral sources; service statistics (how many served, which service is used, etc.); Are there specific efforts made to reach minorities, women, and other at-risk or disadvantaged populations?
- **Structure** - Provide an organizational chart of the agency if available; briefly describe the organizational structure of the agency; describe the governing body (Board of Directors, etc.); how it is designated and its functions; also address the duties of the executive director.
- **Staff** - How many administrative, professional, support and volunteer staff are there in the agency? Describe the age, gender, differential ability, race/ethnicity, and educational backgrounds of the professional staff. Give approximate caseloads and staff/client ratios. How are staff trained? Are consultants or volunteers used and, if so, in what capacity? Are there bilingual/bicultural, professional and nonprofessional staff? How does the agency ensure cultural sensitivity of its staff?
- **Role of interns** - How many interns are there at the agency? What disciplines are represented? How do interns contribute to the agency? How does the agency support interns?
- **Research/Evaluation** - What type of research and program evaluation are carried out in the agency? What criteria are used to measure client progress? What type of reporting systems are used to collect data about clients and working activities? What use is made of the data collected about clients for staff/interns?

### **Agency Macro Project**

This is a major assignment, which needs to begin very early in the semester. It is an opportunity to apply the organizational skills developed in previous course work. The student will need to schedule time with the Field Instructor early in the semester to discuss and plan this project. The student may need to plan the work schedule for developing and implementing the plan. In developing the agency project, the student is encouraged to follow these guidelines:

- Address a real problem or need for the agency;
- Product should have real value to the agency;
- Must conduct a review of professional literature relevant to your project and cite sources in your paper. A reference page is required. Evaluation of the project should include some form of empirical analysis.

**Macro Project Proposal:** This paper should be typed, double-spaced and use APA style for references. Include the following:

- **Statement of the problem or need to be addressed:** A brief, concise explanation and justification for the macro project and why it is important or needed/

- **Literature Review:** What does the research literature say about the problem? Cite and summarize articles, books, and other materials, including any personal communications that help to describe current theories about the problem. Organize these citations in a logical sequence, and build a justification for studying the problem further.
- **Statement of the project goals and objectives:** Identify the short and long-term goals and objectives of the project
- **Identification of the client system(s) and target system(s) to be affected:** Identify and discuss who will be involved or benefit as a result of the project
- **Methodology:** State the research question; description of the data, information, or materials to be collected and how you are going to collect it; identify who will be responsible for implementing the project activities and procedures, and any other protocols required by the agency before implementation of the project
- **Project Timeline:** Include a time-line for the project activities
- **Evaluation Plan:** How will you know if the project goals and objectives are reached? Be sure to have a specific outcome measures to show your results.

**Final Macro Project Report:** The final project report may take two forms, written paper or poster board, plus an oral presentation. The Faculty Liaison will provide examples of the format to follow. The final project report should be written using the following format:

- **Statement of the problem:** What is the problem the student wants to study? Who defined the problem? Why is it important to study this problem? What does the student hope to learn?
- **Methodology:** State the research question. Considering what the literature currently states about the problem. What does the student think we need to learn/know next? What is the approach or design for studying this problem? What are the steps to develop an approach or design? What is the intervention/strategy for the problem? How will the student measure or evaluate the intervention or strategy? How does the student present it? How did he/she gather data about the intervention or strategy? What kind of data was collected?
- **Results/Findings:** In narrative form, explain what was learned about the problem. What was learned about your intervention/treatment? How will the new knowledge gained help address the problem as it originally was stated? Include visual examples of your findings (i.e. tables, graphs, charts, etc.).
- **Summary, conclusions, and recommendations:** Summarize what happened. What was learned and what the student would advise regarding further study of this problem.
- **Appendices:** Include any material you developed for the project, such as surveys, questionnaires, scales, brochures, and visual aids.

**Macro Project Presentation:** Students are expected to present the project at the School of Social Work Research Forum at the end of the Spring and Summer semesters. The Faculty Liaison will provide guidelines to follow in this presentation.

**Ethics Paper:** During the semester, students will encounter some ethical dilemmas in professional practice. This paper requires analysis of an ethical dilemma and discussion of how to resolve the dilemma. Please use the following guidelines:

- Who is affected by this dilemma and who needs to be involved in addressing it?
- What are the possible options or steps necessary to resolve this dilemma?
- Identify the possible consequences of these options/steps, and how they could affect those involved. Are there any additional resources needed to resolve the dilemma?
- State your position on how to deal with the dilemma and identify any personal or societal values and influences that may have contributed to your position.
- Identify any preventive measures that need to be implemented to minimize this type of dilemma in the future. Are there any leadership opportunities or social justice efforts that could prevent this type of ethical dilemma in the future?

**NOTE:** Some ethical issues are not ethical dilemmas. For example: a clear violation of either the NASW or Texas Social Worker Examiners Codes of Ethics is NOT a dilemma! A dilemma occurs, in social work practice, when we must choose between two courses of action that have ethical consequences.

**Diversity Assignment:** Students are responsible for completing both sections of this paper, which should be no more than 4 pages together. In the first section, the student will complete the self-evaluation, *Cultural Awareness Inventory*, located on your TRACS site. For the purposes of this assignment “cultural” includes, but is not limited to, awareness of gender, race, ethnicity, nationality, socio-economic, intellectual and physical ability and sexual orientation. Once completed, provide a discussion of your own cultural awareness:

- Bearing in mind all individuals have some prejudice and bias when it comes to cultural awareness issues, how do you rate in where you scored and where you thought you should be?
- What are your areas of comfort and what areas of discomfort do you have?
- Are there any areas you do not see yourself able to become comfortable with?
- Complete this section of the paper with a brief discussion on how you hope to retain your comfort levels and ways to reduce your discomfort levels.

In the second section of this paper, use the *Cultural Competence Continuum: Agencies and Professionals* located on TRACS to evaluate the cultural competence of the agency where you are interning. Where on the continuum do you rate your agency and why? Using the same cultural definition as above how is your agency in dealing with cultural issues?

- Are they better with some issues than they are with other cultural issues?
- Identify the issues they are good with and those they could improve.
- What do you think could be done to improve your agency?
- Considering your own Cultural Awareness Inventory and thinking about those working in your agency how do you think staffing patterns impact your agency's cultural awareness?
- What funding or political issues impact your agency's cultural awareness abilities?

## **MICRO ASSIGNMENTS**

There are micro assignments during the semester (in addition to the logs) that require activity with clients. There will be one process recording and one soap note from interviews or sessions with clients. The other micro assignment will be a comprehensive psychosocial assessment of a client.

### **Process Recording**

A process recording is a verbatim account of an interview that gives the student, the Field Instructor, and the Faculty Liaison an opportunity to examine interviewing and intervention skills. The format for a process recording and an example of a recording follow these general instructions. Since it is necessary for the Field Instructor to review and comment on the process recording before the due date, the student is strongly advised to complete it and turn it in to you at least one week before it is due.

### ***WHAT IS A PROCESS RECORDING?***

Process recordings are detailed accounts of interviews conducted by the social worker with a client. They should include the relevant interactions, the meaning of the interactions, the feelings (verbal and nonverbal), the relationship developed with the client, and any additional information that will provide understanding of the situation. In addition to an account of the interaction, the student should also provide an evaluation of the meaning of the process. Client affect is an important part of this communication. Students are permitted to audiotape or videotape the sessions to facilitate accurate dialogue, as long as the agency or client(s) have no objections and sign a release of information if necessary. Process recordings generally focus on 20-30 minutes of the session, and should be at least 5 pages in length and contain the following elements:

- Identifying information: The name of the worker or student, the date of the interview, and the client's name and/or identifying number. It may be helpful to state the purpose of the interview;
- A word-for-word description of what happened, as well as the student can remember, from your notes of the session, or by using audio or video tapes;
- A description of any action or nonverbal activity that occurred;
- The student's feelings and reactions to the client and to the interviews it takes place. This requires that the recorder put into writing his/her unspoken thoughts and reactions as the interview is going on;
- The student's observation and analytical thoughts regarding what has been happening during the interview. Most experienced interviewers think constantly during an interview -- "What should I do next? I wonder how it would affect the client if I said such-and-such? Why is s/he acting this way? I wonder what s/he really meant by that statement? That seems to contradict what s/he told me earlier. S/He said he felt happy but s/he certainly didn't look it." In process recording, all these silent thoughts are put into writing;
- A "Diagnostic Summary" or paragraph on the worker's impressions at the end of the process recording. Here the worker should summarize his/her analytical thinking about the client s/he has just interviewed.

**PROCESS RECORDING FORMAT**

The Process Recording document will be available on TRACS and uses the following format:

FIELD INSTRUCTOR	CONTENT-DIALOGUE	FEELINGS/THOUGHTS
In this column the field instructor can make remarks regarding the interaction or feelings that have been recorded.	Recording word for word what happened during the interview, including verbal and nonverbal communication. Be certain to include third person participants, interruptions, and other occurrences that were not part of the planned interview.	Opposite the dialogue, record your reactions as the activity or verbal interchange was taking place. Identify and give insights about your feelings and thoughts. Be as open and honest as you can.

**Example of a Process Recording**

LaKeitha N. is a 20-year old African American single mother of two children: Carl, age 2, and Roslyn, 9 mos. She was referred to the PQR agency by the Texas Department of Protective and Regulatory Services. The reason for referral was to provide in home support for LaKeitha who is considered to be potentially neglectful of her children. The client and her children live with LaKeitha’s mother, father and two sisters, ages 17 and 15. Their home is a small, three bedroom house in rural Hays County. It needs paint and is in a state of general disrepair. The following interview was the worker’s first with the client, and was conducted during a home visit.

<b>Supervisory Comments</b>	<b>Dialogue</b>	<b>Feelings/ Thoughts</b>
	W: Hi, are you LaKeitha? (she met me on the dirt road outside her house)	(F) Nervous-- Not sure how to start
	L(LaKeitha) Yeah.	
	W: I’m Rebecca Brown- I called you from the PQR Agency.	
	L: Yeah -- come on this way.	(F) Scared -- I don’t think she wants me here.
	L: Carl get out of that water! (Shouting at a small child	

playing in the yard.)

W: Is that your son?

L: Yeah -- he can be a real pain.

(T) She doesn't seem intimidated by my visit.

(She took me into the house and we sat down. The couch was stained and the living room was strewn with toys and magazines, the TV was on.)

(F) Uncomfortable.

W: I'm your new worker from the PQR Agency. As I mentioned on the phone, TDPRS has asked us to see if we could help you with some of the problems you are having in your life, right now

(T) Where do I begin?

L: The only problem I really have is that I wish you social workers would leave me alone and mind your own business.

(F) Nervous

(T) She seems really angry. What do I say now?

W: Its really hard to have to talk with strangers about personal things.

(T) Respond to her feeling.

L: Its really hard to put up with a bunch of nosy busy bodies who don't know what they are doing!

(T) She feels out of control.

W: You are worried that when workers come into your life that they will judge you and do something that will hurt you.

(F) Compassion.

L: Its not easy being a single parent -- and having to live in this mess.

(T) I've made contact -- stay with her.

W: You have a hard life and

(F) Excited -- I think

its frustrating because you can't seem to find a way out of your situation.

I'm starting to personalize the problem.

**Diagnostic Summary:** This is your brief assessment of the session and the client's situation. Be objective in your statements and give your impressions of the strengths and areas in need of development for both the client and the worker.

**SOAP Note:** This brief, one-page intervention tool should use the following format:

- **Subjective Information** from the client's frame of reference, using the client's own words or quotes; how the client perceives the issue or problem; the client's expressions of feelings
- **Objective Information** from the worker's direct observation, case records, or other systematic methods of data collection
- **Assessment** from the worker's frame of reference; impressions, hypotheses, and current evaluation of the client's functioning, strengths, and obstacles
- **Plan** includes any tasks, assignments, steps, etc to be taken

**Psychosocial Assessment:** This is a formal psychosocial assessment similar to the ones the student has completed in his/her practice classes. It may be done on the same client(s) the student interviews for the process recording. Please use pseudonyms to protect confidentiality. The format for the psychosocial assessment is as follows:

### Psychosocial Assessment Format

Date of Interview: \_\_\_\_\_ Name of Social Worker: \_\_\_\_\_  
Date of Report: \_\_\_\_\_ Name of agency: \_\_\_\_\_  
Name of Client: \_\_\_\_\_  
Address \_\_\_\_\_  
Race/Ethnicity \_\_\_\_\_ Date of Birth \_\_\_\_\_ Age at time of PSA: \_\_\_\_\_  
Next of Kin/Significant Other(s): \_\_\_\_\_  
Informants: Origin and reliability of data \_\_\_\_\_  
Source of Referral: Who made this referral? \_\_\_\_\_

Statement regarding how you are maintaining informed consent and confidentiality.

**Presenting Concerns:** Describe the problem(s) affecting the client(s); when the difficulties began, who else is involved, when and where does problem occur, coping strategies used to date (including prior professional or nonprofessional help i.e. social service age, indigenous workers); voluntary or involuntary client status.

**Personal Information:** Client profile and current living situation; statement regarding client (age, gender, ethnicity, sexual orientation, differential ability, level of education,

level of income); describe appearance and behavior; indicate initial impressions regarding functioning.

**Family:** Indicate members of family of origin (names, relationship, ages, marital, significant other, and parental status); prior and current status of relationship to family members; statement of client's overall impression of family functioning, family strengths and weaknesses; important situational crises (if any), history of abuse and/or neglect; current and past marital or significant other(s), and family or family of; indicate persons in the household; members of extended family, family of procreation, foster family, and/or family of friends as appropriate.

**Health:** Current and past illnesses, accidents, disabilities, symptoms, complaints, diagnosis; previous hospitalizations, treatments, procedures, medications; health behavior including diet, exercise, substance abuse, sexual practices, adaptations to past, current, and anticipated health status; include significant health history of family members or significant others.

**Psychological/Mental Health:** Current and past cognitive, affective, social and behavioral functioning; onset and duration of any current difficulties; critical events related to current status; current or past mental health diagnosis; previous hospitalizations, treatments, procedures, medications; attitudes, expectations of client, family, others in social environment. Include significant mental health history of family members. Client's and others' interpretation of current situation and of related events; knowledge, information, and beliefs regarding human behavior, social services, and so forth; current and recent efforts at problem-solving; self-concept; insight; values; preferences regarding means and ends of service. Client's and other's emotional responses to current situation, critical events related to the situation; current level of anxiety, discomfort,; motivation for change or action; commitment to services, attitudes toward the future, potential for improvement in current situation; self-esteem.

**Educational/Vocational/Rehabilitation/Employment:** Formal or informal schooling or programs attended; level of performance or achievement; experiences, attitudes, expectations regarding abilities, achievements, and level of basic skills; include significant information on relevant family members; Current and significant employment; current employer and position; critical incidents at work.

**Peer Groups and Social Network:** Description of informal peer relationships, including social, recreational, and self-help groups and networks; membership and participation in formal organizations and groups; Any leisure activities, hobbies, personal interests, recreational, volunteer, organizational activities.

**Finances:** Current and recent sources and amount of income; financial responsibilities, debts, health insurance, public assistance, etc.

**Legal Issues:** Current or past incidents involving law enforcement, courts, incarceration, parole, or probation status; involvement as offender, victim, or witness to acts of violence

or other antisocial events; immigration status; custody; guardianship; include significant history of family members.

**Ethnicity & Culture:** Ethnic origins; client self-identification of ethnic identity; values, preferences, and expectations of behavior; issues of prejudice, discrimination, and oppression; opportunity, access, availability of resources; attitudes toward services, service providers; language and custom differences from community; descriptions of rituals, beliefs, and/or customs practiced; if first or second generation American country of origin and year of entry into the United States; the socioeconomic and political conditions of the country left; reasons for coming to the USA; describe decision process of determining who came first, who was left behind and plan for reunification; other family/friends already in the USA; describe places stayed until finally settled.

**Religious/Spiritual Influences and Practice:** Client's religious/spiritual influences and practices of all in household; client assessment of the role of spirituality/religion in life of client and client's family.

**Relationships to Community Agencies:** Relationships with community and other public organizations, employment and volunteer associations, religious groups, legal system, health and mental health organizational, support groups, or social welfare agencies.

**Summary & Social Work Impressions:** Provide a summary of the above, focusing on the current situation and precipitating event that brought the client to this social service setting; focus on possible psychosocial issues; also include strengths and weaknesses or obstacles for the client system.

**Intervention Plan & Recommendations:** Identify at least three problems or issues to be worked on and include specific short and long term goals for each in behavioral and measurable terms; objectives and interventions for accomplishing each of these goals, and specific time frames for goal accomplishment; must have an evaluation plan to measure effectiveness of the interventions; and include any arrangements for follow up.

**NOTE: Important Considerations for the Psychosocial Assessment:**

- The Psychosocial Assessment is a formal document. Unlike a progress note, it should be written in full, complete sentences, including correct grammar and punctuation. Additionally, it should be written in the 3rd person.
- This paper should be typed, single-spaced, and use subheadings for better organization.
- The Psychosocial Assessment is primarily objective. Stick to factual information. Diagnostic impressions should be clearly identified as such, and should only appear at the conclusion of the factual information that comprises the bulk of the assessment.
- Maintain client confidentiality by altering all identifying information.

- Identify sources of information (i.e. "According to medical records...", "According to the client..." etc.). Most PSA's have multiple informants and/or sources. Identify all that you use for your assessment.
- Include only information that is relevant to the client and identified problem(s). Do not repeat information across sections.

**Narrative Evaluations of Field Placement:** This is the final written assignment and will be due at the last integrative seminar. This assignment is designed to help us evaluate the agencies we use for our social work field practicum. It is also designed to help you evaluate your experience and growth throughout the semester. This evaluation **will not** be shared with the agency or the field instructor unless the student requests that this be done. **Please submit as separate documents:**

**1. Self evaluation:**

- How have you grown and changed in the course of your field practicum?
- Do you want to stay in the same practice field as a social work professional and why/why not?
- What are your future plans or goals?

**2. Evaluation of the agency:**

- The name of the agency and field instructor.
- The strengths and weaknesses of professional practice in the agency.
- Your opinion on using this agency as a field placement in the future.

**Field Instructor's Evaluation of Student**

Evaluation in field practice is an on-going process. This is a major and continual aspect of the Field Instructor's obligation. Part of each agency visit by the Faculty Liaison is spent in evaluating with the Field Instructor and the student the student's progress, educational needs, accomplishments, and areas needing improvement. Where there are discrepancies, the Faculty Liaison confers with the Field Instructor and student before making a final decision.

In addition to this informal, on-going evaluation, a formal evaluation is constructed for the student with the Faculty Liaison and Field Instructor at mid-term and at the end of the semester. The Mid-Term and Final Student Evaluations internship grade, as well as the number of internship hours completed by the student. Both the student (self-evaluation) and the Field Instructor complete the field evaluation, and copies of both evaluations should be available for review by the Faculty Liaison during the field visits. The BSW and Foundation Field Evaluations are located on the intern's course TRACS site and the intern is responsible for providing a copy the Field Instructor.

**Grading:**

The final decision for assigning a grade is the responsibility of the Field Coordinator in partnership with the Faculty Liaison and the Field Instructor. The agency Field Instructor will **recommend** a grade for agency performance. BSW students are given one of the

following letter grades: A, B, C, D, or F. A list of the assignments and the relative weights assigned to each factor for both courses are as follows:

**SOWK 4645 & SOWK 5410**

1. Field Instructor's Mid-Term Evaluation = 25 points
2. Weekly logs ( 6 logs/ 5 points per log) = 30 points
3. Educational Contract = 10 points
4. Agency Report = 10 points
5. SOAP Note = 5 points
6. Diversity Assignment = 10 points
7. Macro Project Proposal = 10 points

*Total = 100 points*

**SOWK 4650 & SOWK 5411**

1. Field Instructor's Final Evaluation = 25 points
2. Psychosocial Assessment = 20 points
3. Ethics Paper = 15 points
4. Process Recording = 10 points
5. Final Macro Project & Presentation = 20 points
6. Narrative Evaluations of Field Placement = 10 points

*Total = 100 points*

## **MSW Advanced Practice Concentrations**

The MSW program at Texas State University-San Marcos offers students the choice of two advanced concentrations: Direct Practice and Administrative Leadership. These concentrations are built upon and draw from the generalist foundation courses. Both concentrations are designed around a common set of core objectives, the operationalization of which varies with the specific focus of the concentration.

### **Direct Practice Concentration**

The Direct Practice Concentration emphasizes knowledge and skill building for professional social work practice at individual, familial, and small group levels of intervention. It draws from the Professional Foundation to illuminate the central issues relevant to social work practice at these systems levels. In addition, it extends students' knowledge, skills, values, appreciation, and ethical awareness for issues central to direct social work practice.

Field instruction is an integral part of the total social work curriculum. It is designed to supplement classroom learning and to help students integrate the broad range of knowledge and skills necessary to support practice in the field of social welfare. It provides students with closely supervised opportunities to test personal and professional values and social work intervention skills. At the concentration (2nd year) level field

practice provides Direct Practice students with the opportunity to build on the generalist Foundation Field experience and develop advanced level direct practice skills with specialized populations.

The Direct Practice concentration emphasizes the development of clinical skills in work with individuals, families, and groups under the direction of a professional social work practitioner. This final practicum experience provides the student with an opportunity to focus on specialized areas of professional interest. The exact dimensions of the preferred specialization will vary from student to student. Likewise the foci of the direct practice experience will vary from agency to agency, and client population to client population.

The Direct Practice field placement process begins with the selection of a placement agency that offers the student an appropriate mix of specialized direct practice experiences. It is shaped through the development of an Educational Contract with individualized goals and objectives to be carried out with the support of the agency-based Field Instructor. Each student must identify specific competencies, practice behaviors and learning outcomes that can be achieved within the concentration practicum agency, and are related to the MSW Program Goals and the EPAS Competencies and Practice Behaviors. Upon successfully completing this course, the student will be able to:

1. Demonstrate an understanding of and adherence to the Codes of Ethics of NASW and of the Texas State Board of Social Worker Examiners in provision of direct social work services;
2. Demonstrate advanced direct practice skills in communication, assessment, intervention, and outcome measurement;
3. Apply specialized social work knowledge and skills in fulfilling the professional role of social work practitioner as assigned within the practicum agency;
4. Demonstrate understanding, respect, and the willingness to address issues of human diversity when planning and delivering services to individuals, families, and groups;
5. Demonstrate a self-directed work style that makes efficient and effective use of time and resources, and does not require imposition of structure by others;
6. Achieve the self-selected educational opportunities and objectives appropriate to the practicum agency setting and the student's level of knowledge and skill.

### **Direct Practice Concentration Field Practicum Student Competencies & Practice Behaviors**

Direct Practice Concentration Field Practicum Student Competencies are located on the Field Evaluation along with the practice behaviors and outcome measures that are

evidenced by the student during the internship. The following are the core EPAS competencies for the Direct Practice Field Practicum:

### **2.1.1. IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

#### **Student Advanced Practice Behaviors**

- Identify and reflect on professional strengths and areas in need of development in order to enhance effectiveness in direct practice
- Work within agency policy guidelines in an open, professional, cooperative style with agency staff and professional colleagues
- Function on an increasingly independent basis in professional practice
- Act professionally with clients, staff, and colleagues and adhere to agency rules and regulations
- Utilize supervision for professional growth, balancing autonomy with use of supervision
- Advocate and negotiate to maximize opportunities and resources for disadvantaged clients in the public sector
- Address the impact of larger system policy and programs on clients circumstances to advocate for social justice and change
  - Course Location: Field Evaluation

### **2.1.2 APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

#### **Student Advanced Practice Behaviors**

- Develop a philosophy of counseling that is effective, ethical, and aligned with the needs of clients
- Identify, critically analyze, and address ethical dilemmas and conflicts in professional practice that impact negatively on specialized practice and service delivery
  - Course Location: Integrative Paper/Poster Presentation, Field Evaluation

### **2.1.10 (A-D) ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes

and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### **Student Advanced Practice Behaviors**

#### Engagement

- Effectively use specialized skills to engage clients by working constructively with a range of client feelings, thoughts, and actions, respecting the client's pace, and operationalizing and prioritizing client concerns.
  - Course Location: Field Evaluation

#### Assessment

- Demonstrate advanced skills in interviewing clients, assessing client functioning, developing treatment goals, and selecting intervention strategies that fit the client's culture
  - Course Location: Integrative Paper/Poster Presentation

#### Intervention

- Formulate professional judgments based on client data/information
- Assess and formulate an intervention plan, identifying and selecting relevant desired outcomes
- Understand and work effectively with both planned and unplanned termination
  - Course Location: Integrative Paper/Poster Presentation

#### Evaluation

- Apply appropriate practice evaluation methods for outcome measurement
- Identify and select appropriate progress indicators and successful interventions
- Monitor and record multiple measurable changes
- Critically evaluate one's own practice
  - Course Location: Integrative Paper/Poster Presentation, Field Evaluation

### **Student Competencies Reinforced in Direct Practice Field Practicum**

- 2.1.3 Apply critical thinking to inform and communicate professional judgments
- 2.1.4 Engage diversity and difference in practice
- 2.1.5 Advance human rights and social and economic justice
- 2.1.6 Engage in research-informed practice and practice-informed research
- 2.1.7 Apply knowledge of human behavior and the social environment
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

### **Administrative Leadership Concentration**

Field instruction provides in-depth study and application of social work concepts, methods and skills. The students' understanding, knowledge and skills are challenged and tested in field practice. The successful completion of Administrative Leadership Field I and II requires students to develop adequate advanced level skills in providing the administration and evaluation of social work services. The Administrative Leadership

Concentration is designed to prepare students to assume leadership roles as supervisors, managers, administrators, researchers, and policy practitioners in the public social welfare sector.

Field instruction is an integral part of the total social work curriculum. It is designed to supplement classroom learning and to help students integrate the broad range of knowledge and skills necessary to support practice in the field of social welfare. It provides Administrative Leadership students with closely supervised opportunities to test personal and professional values and social work intervention skills. At the concentration (2nd year) level, field practice provides students with the opportunity to build on their generalist Foundation Field experience and to develop specialized skills in the administration and evaluation of social work services, under the direction of professional social work administrators and supervisors.

This final practicum experience provides the student with an opportunity to focus on specialized areas of professional interest. The exact dimensions of the preferred specialization will vary from student to student. Likewise the foci of the direct practice experience will vary from agency to agency, and client population to client population. The primary project for the Administrative Leadership students involves a macro level research project for the agency.

The field placement process begins with the selection of a placement agency that offers the student an appropriate mix of specialized administrative and management experiences. It is shaped through the development of an Educational Contract with individualized goals and objectives to be carried out with the support of the agency-based Field Instructor. Each student must identify specific competencies, practice behaviors and learning outcomes that can be achieved within the concentration practicum agency, and are related to the MSW Program Goals and the EPAS Competencies and Practice Behaviors. Upon successfully completing this course, the student will be able to:

1. Utilize frameworks of values and ethics to guide administrative practice decisions and practice in public and private, non-profit human service organizations;
2. Critically assess and apply contemporary administrative theory and practices to the design and management of human services;
3. Analyze and use appropriate research instruments, methodologies and technological tools for effective administrative practice and enhancing human service organizations;
4. Evaluate and utilize human resource models and frameworks pertaining to an ethnically, culturally, and economically diverse work force to guide decisions and actions;
5. Utilize a self-directed yet collaborative work style that makes efficient and effective use of time, resources, and feedback;

6. Identify and develop in contract form mutually agreed upon educational opportunities and objectives appropriate to the practicum agency setting and the student's level of knowledge and skill.
7. Utilizes constructive feedback and engages in collaborative dialogue to help solve problems.

## **Administrative Leadership Concentration Field Practicum Behavioral Competencies & Practice Behaviors**

Administrative Leadership Concentration Field Practicum Student Competencies are located on the Field Evaluation along with the practice behaviors and outcome measures that are evidenced by the student during the internship. The following are the core EPAS competencies for the Administrative Leadership Field Practicum:

### **2.1.1. IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

#### ***Student Advanced Practice Behaviors***

- Apply effective contemporary administrative practices with attention to professional boundaries in the design and management of programs to provide clients access to services
  - Course Location: Supervisory Conferences, Narrative Evaluation
- Identify and develop in contract form self-selected personal educational opportunities and continuing professional development through the use of supervision and consultation
  - Course Location: Educational Contract
- Demonstrate a self-directed work style that makes efficient and effective use of time and resources and feedback
  - Course Location: Supervisory Conferences, Mid-term and Final Field Evaluation

### **2.1.2 APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

#### ***Student Advanced Practice Behaviors***

- Apply social work ethical principles in agency setting
  - Course Location: Supervisory Conferences, Mid-term and Final Field Evaluation

### **2.1.10 (A-D) ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

#### ***Student Advanced Practice Behaviors***

##### Engagement

- Demonstrate an understanding of human resource issues pertaining to an ethnically, culturally, and economically diverse work force
  - Course Location: Research Project

##### Assessment

- Students collect, organize and interpret research in completing a literature review.
  - Course Location: Research Project

##### Intervention

- Initiate and implement a research-based project to enhance organizational goals.
  - Course Location: Research Project

##### Evaluation

- Critically analyze, monitor and evaluate agency-based research project.
  - Course Location: Research Project

#### ***Student Competencies Supported in This Course***

- 2.1.3 Apply critical thinking to inform and communicate professional judgments
- 2.1.4 Engage diversity and difference in practice
- 2.1.5 Advance human rights and social and economic justice
- 2.1.6 Engage in research-informed practice and practice-informed research
- 2.1.7 Apply knowledge of human behavior and the social environment
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

#### **Concentration Field Practicum Structure and Assignments**

##### **General Information**

Direct Practice and Administration/Supervision Field I and II are taken concurrently during the Spring semester by students in the full time program. They are taken sequentially over the Spring and Summer or Summer and Fall semesters by students in the part time program. Successful completion of both courses requires the student to spend a total of 600 hours in concentration level field practice. Students attend a 3 hour

field seminar class every other week during the internship as well. These hours are in addition to the 600 hours completed at the agency.

Each student, after completing the required MSW Concentration courses, is assigned to a field placement selected by the Faculty Field Liaison in coordination with the Field Instructor and the student. The assignment of students to practicum sites is based on several factors of equal importance: 1) The student's learning objectives for Concentration Field; 2) The agency's capacity to offer practicum experiences consistent with both the student's and College's objectives for Concentration Field; 3) The availability, within the agency, of a Field Instructor who is qualified to provide the necessary supervision of the student's work.

Field placement agencies differ considerably with regard to the nature of the activities and supervision available. The Faculty Liaison consults with the Field Instructor to ensure that each adheres to the general educational and field objectives. Although a wide variety of placement opportunities exist and may be utilized, placements in public sector agencies are especially encouraged.

### **Educational Contract**

The Educational Contract is a working document designed to give direction and structure to the field practicum experience. It is the joint responsibility of the student and the Field Instructor to negotiate this contract within the first few weeks of placement. The curriculum of the School of Social Work provides the rationale and educational themes for the contract. The Field Instructor is responsible for incorporating into the contract the particular demands of the culture and mission of the agency and its specific area of practice. The student is responsible for reconciling the requirements of the School of Social Work and the agency with his/her personal learning needs and professional goals.

- *The Educational Contract is due by the Faculty Liaison's first visit to the practicum site.*

Upon completion, one copy of the educational contract is kept by the Faculty Liaison assigned to that placement. The Faculty Liaison utilizes the contract in his/her joint efforts with the student and Field Instructor to ensure a cohesive and progressive training experience. The format for the Educational Contract may be found in Appendix III.

### **Supervisory Conferences**

The Agency Based Field Instructor provides direct supervision of the student throughout the practicum, and is expected to conduct a minimum of one hour of individual supervision with the student per week. The student has a reciprocal obligation to prepare for supervisory conferences and to maximize this learning opportunity.

### **Student Evaluation & Comprehensive Examination**

Evaluation in field practice is an on-going process. This is a major and continual aspect of the Field Instructor's obligation. Part of each agency visit by the Faculty Liaison is

spent in evaluating with the Field Instructor and the student, the student's progress, educational needs, accomplishments and weak areas. Where there are discrepancies, the Faculty Liaison confers with instructor and student and makes a final judgment.

In addition to this informal, on-going evaluation, a formal evaluation is constructed for the student at mid-term and at the end of the semester. The Mid-Term Evaluation serves as the SOWK 5612 and 5622 course grade, as well as the Comprehensive Exam required by the Graduate College. The Final Evaluation is the SOWK 5613 and 5623 course grade.

The Concentration Field Student Evaluation form is completed by the Field Instructor and shared with the student, who also completes his/her sections. Once this has been completed, a three-way conference is scheduled where the evaluation instrument is reviewed by all parties. The Faculty Liaison then reviews the student's level of functioning on the university requirements. The combined final grade is then shared with the student. Where there are discrepancies that cannot be resolved in the three-way conference, the Faculty Liaison makes a recommendation to the Field Coordinator for the final decision as to the grade assigned.

The field evaluation forms for the Direct Practice and the Administration /Supervision Concentrations are located on TRACS and the Field Office website at [www.socialwork.txstate.edu/](http://www.socialwork.txstate.edu/)

It should be noted that the Field Coordinator has the final responsibility for the student's grade and must consider both agency and university expectations and requirements. Grade appeals follow the process outlined in the MSW Student Handbook and the MSW Field Manual.

## Direct Practice Concentration Assignments

### Written Assignments

All papers must be typewritten and use APA style. The criteria for grading include adherence to proscribed guidelines, writing style, and the quality of the informational content. All assignments are expected on the announced due date, and students must contact the instructor for exceptions to this policy.

### Seminar Assignments:

**Weekly Logs:** Weekly logs will be submitted by digital drop box on TRACS every Monday for the previous week, which gives you the weekend to finish the assignment. Logs are written for the first six weeks of the internship. The logs should reflect your knowledge and ability in providing services to the client system and the agency. They should indicate orderly, logical thinking, and should be concise and to the point. Reflective thinking about your growth and progress is encouraged, on those days when activity is slow. You should demonstrate that you are attempting to integrate the theory

you learned in the classroom into your practice experience. Logs should follow the following format:

*Description of the activity:* Briefly summarize the week's major activities;

*Learning resulting from the activity:* Did you learn something new; How does it contribute to your practice theory base; What you learned in your social work and supportive social science courses that relates to your internship activities;

*Reactions (Thoughts & Feelings):* About the activity, the client, other professionals, yourself or anything else for that matter. Process and insights into this week's learning experiences

***Ethics Paper:*** The student will discuss an ethical and values dilemma in his/her respective field of practice for internship. During the semester, students will most probably encounter some ethical dilemmas in professional practice. This paper requires analysis of an ethical dilemma and discussion of how to resolve the dilemma. It should be no more than five pages in length, and please use the following guidelines:

- Describe an ethical dilemma that either you or other workers in your agency face.
- Identify the social work values and professional ethics that are involved in the situation.
- What factors at the micro and macro levels of practice are impacting the dilemma?
- State your position and reasons for the steps necessary to resolve the ethical dilemma.
- Discuss possible consequences of your plan to address the situation.
- What additional resources or changes are needed to resolve the dilemma?
- Identify any leadership, social justice, or advocacy measures that could prevent other similar ethical dilemmas in the future.

**NOTE:** Some ethical issues are not ethical dilemmas. For example: a clear violation of either the NASW or Texas Social Worker Examiners Codes of Ethics is NOT a dilemma! A dilemma occurs, in social work practice, when we must choose between two courses of action that have ethical consequences.

***Diversity Paper:*** This assignment requires the student to identify and analyze diversity factors in the internship experience. This assignment is worth 10 points and should be a maximum of 5 pages in length. Please use the following guidelines:

- Identify any diversity factors that you share in common with the clients and staff of the agency. Explain how these similarities can be either positive or negative, and provide at least one example of a situation that impacted your learning experience during the internship.
- Identify any diversity factors that you do not share in common with the clients and staff of the agency. Explain how these differences can be either positive or negative, and provide at least one example of a situation that impacted your learning experience during the internship.

**Process Recording:** A process recording is a verbatim account of an interview that gives the student, the Field Instructor, and the Faculty Liaison an opportunity to examine interviewing and intervention skills. The format for a process recording and an example of a recording follow these general instructions. Since it is necessary for the Field Instructor to review and comment on the process recording before the due date, the student is strongly advised to complete it and turn it in to the Field Instructor at least one week before it is due. The student can download the process recording form on TRACS and submit it either electronically or in hard copy as per Field Instructor preference.

Process recordings are detailed accounts of interviews conducted by the social worker with a client. They should include the relevant interactions, the meaning of the interactions, the feelings (verbal and nonverbal), the relationship developed with the client, and any additional information that will provide understanding of the situation. In addition to an account of the interaction, the student should also provide an evaluation of the meaning of the process. Client affect is an important part of this communication. The same precaution to guard confidentiality of the consumer should be used as in other assignments. Process recordings contain the following elements (an example can be found on pp. 50-51 in this manual):

- Identifying information: The name of the worker or student, the date of the interview, and the client's pseudonym. State the purpose of the interview;
- A word-for-word description of what happened, as well as the student can remember or by using audio or video tapes;
- A description of any action or nonverbal activity that occurred;
- The student's feelings and reactions to the client and to the interviews it takes place. This requires that the recorder put into writing his/her unspoken thoughts and reactions as the interview is going on;
- The student's observation and analytical thoughts regarding what has been happening during the interview. Most experienced interviewers think constantly during an interview -- "What should I do next? I wonder how it would affect the client if I said such-and-such? Why is s/he acting this way? I wonder what s/he really meant by that statement? That seems to contradict what s/he told me earlier. S/He said he felt happy but s/he certainly didn't look it." In process recording, all these silent thoughts are put into writing;
- A "Diagnostic Summary" or paragraph on the worker's impressions at the end of the process recording. Here the worker should summarize his/her assessment about the client s/he has just interviewed.

### ***Integrative Paper & Research Poster Project***

**Integrative Paper:** Students will prepare an integrative paper, which will be a case assessment on one of your clients in your internship. This paper will include a social history, multidimensional assessment, intervention plan, evaluation plan, and address ethical and diversity issues. This paper is worth 100 points. Please use headings for better organization and easier reading. The paper should be typed, single-spaced, and a maximum of 10 pages in length. Please use the following outline:

- Demographic & Client Information: Identification of the client system including name, date of birth/age, ethnicity, gender, etc. (no confidential identifying information; use pseudonym or initials); Social worker's observations and initial impressions about the client's functioning, affect, appearance, behaviors, etc.
- Referral Information: Referral source, reason(s) for referral; sources of information
- Presenting Problem: Brief description of the presenting problem(s)
- BioPsychoSocialSpiritual History: Include sub-sections on family, developmental/health, mental health, social services, employment, education, legal, support systems, cultural factors, diversity issues, spirituality, etc (focus on areas relevant to your client)
- Assessment & Diagnosis: Synthesis of the case information and client history with your clinical interpretations of the main areas or targets for work; social worker's clinical assessment of the client system, including strengths and obstacles, motivation for change, and any ethical or values issues that need to be addressed; Diagnosis – use DSM IV-TR Multiaxial format
- Intervention Plan: Operational definitions of the targets/problems for work and goals/objectives of treatment; theoretical approach and types of interventions/ techniques; roles for the client, social worker, and collaterals; time frames and contracting process; outcome measures and evaluation methods to measure practice effectiveness; and any recommendations or follow-up services needed. Please use the following format as an example for identifying the targets, goals, and outcome measures:

Target: Client has low self-esteem and makes self-deprecating remarks.

Goal: To increase client's self-esteem by increasing self-awareness of positive aspects and decreasing negative self-talk.

Interventions: Client will make 3 positive self-statements daily; Client will attend weekly support group and individual therapy sessions; Client will use thought stopping technique to decrease negative self-statements during the day; Client will record daily self-report IRS on self-esteem

Social worker will make referral to the support group, provide weekly individual therapy sessions, and monitor progress on self-statement activities and outcome measures

Outcome Measures: Pre-post test scores on standardized self esteem instrument; Client self-report on daily IRS

- Recommendations: Any other recommendations or follow-up services required; any advocacy or social justice issues requiring leadership measures to address macro level or agency obstacles/problems.

**Research Poster & Presentation**: Students will prepare a poster that presents practice evaluation and outcome measurement of the interventions and services provided to the client system in the integrative paper. Due to the diversity of internship settings, students

may use a variety of research designs and methods, as long as their research evaluates practice or service delivery effectiveness provided to clients at their agency. Students will be required to turn in a 1-page proposal to the instructor for project approval and feedback. The proposal should identify the client, target(s) and goal(s), evaluation measurement method, and theoretical approach.

The Research Poster will include a brief description of the client system, identification of the target/problem, the goals and objectives of treatment, the theoretical approach and interventions utilized, the outcome measures, research design, and methods of practice/service evaluation, and the data analysis and results of your research project. The poster will be presented at the School of Social Work Research Forum and is worth 100 points. Please use the following guidelines:

- **Identification of the Client System:** Provide a brief description of the client system and internship setting; relevant information on the client's level of engagement and motivation for treatment, including any skills or methods used by the social worker to develop a working relationship with the client system
  
- **Identification and Operational Definitions of the Targets and Goals**
  1. Identify the client target(s) (problem, issue, etc) to be worked on for this project. Be sure to include an operational definition for the target(s). For example, if the client is depressed, an operational definition would include any behavioral, cognitive, affective, and physical symptoms experienced by the client, such as negative self-esteem, poor eating habits, sleep disturbances, etc.
  2. Identify the goals to be achieved. An operational definition of the project goals is necessary to provide outcome measures to evaluate the effectiveness of the interventions. For example, with a client who has low self-esteem, one goal could be to increase his/her positive self-esteem. An operational definition of this goal would be the client's decrease in negative self-thoughts and increase in positive self-talk. An outcome measure would be to compare pre-post test scores on a self-esteem scale to evaluate the effectiveness of the interventions and whether the client reached his/her goal successfully.
  3. Identify the theoretical approach and intervention techniques to be used in this project, explaining your rationale and providing references of evidence-based literature on the effectiveness of the theoretical approach and interventions with the client system or treatment target/goals. Also explain how the interventions will be implemented, how they address the targets, and assist in achieving the goals. Be specific and identify who will do what, to what extent, and under what conditions.
  4. Identify and discuss any possible obstacles, unanticipated or negative outcomes, and ethical concerns associated with this project. How will you address these to minimize or eliminate these problems?
  
- **Methods of Measurement, Recording Procedures, and Data Analysis**

1. Describe the research design and data collection methods
2. Select at least 2 different measures, choosing from a variety of instruments including, standardized tests, behavioral observation, self-monitoring, individual ratings scales, logs, journals, etc. Include a rationale or reason for your choices so that it is clear why the instruments were chosen. Also address any reliability and validity issues with the instruments.
3. Provide a draft or example for each measure. Be sure to make these instruments as easy, convenient and simple as possible, while still being an effective measure, to use to minimize difficulties in measurement and monitoring.
4. For each measure, identify and describe the following:
  - Which targets are being monitored
  - Who will record/collect the data
  - Where will recording occur
  - When will recording happen and how often
5. Summary of your data analysis and discussion of your results; any statistical or practical significance; Did your client reach her/his goals? To what extent? Recommendations or plans for further work, transfer, referrals, or termination.

***Narrative Evaluations:*** Students will submit narrative evaluations of their agency placement and their professional development. This is the final written assignment and will be due at the last integrative seminar. This assignment is designed to help us evaluate the agencies we use for our social work field practicum. It is also designed to help you evaluate your experience and growth throughout the semester. These evaluations **will not** be shared with the agency or the field instructor unless the student requests that this be done. **Please submit as separate documents:**

**1. Self evaluation:**

- How have you grown and changed in the course of your field practicum?
- Do you plan to continue in this practice field after graduation? Why or Why not?
- What are your future plans or goals?

**2. Evaluation of the agency:**

- The name of the agency and field instructor.
- The strengths and weaknesses of professional practice in the agency.
- Your opinion on using this agency as a field placement in the future.

***Field Evaluations:*** The SOWK 5612 & 5613 evaluation form is on TRACS and it is the student's responsibility to make sure the Field Instructor has the correct copy to complete. Both the student and the Field Instructor complete the evaluation, and copies should be ready to review for the Faculty Liaison's scheduled visit. **The SOWK 5612 Mid-Term Evaluation serves as the student's Graduate Comprehensive Exam grade as well.** The Direct Practice Field Evaluation is located on the intern's course TRACS site and the intern is responsible for providing a copy to the Field Instructor.

**Grading:** There are a total of 500 points to be earned. In order to receive a passing grade for field, a grade of B or above is required.

- SOWK 5612: Educational Contract = 10 points  
Weekly Logs = 30 points (6 logs for 5 points each)  
Process Recording = 30 points  
Ethics Paper/Presentation = 10 points  
Diversity Assignment = 10 points  
Mid-Term Field Evaluation = 100 points
- SOWK 5613: Integrative Paper/Poster Presentation = 200 points  
Narrative Evaluations = 10 points  
Final Field Evaluation = 100 points

The point breakdown will be assigned as follows:

475 - 500 = A  
450 - 474 = B  
425 - 449 = C  
400 - 424 = D  
<400 = F

## Administrative Leadership Concentration Assignments

### Written Assignments

All papers must be typewritten, double-spaced, APA style. The criteria for grading include adherence to proscribed guidelines, writing style, and the quality of the informational content. All assignments are expected on the announced due date, and students must contact the instructor for exceptions to this policy.

### Seminar Assignments:

#### Written Assignments

All papers must be typewritten and use APA style. The criteria for grading include adherence to proscribed guidelines, writing style, and the quality of the informational content. All assignments are expected on the announced due date, and students must contact the instructor for exceptions to this policy.

### Seminar Assignments:

**Weekly Logs:** Weekly logs will be submitted by digital drop box on TRACS every Monday for the previous week, which gives you the weekend to finish the assignment. Logs are written for the first six weeks of the internship. The logs should reflect your knowledge and ability in providing services to the client system and the agency. They should indicate orderly, logical thinking, and should be concise and to the point. Reflective thinking about your growth and progress is encouraged, on those days when activity is slow. You should demonstrate that you are attempting to integrate the theory you learned in the classroom into your practice experience. Logs should follow the following format:

Description of the activity: Briefly summarize the week's major activities;

Learning resulting from the activity: Did you learn something new; How does it contribute to your practice theory base; What you learned in your social work and supportive social science courses that relates to your internship activities;

Reactions (Thoughts & Feelings): About the activity, the client, other professionals, yourself or anything else for that matter. Process and insights into this week's learning experiences

**Ethics Paper:** The student will discuss an ethical and values dilemma in his/her respective agency or associated with the research project. This paper requires analysis of an ethical dilemma and discussion of how to resolve it. It should be no more than five pages in length, and please use the following guidelines:

- Describe an ethical dilemma that either you or other workers in your agency face.
- Identify the social work values and professional ethics that are involved in the situation.
- What factors at the micro and macro levels of practice are impacting the dilemma?

- State your position and reasons for the steps necessary to resolve the ethical dilemma.
- Discuss possible consequences of your plan to address the situation.
- What additional resources or changes are needed to resolve the dilemma?
- Identify any leadership, social justice, or advocacy measures that could prevent other similar ethical dilemmas in the future.

**NOTE:** Some ethical issues are not ethical dilemmas. For example: a clear violation of either the NASW or Texas Social Worker Examiners Codes of Ethics is NOT a dilemma! A dilemma occurs, in social work practice, when we must choose between two courses of action that have ethical consequences.

***Diversity Assignment:*** This assignment requires the student to identify and analyze diversity factors in the internship experience. This assignment is worth 10 points and should be a maximum of 5 pages in length. Please use the following guidelines:

- Identify any diversity factors that you share in common with the clients and staff of the agency. Explain how these similarities can be either positive or negative, and provide at least one example of a situation that impacted your learning experience during the internship.
- Identify any diversity factors that you do not share in common with the clients and staff of the agency. Explain how these differences can be either positive or negative, and provide at least one example of a situation that impacted your learning experience during the internship.

### ***Research Project Proposal, Paper, & Poster***

As part of the field requirement, students are to design and implement a macro-level project (grant development, program development, program evaluation, research study, etc.). This is to be a joint effort led by the student with consultation from this instructor, the field instructor, and other staff in the field agency or faculty members when appropriate. The student will write a paper based on their internship project. The Project Proposal includes the following elements and tasks/steps:

1. Identification and discussion of specific topic or area of research;
2. Consultation with the field instructor, faculty liaison and other agency staff;
3. Needs Assessment and Statement of the Problem;
4. Literature Review: Use of professional publications in the field of inquiry, and;
5. Research Design & Methodology (brief summary)

Students are discouraged from research projects that have human subjects due to the IRB timelines. However, if approved for a study with human subjects, the student must comply with the University's Human Subjects Review, as well as any agency IRB regulations, including:

- Compliance with university and agency-based protocols for human subjects review prior to collecting data is necessary
- Provide instructor with copy of agency protocol
- Students who are conducting research with human subjects must submit to the University IRB early before data is collected.

See website: [http://www.txstate.edu/osp/Compliance/irb\\_index.htm](http://www.txstate.edu/osp/Compliance/irb_index.htm) for all information about human subjects review, if needed. Please be aware of the IRB deadlines listed on the web. These deadlines can impact your research project deadlines. There are additional on-line training requirements that students must meet before submitting to the IRB. You are responsible for logging on and taking this training at <http://www.txstate.edu/osp> The training is called “Fundamentals of the Protection of Human Subjects”. In addition, there is an on-line application for submission of the research protocol that must be completed.

**Research Paper:** The paper will be based on your research project and should follow APA guidelines on format and references. The School of Social Work has a copy of the APA Guidelines (6<sup>th</sup> Ed.) in the office should you need to refer to it. The paper will include the following sections:

1. Abstract: no more than 200 words
2. Introduction: overview of the project and related factors
3. Statement of the Need or Needs Assessment
4. Literature Review & Theory
5. Research Design: Hypothesis, Variables
6. Methodology: Participants/Sample, Instruments/Measures, Interventions
7. Results: data statistical analysis
8. Discussion: Interpretation of the results, limitations of the study/project, significance to the agency/field of study, and recommendations
9. References
10. Appendix: Charts, graphs, measurement instruments, etc.

**Research Forum Presentation:** Students are to prepare a professional quality poster presentation on their research project from field for an end of semester student forum where other students, faculty, field instructors and other agency staff will be invited. The poster should follow guidelines provided by the instructor and the organizers.

**Narrative Evaluations:** Students will submit narrative evaluations of their agency placement and their professional development. This assignment is designed to help us evaluate the agencies we use for our social work field practicum. It is also designed to help you evaluate your experience and growth throughout the semester. These evaluations **will not** be shared with the agency or the field instructor unless the student requests that this be done. **Please submit as separate documents:**

**1. Self evaluation:**

- How have you grown and changed in the course of your field practicum?
- Do you plan to continue in this practice field after graduation? Why or Why not?
- What are your future plans or goals?

**2. Evaluation of the agency:**

- The name of the agency and field instructor.
- The strengths and weaknesses of professional practice in the agency.
- Your opinion on using this agency as a field placement in the future.

**Field Evaluations:** The SOWK 5622 & 5623 evaluation form is on TRACS and it is the student's responsibility to make sure the Field Instructor has the correct copy to complete. Both the student and the Field Instructor complete the evaluation, and copies should be ready to review for the Faculty Liaison's scheduled visit. **The SOWK 5622 Mid-Term Evaluation serves as the student's Graduate Comprehensive Exam grade as well.** The Direct Practice Field Evaluation is located on the intern's course TRACS site and the intern is responsible for providing a copy the Field Instructor.

**Grading:** There are a total of 500 points to be earned. In order to receive a passing grade for field, a grade of B or above is required.

- SOWK 5622: Educational Contract = 10 points  
Weekly Logs = 30 points (6 logs for 5 points each)  
Research Project Proposal = 30 points  
Ethics Paper = 10 points  
Diversity Assignment = 10 points  
Mid-Term Field Evaluation = 100 points
- SOWK 5623: Research Paper = 100 points  
Research Poster & Presentation = 100 points  
Narrative Evaluations = 10 points  
Final Field Evaluation = 100 points

The point breakdown will be assigned as follows:

475 - 500 = A  
450 - 474 = B  
425 - 449 = C  
400 - 424 = D  
<400 = F

**APPENDIX I**  
**CONDITIONS FOR STUDENTS ENROLLING  
IN FIELD PRACTICUM**

**CONDITIONS FOR STUDENTS ENROLLING**

## **IN FIELD PRACTICUM**

1. Representatives of the school and the agency to which the student is assigned have agreed that the purpose of field instruction in the agency is to provide the student with the opportunity to meet the learning objectives as outlined in the respective Field Practicum Manual.
2. The school has agreed to assign students that meet the criteria of the participating agency.
3. The agency field instructor will assign those cases and client contacts that it deems reasonable for a student to handle during field practice.
4. The agency field instructor will from time to time submit informal and/or formal reports to assist the faculty liaison in evaluating the student's activities in field practice.
5. The Field Coordinator and faculty liaisons at Texas State University-San Marcos School of Social Work assume the responsibility for the selection of students to be placed with the agency and share with the agency, prior to placement, information about the student's academic achievement, personal characteristics, and educational needs.
6. The student is expected to follow the agency's normal office hours, stipulations against disclosing confidential information, and other rules and regulations mutually agreed upon by the School of Social Work and the agency.
7. The student is expected to withdraw from the agency and/or respective course(s) if he/she is found to be unsuitable for his/her assignment or if unusual circumstances within the agency dictate temporary termination of the field placement.
8. The agency may initiate the withdrawal by notifying the faculty liaison by phone or in writing. The faculty liaison will then inform the Field Coordinator and the student that s/he is to withdraw. The Field Coordinator may also initiate the withdrawal and will notify the student in writing.
9. The student is expected not to publish or divulge any information or material obtained during field placement, unless approved for release and publication by the agency to which the student is assigned.
10. The student is expected to perform those tasks that the agency and School of Social Work have designated as a part of field practice.
11. The student understands that in the administration of the field instruction program the School of Social Work seeks to meet the educational needs of the student, but at the same time must cooperate with the agency in maintaining standards that assure the quality of services offered to clients by the agency.

12. The student understands there is a mandatory Pre-Field Orientation and failure to attend will result in a delayed entry into field practicum and points deducted from their course grade.
13. The student must purchase malpractice insurance through the College of Applied Arts for the duration of the internship.
14. Students must comply with any agency policy on criminal history or background checks prior to placement. Students must also comply with University policies on criminal history/background checks and Health Reports prior to placement. Failure to do so may delay internship or be cause for termination from the MSW Program.
15. Full-time students employed for more than 20 hours per week are required to complete a part-time internship over two contiguous semesters.

## **APPENDIX II**

### **GUIDELINES FOR ENHANCING SAFETY AND MINIMIZING RISK IN FIELD**

From Jane Parker, Associate Professor & Associate Dean, School of Social Work, Tulane University:

GUIDELINES FOR ENHANCING SAFETY AND MINIMIZING RISK IN FIELD

1. Have written agency policies to address any work situation that entails risk such as the following: home visits; services in isolated or high crime areas; services at night or on weekends, services to clients with infectious disease as well as any required immunizations; working around special equipment or chemicals, what to do in case of fire or other disaster; politically-sensitive services that may result in violent threats to agency staff (abortion counseling, for example). This list is not to be considered exhaustive, and each agency is responsible for determining its own sources and levels of risks and taking reasonable precautions with these risks.
2. TRAIN YOUR INTERNS IN THE ABOVE POLICIES AND DOCUMENT THAT YOU HAVE DONE SO.
3. Remember that according to the School-Agency agreement, students have both the right and responsibility to refuse any assignment that they deem too dangerous to pursue at the time. The Director of Field is available for consultation and problem-solving on such issues.
4. Do not have students seeing clients alone in the building. Be sure other personnel are nearby. Examine your office arrangements: Is your desk positioned so that you are "boxed in" and cannot get to the exit easily? Do you have sharp or other potentially dangerous objects lying around? If so, remove them and rearrange your furniture for the "worst scenario."
5. Familiarize students with your agency environment, especially all entrances and exits, evacuation routes, potentially dangerous areas. Health care settings should provide proof of orientation to the environment, particularly infection control policies.
6. PROVIDE SUPERVISION THAT IS CONSISTENT AND ADEQUATE IN TIME SO THAT YOU KNOW WHAT YOUR STUDENT IS ACTUALLY DOING! Do not expect students to be able to fully represent your agency in making critical decisions about patient disposition with physical and legal implications, such as involuntary hospitalization, threats of suicide or homicide. If the instructor is not available in such situations, THERE MUST BE A WRITTEN AND FULLY UNDERSTOOD PROTOCOL FOR NOTIFYING ANOTHER WORKER OR A PSYCHIATRIST ON CALL, OR FOR GETTING THE PATIENT TO AN EMERGENCY FACILITY THAT CAN MEET THEIR NEEDS.
7. Train students on confidentiality policies. Students SHOULD NOT be taking any identifying information on clients out of the agency, unless required for outreach centers and only with clear guidance on protection of records, NOT TO COMPLETE AGENCY PAPERWORK.

8. If students are required to make home visits, train them on your written policies and personally provide orientation to neighborhoods.

### PRECAUTIONS TO FOLLOW IN MAKING HOME VISITS

1. Review the agency's written policies regarding home visits (as well as all other safety issues). A staff member familiar with the area should personally orient students.
2. Be familiar with the environment: entrances, exits, places to avoid. Beware of "looking lost", and project an image of knowing where you are going and what you are doing, even if you don't.
3. OBSERVE how clients are dressed. Are they wearing coats, jackets, or other clothing that can conceal a weapon?
4. Park your car a few spaces down from the house as opposed to directly in front. If you have to exit quickly, do not give a pursuer the opportunity to catch up too soon. If it is unsafe to jump into your car, run to the nearest spot where there are people, activity and hopefully security.
5. ALWAYS BE SURE YOU HAVE ENOUGH GAS IN YOUR CAR.
6. Visit at high activity times, like 8:00 - 10:00 a.m. or 2:30 - 4:00 p.m. Also choose to visit at times when people known to be violent are out of the home.
7. Be aware of your own clothing that may misrepresent you. (Flashy jewelry, provocative clothing, "salesperson" look, etc.)
8. Ask clients to walk around their neighborhood or sit on their porch with you from time to time, so that others can see that you are there with the client's permission.
9. Answer questions about who you are and what you are doing, without violation confidentiality. The purpose is to demonstrate to neighbors that you are not a salesperson, an evangelist, a policeman, or a new drug dealer.
10. ALWAYS LET STAFF KNOW WHERE YOU ARE GOING AND WHEN YOU WILL BE BACK.
11. CALL CLIENTS TO LET THEM KNOW TO EXPECT YOU AT A CERTAIN TIME. Ask them to contact the agency if you are late.
12. At the door of a home, LISTEN BEFORE YOU KNOCK. If sounds of any threatening situation are going on, LEAVE IMMEDIATELY. Stand to one side of the door when you knock, not directly in front. DO NOT accept invitations such as "Is that you? Just come on in." Identify yourself and ask the occupant to come to the door to let you in.

13. Once inside, BE ALERT AND OBSERVANT of your environment. Are there dangerous weapons lying about? Are there drugs being used in the house? Is someone drunk and physically acting out? In such cases, tell your primary client that you cannot remain and to reschedule or have them see you at the agency. Regardless, GET OUT!
14. If a client escalates, DO NOT GET PHYSICAL when the interaction is verbal. SEE TIPS WHICH FOLLOW:

**IF YOU ARE IN AN ESCALATION:**

DIVERT --Switch attention to another subject, ask for a glass of water, change seats. Separate agitators.

DIFFUSE --Use soft voice, agree, focus on how the person feels she/he has been treated. Assure the person they are safe.

DELAY --Ask to postpone, get back-up, practice "strength in numbers".

LEAVE -- Get out of Dodge any way you can. While none of us like to think of the possibility that any of the aforementioned will happen to us, it is much better to be safe than sorry. If students and/or the Field Instructors have questions or need further guidance on specific issues, they should contact the Field Coordinator immediately.

## **APPENDIX III**

### **EDUCATIONAL CONTRACT**

### **EDUCATIONAL CONTRACT**

The educational contract is a working document designed to give direction and structure to the field experience, and to ensure that each student's individual learning needs are met in the course of the semester. It is the joint responsibility of the student and the field instructor to negotiate this contract within the first few weeks of the placement, and to review and modify it on an on-going basis throughout the semester as learning needs change. Copies of the educational contract are signed by the field instructor, student, and faculty liaison at the first field visit.

The course and field practicum experience objectives frame the parameters of the educational contract. The field instructor is responsible for incorporating into the contract the particular demands of the culture and mission of the agency and its specific area of practice. The student is responsible for reconciling the requirements of the College and the Agency with her/his personal learning needs and professional goals. Please use the following format:

- I. Student Profile (Self-Assessment)
  - A. Assessment of current strengths (including values, knowledge, skills, and abilities)
  - B. Assessment of areas of development (including values, knowledge, skills, and abilities)
  - C. Career Goals
  - D. Experiences desired during the semester in the field setting
  
- II. Agency and Field Instructor Profile
  - A. Description of field setting, including specific unit/service of which field instructor is a part
  - B. Agency and field instructor views on field instruction
  - C. Preferred teaching methodologies
  
- III. Educational Plan

Learning objectives are statements of learning expectations for the student. They are outcomes to be achieved, and should be written in specific and observable terms. Learning objectives are derived from an integration of three sources: 1) assessment of student strengths, needs, and goals; 2) agency requirements for practice; and 3) the course and field practicum competencies and associated practice behaviors. Learning objectives should ideally include both knowledge to be acquired and skills to be mastered.

Please refer to the course learning aims and the associated Competencies identified in your syllabus to develop your Learning Objectives. Examples of practice behaviors and tasks can be found on the Field Evaluation, and you should also consult with your Field Instructor for specific activities and tasks that are available at the agency. The suggested format for this section follows:

Competencies & Learning Objectives: Write your learning objective in active voice and make sure you identify which of the ten competencies relates to each of your learning objectives. A learning objective can contain more than one competency. Under each learning objective, use these subheadings:

Practice Behaviors & Tasks: Practice behaviors and tasks are those activities in which the student will engage in order to meet or achieve each competency and learning objective. Practice tasks should be clearly stated, feasible, and where possible, placed within a specific time frame.

Outcome Measures: Outcome measures indicate the ways in which the student's performance will be evaluated in relation to the achievement of objectives. The outcome measures should be specific evidence or examples that the student has mastered during the internship.

#### **IV. Student-Agency Contractual Obligations**

- A. Hours and days of fieldwork (including schedule and time-keeping procedures; flexible and compensatory time; holiday arrangements; sick leave procedure and arrangements; etc.)
- B. Special arrangements (i.e. travel procedures and policies; staff development and professional educational needs; safety issues; special medical requirements. etc.)
- C. Plan for weekly one-hour supervision (day, hour, etc.)
- D. Plan for documentation of student's completion of clock hours.

#### **V. Review of the Educational Contract**

At the end of the Educational Contract, include lines for signatures from student, field instructor/preceptor and faculty field liaison. Be sure to indicate date document was signed.

- For MSW Foundation Students: An addendum to the Educational Contract must be submitted for the SOWK 5411 course in the Spring Semester.
- For Part-Time Students: An addendum to the Educational Contract will be submitted for the SOWK 4645.5613 or 5623 courses.

#### ***NOTE***

- (1) A copy of the completed educational contract is to be submitted to the Faculty Field Liaison for use in working with student and Field Instructor. Please also submit any substantive changes to your liaison as soon as possible.
- (2) At mid-term, this contract will be reviewed by the Faculty Field Liaison, Field Instructor, and student. An addendum may be submitted to address changes in the area of the Educational Plan and Student-Agency Contractual Obligations.

## **APPENDIX IV**

### **BSW COURSE DESCRIPTIONS**

### **BSW COURSE DESCRIPTIONS**

**SOWK 1350 Introduction to Social Work.** (3-0) This introductory survey course includes the nature, function, and various types of social work practice, acquainting the student with the history, scope, and values of the profession.

**SOWK 2320 Love and Relationships.** (3-0) This elective course explores the nature of attraction, friendship, love, and human sexuality, enabling students to enhance their own personal and professional relationships.

**SOWK 2375 Social Services in the Community.** (3-0) This undergraduate course introduces the organizations and policies involved in social delivery. Students participate in 50 hours of work as supervised observers and volunteers in selected social service agencies.

**SOWK 3305 Seminar in Human Behavior and Social Environment I.** (3-0) This undergraduate course provides an overview of human functioning in the environment by studying eco-systems and developmental frameworks. It builds knowledge and values for practice with task groups, organizations, and communities. Prerequisites: Official Social Work major, BIO 1320, BIO 1421, POSI 3316 or 4322, and ECO 2301 or consent of instructor.

**SOWK 3312 Alcoholism and Chemical Dependence.** (3-0) This elective course focuses on commonly used and abused drugs as well as the dynamics and treatment of addiction and alcohol abuse. It emphasizes direct social work intervention aimed at addiction prevention and treatment.

**SOWK 3339 Selected Topics in Social Work.** (3-0) Students study relevant social work topics in depth. Topics, such as social work in prisons or in mental health facilities, are selected according to students' needs and professional trends. With different emphases, it may be repeated for credit.

**SOWK 3340 Social Work Research.** (3-0) This undergraduate course builds foundation scientific research skills in critical thinking, knowledge of program and practice evaluation, and a philosophy of generalist social work practice. Prerequisites: SOWK 1350, 2375 and HP 3302 or PSY 3301 or SOCI 3307, official social work major.

**SOWK 3350 Connecting Policy and Practice.** (3-0) This undergraduate elective course describes contemporary American social welfare and illustrates social work professional

practice within policy guidelines. It focuses on practice with voluntary and involuntary clients in a variety of agency contexts.

**SOWK 3420 Social Work Practice I.** (3-1) This undergraduate course studies generalist theory and application of social work practice with individuals, families, and groups, including introductory data collection, assessment, intervention planning, and evaluation. Prerequisites: Official Social Work major, junior standing, and consent of instructor.

**SOWK 3425 Social Work Practice II.** (3-1) This undergraduate course emphasizes generalist social work practice with task groups, organizations, and communities, examining data collection, assessment, intervention, planning, implementation, and evaluation. Students develop and implement a community-based project. Prerequisites: SOWK 3420 and consent of instructor.

**SOWK 4305 Seminar in Human Behavior and Social Environment II.** (3-0) This undergraduate course integrates knowledge from social sciences and SOWK 3305, focusing on individuals, families, and small groups functioning in environments. It uses a bio-psychosocial perspective, expanding on eco-systems, developmental, and values frameworks. Prerequisites: Official Social Work major, BIO 1320, BIO 1421, PSY 4322, and SOWK 3305 or consent of instructor.

**SOWK 4310 Diversity and Social Justice in Social Work.** (3-0) This course focuses on knowledge and skills necessary for effective, ethical, and just practice, exploring interpersonal and institutional dynamics of racism, sexism, heterosexism, homophobia, classism, and other forms of oppression and their effects on providing social services to diverse populations.. Prerequisites: Social Work major.

**SOWK 4315 Child Welfare.** (3-0) This undergraduate elective course analyzes child welfare services available to abused and neglected children in their own homes, in substitute care, and through the community, emphasizing social work intervention with children and their families.

**SOWK 4318 Social Work and Health Care.** (3-0) This undergraduate elective course provides a generalist view of social work practice in mental health and public health, considering the social problems that affect health care, and ethical and effective intervention strategies and service delivery systems.

**SOWK 4320 Social Work with Older Adults.** (3-0) This undergraduate elective gives a comprehensive introduction to contemporary social problems, values, and issues

affecting older adults, and effective and ethical intervention strategies and service delivery systems.

**SOWK 4355 Policy Practice.** (3-0) This course is an overview of social policy and legislation and the processes of influencing public policy. It links policy with a broad range of social work service areas. Prerequisites: SOWK 1350 and 2375 or consent of instructor.

**SOWK 4356 Professionalism in Social Work.** (3-0) This course builds skills in self-presentation, in taking responsibility for personal and professional growth, in learning professional behaviors in organizations, and in presenting court testimony. Prerequisite: SOWK 3425 or permission of instructor.

**SOWK 4360 Directed Study in Social Work.** (3-0) This one-semester undergraduate course highlights individualized reading, independent study and projects, and guided instruction. It is offered to superior students by the professor's invitation and with the consent of the BSW Coordinator. This course may not be repeated for credit.

**SOWK 4425 Social Work Practice III.** (3-1) This undergraduate course emphasizes interpersonal and communication skills necessary for effective, ethical generalist social work practice. Students translate theory into helping behaviors through practice and feedback to develop competent skills for beginning field placement. Prerequisites: SOWK 3340, 3420, 3425, official social work major, senior standing, or consent of instructor.

**SOWK 4645 Beginning Field Practice in Social Work.** (1-20) Undergraduate students engage in generalist social work in agencies, supervised by licensed social workers and the field coordinator. Students work a minimum of 250 clock hours, attend seminars, and complete assignments. Prerequisites: Completion of all Phase II course requirements, and application to field coordinator.

**SOWK 4650 Advanced Field Practice in Social Work.** (1-20) This undergraduate course extends SOWK 4645. Students, supervised by licensed social workers and the field coordinator, apply advanced generalist techniques for a minimum of 250 clock hours, attending seminars and completing assignments. Prerequisites: Completion of all Phase II course requirements, and application to field coordinator.

## **APPENDIX V**

### **MSW COURSE DESCRIPTIONS**

## MSW COURSE DESCRIPTIONS

### Foundation Curriculum

**5308 Human Behavior in Individual and Family Social Environments.** (3-0) This foundation graduate course explores individual and family dynamics across the life cycle, centering on human development, individual and group strengths, and the effects of cultural diversity. It enhances critical thinking and assessment skills about human behavior in social environments, and incorporates material on professional values, ethics, and social justice.

**5309 Human Behavior in Local and Global Social Environments.** (3-0) This foundation graduate course explores human functioning in the environment by studying families, groups, communities, organizations, and societies in local and global contexts. Through learning content on diversity, populations at risk, and social and economic justice, students build critical thinking and assessment skills using developmental and eco-systems frameworks.

**5310 Social Welfare Policy and Services.** (3-0) This foundation course studies the United States' social welfare system, emphasizing how social welfare policies affect diverse populations. Topics include social welfare history; and policy development, implementation, evaluation, and values. Prerequisite: Instructor approval.

**5312 Social Work Intervention in Drug Addiction & Abuse.** (3-0) This elective course focuses on commonly used and abused drugs as well as the dynamics and treatment of addiction. It emphasizes social work intervention aimed at addiction prevention and treatment. Prerequisite: Graduate standing or instructor approval.

**5313 Foundation Social Work Practice I.** (3-0) This foundation course explores generalist social work theory and practice methodology in problem-solving with individuals, families, and groups, emphasizing data collection, assessment, intervention planning, and evaluation. Prerequisite: Admission to the M.S.W. degree program.

**5314 Foundation Social Work Practice II.** (3-0) This foundation skill-development course emphasizes generalist social work practice with task groups, organizations, and communities. Prerequisite: Admission to the M.S.W. degree program.

**5315 Social Work Intervention in Child Abuse & Neglect.** (3-0) This elective course considers child welfare services available to abused and neglected children in their own homes, in substitute care, and through the community, emphasizing in social work intervention with children and their families. Prerequisite: Graduate standing or instructor approval.

**5316 Foundation Social Work Practice III.** (3-0) This foundation course develops the student's interpersonal and communication skills with clients and other professionals. Students must demonstrate competence in interviewing, assessment, and planning skills. Students learn to collect data to support assessment, plan intervention, and evaluate practice. Prerequisites: SOWK 5313 and 5314.

**5317 Social Work Research.** (3-0) This foundation course builds introductory scientific research skills in critical thinking and knowledge of program and practice evaluation. It prepares students to read, interpret, and critique research with skepticism and rigor and to perform various research and social work practice activities. Prerequisite: Graduate standing or instructor approval.

**5410 Foundation Field I.** (1-20) This foundation course consists of supervised beginning generalist social work practice in agencies for a minimum of 250 clock hours, applying classroom knowledge to work with individuals, families, groups, and communities. Graded on credit/ no credit basis. Prerequisites: Admission to MSW degree program and completed field application process.

**5411 Foundation Field II.** (1-20) This second foundation course continues supervised generalist social work practice in agencies for a minimum of 250 clock hours, applying classroom knowledge to work with individuals, families, groups, and communities. Graded on credit/ no-credit basis. Prerequisites: SOWK 5410 and Field Coordinator approval.

### **Concentration Curriculum**

**5319 Diagnostic Assessment.** (3-0) This advanced course examines how individuals, families, and groups interact with the social environment, emphasizing mental health and adaptive capacity, theories of the etiology and development of mental and emotional disorders, and how culture affects mental health. Prerequisites: Advanced standing, foundation coursework completion, or instructor approval.

**5320 Advanced Administrative Leadership Practice I: Introduction to Management.** (3-0) This advanced skill-development course emphasizes social work practice in managing small and large organizations. Students develop knowledge and skills in social work management and supervision in non-profit and public organizations. Prerequisites: Advanced standing, foundation coursework completion, or instructor approval.

**5322 Advanced Social Policy and Social Justice.** (3-0) This advanced course, a study of social legislation affecting disadvantaged persons, emphasizes policy analysis, values, and advocacy through studying social policy history; developing, implementing, and

evaluating policy; and influencing social and economic justice. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

**5323 Advanced Social Work Research.** (3-0) This advanced course builds knowledge and skills for systematically evaluating programs and practice. It enhances effective and ethical social work practice by teaching skills necessary to design, implement, and empirically assess intervention with client and programs. Prerequisites: SOWK 5317, advanced standing, foundation coursework completion, or instructor approval.

**5324 Advanced Direct Practice with Families.** (3-0) This advanced course focuses on theories, research, and models of practice with families. It emphasizes a systems orientation to assessment and intervention, and integrates issues of self-awareness and human diversity. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

**5325 Advanced Administrative Leadership Practice III: Challenges and Innovations.** (3-0) This advanced course expands knowledge and skills by exploring how theories, supervision and management interventions, and social work values are applied to diverse organizational environments. Prerequisites: Advanced standing, foundation coursework completion, or instructor approval.

**5326 Advanced Direct Practice with Individuals.** (3-0) This advanced course examines intervention theories and builds specialized skills for effective, ethical practice with individuals. It examines how culture influences individuals, and discusses how to assess individuals from multiple perspectives. Prerequisites: Advanced standing, foundation coursework completion, or instructor approval.

**5327 Advanced Direct Practice with Groups.** (3-0) This advanced course develops effective, ethical group practice skills, including assessment from multiple perspectives, facilitation of group process and intervention, evaluation, and addressing needs of diverse populations. Prerequisites: Advanced standing, foundation coursework completion, or instructor approval.

**5329 Organizational Development.** (3-0) This advanced course examines organizational and inter-organizational social service delivery contexts; how funding, mandate and organizational arrangements influence services; and factors to consider in modifying existing organizations. Prerequisites: Advanced standing, foundation coursework completion, or instructor approval.

**5334 Advanced Administrative Leadership II: Resource Development.** (3-0) This advanced course emphasizes grant-writing and marketing in non-profit organizations. It builds knowledge, roles, and skills to extend organizational resources for effective, ethical social work practice and programs. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

**5339 Selected Topics in Social Work.** (3-0) Students study relevant social work topics in depth. Topics, such as social work in schools or in health care, are selected according to students' needs and professional trends. It may be repeated for credit. Prerequisite: Graduate standing or instructor approval.

**5360 Directed Study in Social Work.** (3-0) This one-semester course highlights individualized reading, independent study and projects, and guided instruction. It is offered by invitation of the professor and with the consent of the MSW Coordinator. It may not be repeated for credit. Prerequisites: Graduate standing and the approval of the MSW Coordinator and School Director.

**5612 Direct Practice Field I.** (1-20) This course offers supervised advanced direct social work practice opportunities to apply classroom knowledge to interventions with individuals, families, and groups in agencies for a total of 300 clock hours. Graded on credit/ no-credit basis. Prerequisites: Completion of field application process and completion of MSW class work.

**5613 Direct Practice Field II.** (1-20) This course continues supervised advanced direct social work practice opportunities to apply classroom knowledge to interventions with individuals, families, and groups in agencies for a total of 300 clock hours. Graded on credit/ no-credit basis. Prerequisites: Field Coordinator approval.

**5622 Administrative Leadership Field I.** (1-20) This course offers supervised advanced administrative leadership social work practice opportunities to apply classroom knowledge to interventions with public and non-profit social agencies for a total of 300 clock hours. Graded on credit/ no-credit basis. Prerequisites: Completion of field application process and completion of MSW class work.

**5623 Administrative Leadership Field II.** (1-20) This course continues supervised advanced administrative leadership social work practice opportunities to apply classroom knowledge to interventions with public and non-profit social agencies for a total of 300 clock hours. Graded on credit/ no-credit basis. Prerequisites: Field Coordinator approval.

**APPENDIX VI**

**COUNCIL ON SOCIAL WORK EDUCATION**

**EDUCATIONAL POLICIES & ACCREDITATION STANDARDS (EPAS)**

**FOR**

**BACHELOR'S & MASTER'S DEGREE PROGRAMS**

**IN**

**SOCIAL WORK**

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## **Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards**

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

### **1. Program Mission and Goals**

#### **Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

#### **Educational Policy 1.1—Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence (1) human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

#### **Educational Policy 1.2—Program Context**

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced

by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

***Accreditation Standard 1.0—Mission and Goals***

*The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.*

***1.0.1*** *The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.*

***1.0.2*** *The program identifies its goals and demonstrates how they are derived from the program’s mission.*

(1) These six value elements reflect the National Association of Social Workers *Code of Ethics*. National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

## **2. Explicit Curriculum**

**Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers' Code of Ethics (2), and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (3)
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

(2) National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*, Washington, DC: NASW.

(3) International Federation of Social Workers (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;

- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

### **Educational Policy 2.1.10(c)—Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

### **Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

### **Educational Policy B2.2—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

### **Educational Policy M2.2—Advanced Practice**

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

### **Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. (4) In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed,

supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

(4) Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

**Accreditation Standard B2.0—Curriculum**

*The 10 core competencies are used to design the professional curriculum. The program*  
**B2.0.1** *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

**B2.0.2** *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

**B2.0.3** *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

**B2.0.4** *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

**B2.0.5** *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

**Accreditation Standard M2.0—Curriculum**

*The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program*

**M2.0.1** *Identifies its concentration(s) (EP M2.2).*

**M2.0.2** *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*

**M2.0.3** *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*

**M2.0.4** *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*

**M2.0.5** *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

**M2.0.6** *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

**Accreditation Standard 2.1—Field Education**

*The program discusses how its field education program*

**2.1.1** *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

**B2.1.2** *Provides generalist practice opportunities for students to demonstrate the core competencies.*

**M2.1.2** *Provides advanced practice opportunities for students to demonstrate the program's competencies.*

**2.1.3** *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

*2.1.4 Admits only those students who have met the program's specified criteria for field education.*

*2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

*2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

*2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

*2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

### **3. Implicit Curriculum**

#### **Educational Policy 3.0—Implicit Curriculum: The Learning Environment**

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

(5) Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

#### **Educational Policy 3.1—Diversity**

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource

allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

### ***Accreditation Standard 3.1—Diversity***

***3.1.1*** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

***3.1.2*** *The program describes how its learning environment models affirmation and respect for diversity and difference.*

***3.1.3*** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

### **Educational Policy 3.2—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

### ***Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation***

#### ***Admissions***

***B3.2.1*** *The program identifies the criteria it uses for admission.*

***M3.2.1*** *The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.*

***3.2.2*** *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

***M3.2.3*** *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

***3.2.4*** *The program describes its policies and procedures concerning the transfer of credits.*

***3.2.5*** *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

### ***Advisement, retention, and termination***

**3.2.6** *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

**3.2.7** *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

**3.2.8** *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

### ***Student participation***

**3.2.9** *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*

**3.2.10** *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

### **Educational Policy 3.3—Faculty**

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

### ***Accreditation Standard 3.3—Faculty***

**3.3.1** *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*

**3.3.2** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*

**B3.3.3** *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

**M3.3.3** *The master's social work program identifies no fewer than six full-time faculty*

*with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

*3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

*3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*

*3.3.6 The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

### **Educational Policy 3.4—Administrative Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

#### ***Accreditation Standard 3.4—Administrative Structure***

*3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

*3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*

*3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*

*3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

***B3.4.4(a)** The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE accredited program and a doctoral degree, preferably in social work.*

***B3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.*

***B3.4.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

***M3.4.4(a)** The program describes the MSW program director’s leadership ability experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

***M3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.*

***M3.4.4(c)** The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.*

***3.4.5** The program identifies the field education director.*

***3.4.5(a)** The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

***3.4.5(b)** The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or postmaster’s social work degree practice experience.*

***B3.4.5(c)** The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

***M3.4.5(c)** The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.*

***3.4.5(d)** The program provides documentation that the field director has a fulltime appointment to the social work program.*

### **Educational Policy 3.5—Resources**

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

#### **Accreditation Standard 3.5—Resources**

***3.5.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*

*3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*

*3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*

*3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*

*3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*

*3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

#### **4. Assessment**

##### **Educational Policy 4.0—Assessment**

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

##### **Accreditation Standard 4.0—Assessment**

*4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*

*4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

*4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*

*4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.*

*4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*