BACHELOR OF SOCIAL WORK
FIELD MANUAL
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BSW FIELD MANUAL INTRODUCTION

Field Work involves a work experience placement in a social welfare agency, program, or institution which provides one or more social services. The placement is made by the field office in consultation with the student and requires the student to spend four days per week, for a total of 480 hours, throughout the semester in agency-assigned responsibilities. The student is supervised by a designated staff member approved by the field office.

The three-hour seminar:
- Integrates social work theory and practice experience;
- Provides a group process through with the student may use the resources of the instructor and fellow students;
- Encourages and expects students to deal with the personal issues of professionalism which occur in the field placement and to intellectually and critically discuss those issues that are significant for future professional development;
- Incorporates discussion relevant to race, class, gender, culture and sexual orientation throughout the semester.

Perspectives Considered in the Field:

Through processing and critical thinking in the BSW field seminar, students are asked to refer to the Cultural Context Model. This model encourages practitioners to consider critical consciousness, accountability and empowerment as necessary concepts of understanding in order to effectively work with individuals, families, groups, community organizations and colleagues.

The theory of intersectionality is considered as part of critical thinking involved in the seminar, is woven throughout the assignments and is encouraged as a concept relevant to clients encountered in field placements. This theory looks at how individuals and groups are seen in the context of their various social and cultural constructs. Intersectionality suggests that oppression is not one dimensional but is complex and based on the various aspects of a person’s social location, race, ethnicity, culture, gender, religion, nationality, sexual orientation, class, species or disability. These aspects do not act independently from one another but instead interrelate to create a system of oppression that represents the “intersection” of multiple forms of discrimination. http://www.caen.iufm.fr/colloque_iartem/pdf/knudsen.pdf
MISSION STATEMENT OF THE DEPARTMENT OF SOCIAL WORK
NORTH CAROLINA STATE UNIVERSITY

Consistent with the mission of the University and EPAS (2008 Educational Policies and Standards) requirements for the Council on Social Work Education, the Baccalaureate Social Work Program’s mission is to prepare students for entry-level professional generalist practice throughout urban and rural areas of North Carolina, a state that is striving to accommodate the needs of a growing and diverse populace.

It is the program’s vision that graduates will possess the knowledge, values, and skills to respond competently 1.) to the service needs of diverse client populations and 2.) to the contexts that shape the needs of clients and service delivery systems throughout the state. Further, graduates are expected to promote human and social well-being through the provision of social work services that advance human rights and social and economic justice and contribute to the empowerment of people/groups that experience oppression and discrimination.

Section A – Field Course Information

INTERN LIABILITY INSURANCE

The Department of Social Work is committed to assuring that all students who complete a pre-professional work experience of field work placement are covered through professional liability insurance. To that end, we participate in the UNC system-wide Intern Liability Insurance Program. Students enrolled in SW 201, SW 320 SW 405, and SW 490 are billed for the insurance premium as part of their fees for the semester. In addition, any student enrolled in a mini-placement as a SW 498 Independent Study is covered by the insurance and is billed for the premium.

Intern Liability Insurance covers students at the $1,000,000/$3,000,000 (individual/aggregate) claim level. It is renewed on a semester-by-semester basis. For details on this coverage, go to the website:

http://www.fis.ncsu.edu/cashier/tuition/explanation.asp

Despite the coverage, students are always expected to behave as professionals in field placements and that particularly refers to adhering to the NASW Code of Ethics regarding professional behaviors.
The website above indicates coverage and limitations as outlined below (please note that these lists may not be all inclusive):

**Coverage Limits:**
- $1,000,000 each occurrence for Bodily Injury, Property Damage, or Personal Injury claim
- $3,000,000 aggregate limit for all Bodily Injury or Property Damage claims
- $1,000,000 each claim limit for professional liability and Health Student Professional Liability
- $15,000 for covered accidental medical expenses while in the performance of internship duties
- $1,000,000 Products/Completed Operations Liability

**Major Exclusions to this Coverage:**
- Intentional Acts
- Liquor Liability
- Pollution Liability
- Automobile Liability
- Your property or property of others in your care, custody or control
- Employment Practice Liability
- Abuse or Molestation
- Unauthorized hardware or software tampering, viruses, or use
- Fiduciary Liability
- Intellectual Property Liability
*Refer to policy for a complete list of exclusions*

**EVALUATION – COURSE GRADE**

Students will be evaluated on their understanding and ability to demonstrate the core competency practice behaviors through participation in integrative seminars, written and oral seminar assignments, and the mid and final semester evaluations completed by the field instructor.

The field work grade will be computed in the following manner: **1000 total points**

- Field Practice ................................................................. 750 points
- Class Participation .......................................................... 80 points
- Journal/Professional Writing ......................................... 60 points
- Field Paperwork ............................................................ 10 points
- Total Assignments ......................................................... 100 points

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>6</th>
<th>15</th>
<th>10</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>55</th>
<th>80</th>
<th>750</th>
<th>1000</th>
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<tbody>
<tr>
<td>A+(1000)</td>
<td>6.00</td>
<td>15.00</td>
<td>10</td>
<td>20.00</td>
<td>25.00</td>
<td>30.00</td>
<td>55.00</td>
<td>80.00</td>
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<tr>
<td>A(950)</td>
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<td>14.25</td>
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<td>23.75</td>
<td>28.50</td>
<td>52.25</td>
<td>76.00</td>
<td>712.5</td>
<td>950</td>
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<tr>
<td>A-(900)</td>
<td>5.40</td>
<td>13.50</td>
<td>9.00</td>
<td>18.00</td>
<td>22.50</td>
<td>27.00</td>
<td>49.50</td>
<td>72.00</td>
<td>675.0</td>
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Grading Guidelines:
“A” means a student is doing consistently outstanding work. S/he attends class regularly, hands in all assignments on time, participates in class discussions and activities, and demonstrates a thorough understanding of course material and concepts. To receive an A, a student’s performance must be significantly and consistently above and beyond minimum expectations for the course.

“B” means a student is doing above average work. S/he attends class regularly, hands in all assignments on time, participates in class discussions and activities, and demonstrates a good understanding of course material and concepts. To receive a B, a student’s performance must be consistently above and beyond minimum expectations for the course.

“C” means a student is doing acceptable work. S/he may have unexcused absences, hand in assignments late, not fully participate in class discussions and activities, and/or may demonstrate a basic understanding of course material and concepts. To receive a C, a student’s performance must meet minimum expectations for the course.

“D” or “F” means a student is doing work that does not meet minimum expectations for the course and/or does not demonstrate a basic understanding of course material and concepts.

THE FINAL GRADE

NOTE: Although the Field supervisor/instructor completes the mid and final evaluations with the student intern, the final grade for the field experience and for the entire course is the responsibility of the filed liaison/director.

FIELD SEMINAR AND COURSE EXPECTATIONS

- Participation in seminar discussion: Because seminar students will work as a group, it is important to group development that students be present at each seminar meeting and be prepared to exchange critical and creative input relative to the field experience and in the area of self-understanding and professional
During this semester, students must attend every seminar. In extreme extenuating circumstances, an absence will be excused; however, this must be cleared with the seminar instructor prior to class time on the day of the seminar. Under no circumstances should a student just not show up or send word via another student.

- **Participation in field placement:** Students are expected to participate in assigned field placement four days per week, for a total of 480 hours, during the semester. Students typically work the same hours as the supervisor; however, an alternative schedule may be developed to accommodate outside work responsibilities. Alternative schedules must be approved by the agency supervisor (field instructor), field liaison, and/or the field director. In order to complete the total hour requirement within the semester, a student must accumulate at least 32 hours per week.

- **Sick Leave:** Each student earns two (2) sick days for the semester. Sick leave does not need prior approval of the field liaison; however, each student must notify the agency supervisor (field instructor) using acceptable agency policy and procedure when s/he is using sick leave. If sick leave is taken in excess of two days, the student must make arrangements to make up the time in a manner that is approved by the field instructor. The field liaison may be of assistance in providing options for making up time.

- **Co-Facilitating Group:** In an effort to provide students with experience in facilitating groups, each student will have an opportunity to join a fellow student in co-facilitating the field seminar. Students are encouraged to review notes, readings, etc., on group process prior to taking their turn at co-facilitating group. Co-facilitators will also be responsible for leading the seminar in a life-long learning discussion on the seminar day of their facilitation.

- **Taking Care of Ourselves:** Social Work has long been recognized as a profession in which persons provide encouragement, support, and caring to others. Students often express having experienced some degree of stress and anxiety while preparing for and engaging in the field practicum experience. In an effort to address this concern, students will engage in a seminar class that allows students and field liaison to develop exercises and opportunities to process methods and ideas about how to take care of themselves as interns and professionals. More information will be available during the seminar and on the course schedule.

- **Journal:** Throughout the semester, students are expected to keep a journal of activities in field placement. These journals will be submitted onto the Moodle website. The journal requirement may be replaced by agency documentation and assignments at the instructor’s discretion.
Professional Writing: Each student is expected to provide accountability for work completed during the field practicum semester. To ensure a varied experience and to encourage creativity and freedom of choice, students will submit the following samples of writing (all assignments are on the Moodle web site):

- journal entry or sample of documentation created by intern
- analysis of a counseling session (3) using form on the Moodle site
- report on attendance at a professional meeting
- organizational enhancement paper
- resume
- any assignment from the Evaluation of Practice Project (EPP)
- agency study handout
- agency assessment
- learning contract

All assignments are detailed on the Moodle site for this course.

GRADUATION

The following information will guide you through the process and procedures for graduation:

Semester before graduation:
- The semester before graduation, students must go onto the University web site to apply for graduation.
  
  http://www.ncsu.edu/registrar/graduation/process.html
- The Field Director will discuss this requirement during the Preparation for Field class and will also send an email reminding students to complete this application online.

During graduation semester:
During the graduation semester, graduation applications are reviewed by the Advising Coordinator and submitted to the Dean of the College of Humanities and Social Sciences for verification and processing. This takes place at the end of the second week of classes.

If you are declaring an academic minor, you must submit the required paperwork so that it can be verified and submitted with your diploma card to the Dean’s Office. It is your responsibility to submit this paperwork in time for submission to the Dean’s Office. If the Dean’s Office has any questions about your eligibility to graduate, we will be notified. We, in turn, notify you about questions. No news is good news, but if you want to make absolutely certain, contact your advisor.

Academic Honors Status:
Toward the end of the graduation semester, if it looks like your outstanding performance in field placement will affect your honors designation, talk with your Field
Director; she/he will re-figure your grade point average based on your work this semester and will provide you with a memo to take to the Bookstore to document that you are eligible for an upgrade in your honors status. Honors are figured on overall grade point averages.

GPA Calculator: [www.ncsu.edu/registrar/faq/gpa.html](http://www.ncsu.edu/registrar/faq/gpa.html)

- **Summa Cum Laude:** 3.75 and above
- **Magna Cum Laude:** 3.50 through 3.749
- **Cum Laude:** 3.25 through 3.499

Academic Regalia and Announcements:
Students purchase caps, gowns, and honors sashes. Announcements are circulated by the SW Department Office around the middle of the semester notifying students of dates and procedures to purchase the academic regalia. Students may purchase announcements to mail to family and friends. Students are generally notified by mail of ordering dates and procedures. Occasionally, students do not receive the notice, so check with your fellow graduates for current information.

Day of Graduation:
On the day of graduation, the Department of Social Work has a graduation ceremony following the university program. You will be notified where the ceremony is located and when it begins. Graduates gather in the lobby of the building and march into the auditorium. You will all choose a student speaker to represent the entire BSW graduation class. The speaker has approximately 5 minutes to speak. The Child Welfare Collaborative students will choose a speaker to represent Scholars and Waivers. (5 minute time limit)
You will not receive your actual diploma at this time, although you will be called forward and congratulated. Your actual diploma will be mailed to you.

**Section B – BSW Field Personnel**

**FACULTY FIELD DIRECTOR/LIAISON**

The BSW Faculty Field Director is responsible for preparing students for field, assigning placements and being the primary liaison between the community and the SW Department in the field activities. Occasionally a Faculty Field Liaison will be needed to assist the Field Director in the tasks required for student success in the field. The Faculty Field Director/Liaison serves as the link between the student, the agency/supervisor, and the Department of Social Work and is responsible for:

1. Facilitating the weekly integrative field seminar and/or working with seminar group facilitators.
2. Keeping abreast of student activities in placement by reading journals and other written work generated through the field seminar-providing written and verbal
feedback to students on the quality of their work and/or issues that arise through the written work.

3. Evaluating student progress in placement through a series of contacts with/visits to the field agency-initial contact, mid semester and final evaluation visits.

4. Keeping the Field Director informed of student and field instructor issues as they arise through written work or visits.

5. Attending the training sessions or workshops for field instructors and/or students during the semester.

6. Providing problem-solving assistance for students and field instructors for placement-related issues.

Students and the field director/liaison are encouraged to develop a strong working relationship during the semester. Students should connect frequently and regularly with the faculty liaison through telephone calls, e-mail, or visits with the liaison.

**EXPECTATIONS OF FIELD INSTRUCTOR/ SUPERVISOR**

The field instructor/supervisor provides onsite supervision and oversight of the student intern during the field experience. The instructor/supervisor is expected to:

- Identify, develop and provide learning opportunities for students.
- Encourage student to observe, describe, and analyze good social work practice.
- Help student to relate theory to practice.
- Help student transfer learning from one situation to another.
- Help student to develop anti-racist, anti-sexist, and other anti-discriminatory practice skills. Discuss oppression and social justice regarding clientele when possible.
- Assist student to practice effectively with a multi-racial and multi-ethnic society.
- Help student to understand and learn the agency policies and procedures.
- Enable student to evaluate his learning, development and ability as a social worker.
- Develop a work contract with the student on the basis of his learning needs and the requirements of the program.
- Select work appropriate to the contract that will provide the opportunity for the application of knowledge, the development of skills and the analysis and articulation of values.
- Supervise the student's practice as an accountable member of the agency staff.
- Liaison effectively both between the university and the agency and within the agency.
- Take primary responsibility for the formal assessment of student's practical and written work while in the placement. This includes the direct observation of the student's practice and the completion of mid-semester and final evaluations that provide evidence that documents the basis for a judgment of the student's performance.
- Facilitate supervisory work of field liaison by expediting access to records and work environment; may include arranging for observation of student's work with client.
• Make appropriate use of opportunities for consultation to support work as field instructors.
• Take responsibility for continuing the student’s professional development through further learning and attendance at program’s integrative seminars.
• Provide clinical supervision where necessary.
• Provide work space for the student.
• Provide supervision one hour weekly.

AGENCY-STUDENT-UNIVERSITY AGREEMENT

The Agency-Student-University Agreement serves as the basic understandings regarding the placement of North Carolina State University Baccalaureate Social Work students in field placement agencies. Stipulations may be added to the document situations particular to the agency/placement. The agreement is due at the second regular seminar, and all signatures must be present.
Agency-Student-University Agreement
Department of Social Work
Box 7639
North Carolina State University

This agreement serves as the basic agreement regarding the placement of North Carolina State University BSW Social Work students in field placement agencies. Once this document is signed by all parties it is considered the working agreement and is effective for the entire semester of the student’s placement in the agency. This agreement can be terminated by written notice after one of the contracting parties gives notice of termination. Although a late drop policy established by the University allows students to withdraw from courses without notification, Social Work students are expected to comply with the requirements stipulated in this agreement.

Responsibility for the student’s learning rests primarily with the student, under the direction of the agency field instructor in consultation with the Field Faculty.

The Department of Social Work requires that the student have broad exposure to the agency function and to the clients it serves, plus some intensive, in-depth experience in a few selected areas. The experience must include service-connected involvement with the client system.

With these principles in mind, the following responsibilities will be expected from each of the three parties involved in this agreement:

A. Agency and Field Instructor

The Agency and Field Instructor will:
1. Accept the student as a colleague with the status of a worker-in-training.
2. Provide the student with adequate physical facilities and needed work tools on the same basis that exists for staff.
3. Arrange for the student’s orientation to the agency, clients, social service system and community.
4. Provide sufficient time for supervision of students on a regular basis; at a minimum of one regularly scheduled, planned hour per week.
5. Define and assume, with the student, her/his role as a supervisor.
6. Set limits for the student as to her/his role and responsibilities.
7. Suggest reading materials to student which will facilitate a deeper understanding of the agency’s programs.
8. Select appropriate cases (individual and group) with the student.
9. Provide for other experiences within the agency such as staff meetings, board meetings, professional conferences, and visits to other agencies.
10. Provide the Field Faculty a written evaluation of the student at mid-semester, at the end of the semester, and at other times as appropriate. Discuss the evaluations with the student prior to discussion with field faculty.
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11. Communicate promptly with the student and the field faculty as problems appear in the placement.

12. Provide sufficient “down time” (1 hr/day) for students to complete school and placement-related assignments (e.g. journals, case presentation, process recording, agency study, etc.)

B. Student

The student will:

1. Complete the process for admission to the professional degree program of the Department of Social Work prior to beginning the internship.

2. Adhere to professional ethics and conform to the usual standards and practices of the agency.

3. Meet work requirements as regularly scheduled by the agency within the University’s requirement of four days a week for the semester of field work placement.

4. Observe accuracy and promptness in preparation of correspondence, records, and reports.

5. Relate to appointed agency field instructor in matters of consultation and supervision, keeping the field instructor informed of activities and progress.

6. Provide professionally sound and appropriate services to clients.

7. Connect with the faculty field liaison on a regular basis.

C. University

The Department of Social Work Field Faculty will:

1. Provide services as field faculty to maintain agency-University liaison.

2. Make an initial contact with/visit to the agency and at least one interim and one final visit to the field placement agency for the purpose of evaluating the student’s performance. If the agency requests more frequent visits or if there is the need to assist with agency-student differences, the Field Faculty will visit as often as is necessary.

3. Conduct for the students a weekly seminar on campus which is relevant to field practice.

4. Apply screening criteria to assure adequately prepared and competent students for placement.

5. Provide the agency with student data necessary to the agency in planning the student’s field experience.
BSW Field Manual
6. Provide the agency with a copy of current Social Work Field Manual and other relevant information.
7. Be available for telephone consultations as needed.
8. Assure that student has Intern Liability Insurance as provided by the university ($1 million/$3 million coverage).

Stipulations: (describe)

Signatures:

Agency Field Instructor/Supervisor Date

Student Date

Faculty Field Liaison Date

Field Director Date

This agreement serves to eliminate misunderstanding among the parties and to facilitate functioning of the field experience for students and agencies. If the agency, student or University wishes to make an exception to any of the above provision or to add additional stipulations, they may be entered here:
Section C - Field and University Policies

APPLICATION TO THE PROFESSIONAL SEQUENCE

Undergraduate students in the University may complete social work courses and declare a major in social work (see BSW Student Manual) but will not be considered accepted into the professional sequence leading to graduation with a BSW degree. All students wishing to complete their degree in Social Work must apply to the professional degree sequence. Each semester, students are given information via email regarding the opportunity and procedure for applying to the professional sequence.

A student may apply to the professional sequence after having completed two social work courses, one of which must be SW 201, Community Social Services. Applications must be submitted by the deadline identified in the student email memo. Any exceptions to the deadline expectations must be discussed with the BSW Program Director and approved by the BSW Program Committee and/or the Director. All applications are reviewed by the BSW Program Committee and recommendations for acceptance into the professional sequence will be given after all applications have been reviewed.

Once a student has been accepted to the professional sequence and the advisor and the student agree, the student may begin the social work practice sequence of course work. A student must stay in the sequence of practice courses through the field course. That sequence begins with SW 320, Social Work Practice I. This course may not be taken in the same semester with any other practice course. The semester after satisfactorily completing SW 320, the student must enroll in SW 405, Social Work Practice II, and SW 408, Social Work Practice III, and SW 480, Preparation for Field Work – courses taken concurrently.

The following semester, the student enters SW 490, Field Work in Social Services. If a student wishing to enter the field course has outstanding coursework needing completion, the student may not enter the field course (12 credits). All coursework must be complete upon entry to the field course.

TAKING THE FIELD COURSE OUT OF SEQUENCE

The BSW Field Work in Social Services course is a block placement offered in fall and spring semesters. Students entering field do so in a professional sequence.
This process begins after a student has applied for and been accepted by the BSW Program into the professional sequence. During the process of decisions regarding courses and the graduation plan, a BSW major needs to be in consultation with her/his advisor to guide and advise regarding sequencing of courses. If, for some unforeseen reason, the student becomes out of the professional sequence of practice and field courses, the student must discuss the circumstance immediately with her/ his advisor and the BSW Field Director.

Students must be aware that moving out of the professional sequence will require an extra step in order to remain in sequence and adequately prepared for the field experience. In discussion with the BSW Field Director, the student will need to enroll in an independent study course with the Field Director and make arrangements to complete an additional pre-professional volunteer experience. Other requirements may exist depending on the arrangements, number of credits and student needs.

REQUESTING A CHANGE IN THE FIELD INTERNSHIP SETTING

Occasionally, and for a variety of reasons, it is necessary to change a student’s field placement after the internship has begun. This is not a step to be taken lightly; and the student, agency supervisor, or field liaison should proceed only after careful thought and consideration. Generally, students, field liaisons, or agency supervisors wishing to change the placement will be expected to request a conference to explore in depth their reasons for change before any action is initiated by the student or by the university.

- If the Student initiates the request, the student should request a conference with the field liaison.
- If the agency supervisor initiates the request, the agency supervisor should request a conference with the field liaison.
- If the field liaison initiates the request, the field liaison should request a conference with the student and the agency supervisor.

When a request is made, the field liaison informs all parties mentioned above and the Director of Field Education of such a request and schedules a meeting with the party making the request to consider the reasons for the change. The Director of Field Education may or may not participate in the conference to explore the reasons for the change however, if the field liaison is the party making the request, the Director of Field Education will participate in the conference to explore the reasons for the change.
Once the reasons for change have been explored, a meeting is scheduled between all parties involved, including the Director of Field Education. Efforts will be explored to remediate the concerns presented. If concerns cannot be remediated, plans will be developed to terminate the current internship and to establish the student in another internship.

Any action to change the placement will only be taken after the faculty liaison, the student, the field instructor, and the Director of Field Education meet jointly and determine that a change in internship setting is the only recourse.

Once a determination to change is made, the student is advised to complete the Request for Changing Field Placement Form which is to be reviewed and signed by the field liaison. The request is then reviewed and action recommended by the Director of Field Education in consultation with the faculty field liaison. A plan of action is developed with the student and the field liaison in consultation with the Director of Field Education.

Students are responsible for appropriate termination with clients and agency as recommended by the agency supervisor.

The student is required to make up any elapsed time missed from field instruction during these negotiations. The length and scheduling of this time is to be negotiated with the agency in which the student is placed. The student is required to avail her/himself of any resources and/or services that were identified as necessary to successful completion of the internship.

COMPLETING AN INTERNSHIP AT THE STUDENT’S PLACE OF EMPLOYMENT

The Department of Social Work recognizes that the personal economic situation of some students makes it necessary for them to explore field placement opportunities in their agencies of employment. We recognize that professional activity and learning are not inconsistent, but there is a difference in emphasis between the goals of educational development and those of a job description. The focus of the field placement must be on the student’s learning.

In the interest of assisting students and agencies, the Department of Social Work has adopted basic policy guidelines for the development of a field placement in the place of employment. These policies are designed to insure the accomplishment of the educational goals and objectives of the BSW Program.

The agency of employment can be used as a placement setting only when the following conditions are in place:
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1. When the agency has available either different units or distinctly different learning opportunities that will provide the student with non-routine social work practice experiences. Thus the student will be taken out of her/his current job description activities for the number of required hours per week that constitutes the field placement to ensure that specific BSW learning objectives may be accomplished.

2. When the agency has available a qualified supervisor who can serve at the Field Instructor and who is a different person from the student’s job supervisor. This is to ensure, in part, that the Field Instructor is free to focus on educational aspects of the placement rather than workload issues. The agency and the Field Instructor are expected to provide professional supervision.

3. When the agency and the Department of Social Work can agree that the assignments given to a paid placement student are consistent with the educational objectives of the Department, and that the assignments (client caseload, administrative duties, etc.) are designed and planned to enhance the student’s professional development. This may mean lighter caseloads, planned and varied assignments for educational purposes, and additional hours above the normal workweek to achieve placement requirements.

Students eligible for a placement in their place of employment:

All students employed by an agency meeting the criteria outlined above are eligible to request a placement in their place of employment. Agencies must meet the Department of Social Work standards and procedures for the selection and appointment of field agencies and field instructors. If the agency is not already an approved field agency, the process for gaining such approval should begin with the student notifying the BSW Field Director in the semester prior to the placement semester that the student wants to begin her/his field placement at the place of employment. Applications submitted late may not allow enough time for the approval process to occur. Field credit will not be given until an agency meets Department approval.

In addition, any student who is offered employment by the field agency to begin before the completion of their placement must also adhere to the Policy for Field Placement in Place of Employment. Should this occur, the student must consult with her/his liaison and contact the BSW Field Director for approval. The time line for steps 1 and 2 below may be shortened at the discretion of the BSW Field Director.

Procedure for initiating a request for a placement in the place of employment:
When developing a field placement in the place of employment, the student will take the initiative by making the proposal to the BSW Field Director and coordinating the administrative requirements of the agency. The following steps must be completed:

1. During the semester prior to the beginning of the placement semester, the student must discuss with the BSW Field Director her or his intent to request a placement in the agency of employment.
2. Following this, by the date that field placement paperwork is due, the student must submit the Request for Field Placement in Place of Employment form to the BSW Field Director.
3. The Field Director reviews the Request and notifies the student as to whether the placement is acceptable. Any adjustment in the request may be included in this notification.
4. The student must obtain documented approval of all relevant agency personnel, including the agency director/administrator, the immediate employment supervisor of the student, the proposed Field Instructor/supervisor, and BSW Field Coordinator before beginning the placement.
5. A member of the Field Office may make a visit to the agency to review the placement plans in relation to the Department’s objectives with the administrator and/or Field Instructor.
6. The student is advised that if the internship in placement of employment is found to be unacceptable, the student must then agree to find another placement approved by the BSW Field Director.
7. It is the responsibility of the Field Liaison to determine throughout the placement period that the placement is consistent with the educational objectives of the Department and the proposal made by the student. Deviations from this placement plan may result in the student’s placement being terminated.
## Request for Field Placement in Place of Employment

BSW Program

<table>
<thead>
<tr>
<th>Department of Social Work</th>
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<tbody>
<tr>
<td>Box 7639</td>
</tr>
<tr>
<td>North Carolina State University</td>
</tr>
<tr>
<td>Raleigh, NC 27695-7639</td>
</tr>
<tr>
<td>Phone: 919.513.7503</td>
</tr>
<tr>
<td>Fax: 919.515.4403</td>
</tr>
<tr>
<td><a href="mailto:Kathy_Osborne@ncsu.edu">Kathy_Osborne@ncsu.edu</a></td>
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<th>Student:</th>
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<td>Address:</td>
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<td>Phone:</td>
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<td>Email:</td>
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### Current Employment Information

<table>
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<th>Agency Name:</th>
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<td>Address:</td>
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<thead>
<tr>
<th>Director/Administrator Name:</th>
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<td>Phone:</td>
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<tr>
<th>Immediate Supervisor Name:</th>
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<td>Phone:</td>
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<td>Email:</td>
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Student’s present employment status and job description (attach copy):

Type of assignment/work responsibilities student presently has:
# Field Placement Information

New assignments student will be given for field placement arrangement:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What will be the new or changing emphasis in the student’s field placement?</td>
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</tr>
<tr>
<td>Student will receive a minimum of one hour/week supervision from Field Instructor and have adequate time for writing records and other necessary preparations for field seminar (down time, as described in the Student-Agency-University Contract).</td>
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</table>

Proposed Field Instructor/Supervisor:

Degree(s)/School(s)/Date(s):

This agreement meets the approval of the Agency Director/Administrator, Supervisor, Field Instructor, Student, and BSW Field Director as indicated by their signatures below:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Agency Director/Administrator</td>
<td></td>
</tr>
<tr>
<td>Employment Supervisor</td>
<td></td>
</tr>
<tr>
<td>BSW Field Director</td>
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</tr>
</tbody>
</table>

Internship Field Instructor Date

Student Date
SOCIAL WORK COURSE OFFERINGS

Required Courses:

**SW 201**  **Community Social Services**  
Study of social services typical of American communities including services to children, families, and older persons, and services in mental health, criminal and juvenile justice, and industry. 40-hour pre-professional placement required, intern liability insurance required.

**SW 290**  **The Development of Social Welfare and Social Work in the U.S.**  
Traces the history of major policy and program development in American social welfare and the emergence and development of professional social work.

**SW 300**  **Social Work Research Methods**  
Principles and methods of basic social work research. Substantive research knowledge and research methodology. Research ethics within the context of social work purposes and values. Formulation of problems for study that address the social needs of diverse groups.

**SW 307**  **Social Welfare Policy: Analysis and Advocacy**  
Social welfare policy analysis and social work advocacy skill development. Recent changes in national and state social welfare policies and programs in major areas such as welfare, housing, health and mental health care, juvenile justice and rural development.

**SW 310**  **Human Behavior Theory for Social Work Practice**  
Theory regarding human social functioning for students intending to practice social work. Emphasis on biological, psychological, social and cultural factors in human life.

**SW 312**  **Multicultural Social Work**  
Prepares students to work with diverse groups of people residing in United States, North Carolina, and globally including racial and ethnic groups and other populations defined by gender, sexual orientation, income, physical and mental ability, age and religion. Utilizing the strengths and empowerment models, emphasis is placed on defining and developing skills for culturally competent social work generalist practice through students’ self-examination, experimental learning, and critical reading of class material.

**SW 320**  **Social Work Practice I**  
First of three-course sequence on generalist social work practice. Professional values, ethics, roles and interviewing skills. Includes 40-hour pre-professional placement and intern liability insurance required.

**SW 405**  **Social Work Practice II**  
Second of three-course sequence on generalist social work practice. Theory and practice methods with individuals, families and small groups. 40-hour pre-professional placement and intern liability insurance required.
BSW Field Manual

**SW 408  Social Work Practice III**
Third of three-course sequence on generalist social work practice. Theory and practice of effecting planned change in and with communities and organizations.

**SW 480  Preparation for Field Work**
Introduction to aspects of field placement process and necessary skills for a successful internship. Application, interview, ethical practice, documentation, supervision and learning contract. Intern liability insurance required.

**SW 490  Field Work in Social Services**
Supervised placement in a social service organization; application of social work knowledge and skill. Weekly integrative seminar. Intern liability insurance required.

**Elective Courses:**

**SW 412  Social Work in Schools**
Models and roles relevant to school social work practice. Cooperative work with school personnel in the identification, prevention and treatment of social, emotional and behavioral problems of children and interventive techniques with parents and community groups. For individuals preparing for social work practice in the public schools and for school social workers seeking licensure.

**SW 413  African American Families: History, Tradition, and Community**
Characteristics, traditions, history, and strengths of African American families and their relationship to other social institutions, social advocacy and social policy development. African-centered worldview and relevant theory pertaining to best practice with African American families.

**SW 414  Social Work Practice in Health Care**
Practice skills and knowledge required of social workers in health care settings. Multi-disciplinary team work in health care. Social components of major illnesses and disabilities, including prevention and rehabilitation. Emotional, cultural, economic and social factors in health and illness. Health needs of specific population groups.

**SW 415  Child Welfare**
Social work practice with children and families. Emphasis on child welfare programs and development of assessment and case planning skills. Methods of protective services, adoption, and foster care are studied.

**SW 416  Addiction Recovery and Social Work Practice**
Knowledge and skills in identifying Alcohol and Other Drugs (AOD) problems, screening, assessment, intervention, referral, and prevention: history of AOD problems, and treatment, AOD classification, effects and signs/symptoms of AOD, models of addiction, diversity, assessment, diagnosis, intervention, treatment, modalities, mutual-help groups, family dynamics, prevention, and ethical considerations.

**SW 495  Special Topics in Social Work**
Detailed investigation of a topic in social work. Topic and mode of study determined by faculty member.
SW 498 Independent Studies in Social Work
Independent or small group study of a social work practice or social welfare area.

CODE OF ETHICS

National Association of Social Workers
BSW Students must know and adhere to the NASW Code of Ethics. An updated copy of the Code of Ethics is available to students and field instructors at the following website:
www.naswdc.org/pubs/code/default.htm

INCIDENT REPORT

When a student intern enters the field, the environment change can produce unforeseen issues and circumstances. Occasionally a student may become involved in an accident, incur an accidental injury or be witness to or part of an injury to another person or property. The University does provide the student with liability insurance that protects against legal action in the semester of the field experience.

In addition to University insurance coverage, the field program wants to be proactive assisting students when accidents or events occur that create a potential risk of harm to a person or property and when the student is involved or present.

What constitutes an incident?
- Police involvement due to an action or a witnessed action either accidental or purposeful by any party during field work hours and where the student is present or involved;
- Medical intervention such as a physical injury that requires medical attention, either on the student, other party. The intervention may be witnessed by the student and occurs during field work hours;
- Inappropriate verbal exchange between the student and a client or colleague; Inappropriate could constitute an argument, loud discussion whereby one party feels uncomfortable or threatened or it could be a gesture or action that implies a threat to the student or another party witnessed by the student.
- Violence perpetrated on the student, a colleague or a client in the presence of the student;
- A car accident or other physical accident that occurs during student field work hours.
- Other incidents as discussed and defined by the student and the field director/liaison.
BSW Field Manual

What should you do?

- Complete and return a field incident report form within 48 hours of the incident.
- Form should be submitted to the BSW Field Director either in person or via fax (919-515-4403).
- When completing the form, only record specific facts and avoid making judgments or rendering personal opinions about persons.
- Be careful not to assign blame/fault.

What will happen to the Incident Report form?

- Field Director will review the form with the student;
- Field Director will consult with BSW Program Director, Risk Manager and possibly the Assistant General Counsel in the Office of Legal Affairs.
- Student will be notified within a week regarding the outcome of the Incident Report review. It is possible that the incident has resolved itself and requires no further action. The Field Director will advise the student and any other interested parties requiring the results.
SOCIAL WORK DEPARTMENT
PERSONAL SAFETY INCIDENT REPORT

[Please return within 48 hours of incident and include support documents to Field Education Office at: NC State University Department of Social Work, BSW/MSW Field Director, Suite 205, 1911 Building or Campus Box 7639, NC State University, Raleigh, NC 27695-7639]

Date of Report:_____________________________________________________
Student Name:_____________________________________________________
Field Supervisor:___________________________________________________
Agency: __________________________________________________________
Date of the Incident:_________________________________________________
Describe the incident: ______________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Name of all parties involved:
____________________________________________________________________
____________________________________________________________________
With whom have you discussed this incident?
____________________________________________________________________
____________________________________________________________________
Resolution (Describe any police involvement, medical intervention, other).
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Student’s Signature Field Instructor’s Signature
____________________________________________________________________
Field liaison’s Signature Field Director
____________________________________________________________________
Program Director

Department of Social Work Director

Field Office Use Only
Recommendations: ______________________________________________________
____________________________________________________________________
____________________________________________________________________
Signature:                BSW/MSW Field Education Director Date

BSW/MSW Program Director Date
NON-DISCRIMINATION AND SEXUAL ORIENTATION POLICY

The non-discrimination statement, as noted in the Hiring Procedures Manual (URL: http://www.ncsu.edu/equal_op/hiring/hpm/Chapter_4-2002.pdf), should be used in university publications and on university forms whenever such publications contain abbreviated references to university policies regarding discrimination. Examples of such university publications include:

- employment applications
- departmental handbooks
- employment recruitment materials

Currently, the non-discrimination statement reads as: NC State University is dedicated to equality of opportunity. The University does not condone discrimination against students, employees, or applicants in any form. NC State commits itself to positive action to secure equal opportunity regardless of race, color, creed, national origin, religion, sex, age, or disability. Other accepted non-discrimination phrases, as noted on page 8, Chapter 4, Section 3.3 [Required Language in All Advertisements] of the Hiring Procedures Manual, include: NC State University is an Equal Opportunity and Affirmative Action Employer, or Equal Opportunity/Affirmative Action Employer, or EO/AA Employer, or AA/EOE.

The Equal Opportunity and Non-Discrimination Policy can be viewed at:
http://www2.ncsu.edu/prr/campus_envion-non-discrimination/REG1120.00.1.php

The statement and phrases above need to be amended to include NC State’s policy statement on sexual orientation. As outlined in NC State’s Sexual Orientation Policy (which can be viewed at: http://www.csu.edu.policies/campus_environ/non-discrimination/REG1120.-00.3.php) the statement regarding the university’s policy on sexual orientation is: North Carolina State University regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing a welcoming environment in which all its students, faculty, and staff may learn and work up to their full potential. The University values the benefits of cultural diversity and pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

If there are publications where a shorter statement would be more appropriate, the Office of Legal Affairs recommends the following shortened version of Sexual Orientation statement: In addition, NC State welcomes all persons without regard to sexual orientation.

Please note: All university publications that include the non-discrimination statement and/or non-discrimination phrases should now be amended to also include the statement concerning sexual orientation; you may choose to use the statement outlined in the Sexual Orientation Policy or the shortened statement recommended by the Office of Legal Affairs. If you have questions regarding when
BSW Field Manual

to use these non-discrimination statements, you may consult the Office for Equal Opportunity (OEO). The main phone number for OEO is 515-3148.

BSW/ MSW FIELD FUND

The SW Department receives donations to provide support for students in field placements. This fund is to be used only by students to assist them financially with travel expenses related to their field placements.

Travel Assistance:
Students may request travel assistance to their field placement agencies if the distance between the agency and their home exceeds 60 miles round trip. The amount given will serve as an assist only and is not meant to cover the total travel cost for the semester or placement year. Amounts for assistance per student/per placement may not exceed $150 a semester. Assistance will be given in a one-time payment upon approval of the request.

Exceptions: If a student has an opportunity to intern at an agency/organization that is out of state or country, the student has the approval of the Field Director and the support of the Department Head, travel assistance can be provided for car/plane or other mode, either in total or in part, at the discretion of the Department Head and the Field Director.

If a student needs to spend the night in a motel/hotel in the fulfillment of agency internship needs, travel assistance can cover half the cost of the room for one night.

Conferences/ Workshops/ Meetings:
Students may be asked by the agency field supervisor to attend a conference/workshop or meeting in their capacity as agency interns. Students may request assistance for the entire amount of the registration of the conference/workshop/meeting if the agency does not have the ability to pay for the registration. Motel/hotel accommodation travel assistance can be requested at half the cost of the room for one night.

Other Field Related Expenses:
Students may request reimbursement for other related expenses not including Travel and Conferences as they pertain to their field placement. These requests will be considered on a case by case basis.

Request Procedure:
Students will submit a request for travel assistance form available on the SW Department web site. Students will not be turned down if they meet the criteria and money is available. Requests will be reviewed by the Field Team within 2 weeks of the receipt of the request.
BSW Field Manual

BSW/ MSW Field Fund Application
Department of Social Work
North Carolina State University

Name: ____________________________________________________________

Email Address: ________________________ Student ID: ________________

1st Year Field Placement_____       2nd Year Field Placement______

Agency:___________________________________________________________

Supervisor’s Name: ________________________________ Email: ___________

Purpose of Request:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Total Amount Requested: _________________

Disclaimer:
Failure to complete field placement assignment may result in student having to
return funds.

Student’s Signature: _______________________________ Date: _____________

Field Director’s Signature: __________________________ Date: _____________

Department Head’s Signature: ______________________ Date: _____________
Guidelines For Mid-Semester Progress Reports and Final Evaluations

THE EVALUATION TOOL EXPLANATION:

At the midterm visit, the field instructor and the student should collaborate to complete the evaluation tool (H-3) following the guidelines on the tool for the mid semester review of the internship. It is understood that not all of the standard expectations will be completed and/or met at the mid semester, including the learning outcomes specifically. This is a time to identify growth and needs.

The same tool will be completed for the final evaluation. You will not be adding to the midterm form that you completed but, instead, will complete a new form using the same tool.

The evaluation process affects the profession, the Social Work Department, the student, and you—the Field Instructor.

From an ethical point of view, it is the trusting clients and innocent students who suffer most from an inadequate, incomplete, or superficial field placement evaluation. In order to assure that we provide adequate social workers to the community, each student must be subjected to an honest appraisal of their ability to function with clients, co-workers, and peers.

A Field Instructor acts as one of the gatekeepers for the social work profession. You may have seen many students and many professional social workers. You know, first hand, that inadequate social work practice can injure clients, produce negative feelings about the agency in the community and have a damaging impact on other professionals. You know, too, that most students in our department have sufficient academic ability to pass their courses and most do pass. It is in the field placement that learning is turned into practice.

It is in the field that students who will become competent social workers can be most easily differentiated from those who will not; and it is the responsibility of the Field Instructor to make the differentiation. If you do not perform this task objectively and conscientiously, you are failing in your duty to our clients, our community, and our profession.
On the other hand, you must understand the impact of a negative evaluation upon the student. You have taught the student. You have formed a relationship with the student. You may personally like the student very much. As a social worker, you are trained to be non-judgmental. You spend your working life trying to be helpful, trying to be positive, giving the benefit of the doubt whenever possible, being very careful to accept people for what they are and avoid imposing your own values on them.

Yet now you are in a position where you are required to make a judgment. You are required to impose professional standards and values—which are your own values—upon the student and may write that, in your opinion, the student has failed to meet these standards. It is not surprising that many Field Instructors shrink from doing this. You agonize over the decision. You defend your student in your mind by telling yourself that it might have been different with another instructor in another setting. Then you think about the student’s future clients who will inevitably be hurt if the student is allowed to continue.

There is also the matter of the Field Instructor’s responsibility as a teacher. Teachers of adults are only responsible for teaching; they are not also responsible for ensuring that the student learns. Nevertheless, if the student fails to learn, there is always a nagging doubt in your mind. Perhaps the material could have been presented differently. Perhaps there could have been more or different feedback, a different client, a different project.

Even when you, the Field Instructor, know that you have done all you could for the student, there may still be a lingering temptation to blame yourself anyway, to let the student pass the placement in the hope that additional experience will bring improvement.

The whole evaluation is a matter of balance. You should note the student’s negative qualities, and you should note the student’s positive qualities.

This brings up a problem in the evaluation system—subjectivity is necessarily present in the whole affair. You will have records to support your opinion of student performance in various areas but nevertheless it is an opinion. Some of you have standards that are higher than others; some agency requirements are more stringent than others.

Thus, the evaluation may seem inherently unfair. The question of making allowances for the skills and backgrounds of different students is always a difficult one for the Field Instructor. A field placement assessment is supposed to reflect the actual level of skills attained, not the number of problems the student solved in order to get there. Nevertheless, the problem-solving process in itself says something about the student. A student who has had to overcome
her own prejudices in order to attain a certain skill level has learned more than one who has not; moreover, she has demonstrated self awareness, self control, and an ability to use herself for the client's benefit.

All other things being equal, a student who has struggled to achieve will probably be given a slightly higher assessment rating than another student who has reached the same skill level without a struggle. If this does not seem fair, remember that you will be looking for two things: evidence that learning has taken place; and evidence that the student has the ability to learn. Remember, a student who is outstanding in the classroom is not necessarily outstanding in the field.

The primary purpose of a Mid-Semester Progress Report is to assess the student's achievements to date in order to properly focus and direct future growth. A major task after the evaluation may be to revise the learning outcomes, paring down or supplementing some learning outcomes, and adding or eliminating others. The Field Instructor will act as the recorder for the Mid-Semester Progress Report and will make notes on the form as the student and field instructor discuss progress toward meeting the learning outcomes. We will use the meeting as a time to summarize and to plan for the remainder of the semester.

The Final Evaluation assesses achievements during the entire semester, highlighting major growth areas and areas for ongoing attention after placement ends. The content of the Final Evaluation centers around the student’s learning outcomes plus the 14 program objectives.


Gate Keeping: Performance of Student in Field Placement

(The following information is summarized from a presentation by Dr. Deana Morrow, former Director of the Social Work Program at Warren Wilson College, currently with UNC-C, to NCSU field instructors and faculty on February 21, 1996 and from University of Wisconsin-Madison School of Social Work Field Education Handbook.)

Gate keeping is the professional responsibility of social work educators, both university-based and agency-based, to determine whether a student should enter the social work profession. It is an ongoing process that begins with guarding the entrance “gate” to the profession (including providing responsible
education) and concludes with guarding the exit “gate.” Field instructors are social work educators, and thus, have a gate keeping function.

This function is supported by CSWE accreditation standards for BSW programs which state:

The program’s policies and practices must include procedures for terminating a student’s enrollment in the social work program... (CSWE Handbook of Accreditation Standards and Procedures, p. 89, 1994)

Field education has been identified as a primary screening point in gate keeping, along with matriculation into the department, admission to field, graduation, and situations of violation of department standards. The field course is distinct from most other university courses in that field placement in the community entails not only educational outcomes for the student and faculty, but also professional responsibilities to clients, social agencies, and the community. When students engage clients and assume service responsibilities, there are ongoing professional, educational, and ethical responsibilities and courtesies to be considered. Also, considerable time and effort is spent on the part of faculty and community supervisors to plan and deliver a good field placement. Thus, it is important to recognize early and respond to performance problems of students, particularly those of a serious nature.

Most students deal quite well with personal struggles and problems of daily life. However, when personal problems impair field performance and professional behavior to the extent that client (and student) obligations are not being met appropriately, faculty and community supervisors have the responsibility to intervene.

Various kinds of limitations and external demands may impair the performance of students. Some may be struggling with circumstantial limitations; such as, lack of transportation, financial problems, part-time employment, commuting difficulties, etc. Others may need to cope with more chronic or long-term situations; such as, a language barrier, a physical disability or chronic illness, etc. Often these limitations, though they can be burdensome, are compensated for and accommodated by adequate planning and flexibility. These students may perform very well, given the opportunity and appropriate support.

Personal or emotional problems of a more serious nature present greater difficulties. These may include a serious physical illness or psychological impairment, a life crisis, a serious legal offense, addiction, personal instability or unsuitability for the profession. These may be evidenced behaviorally by inappropriate or unethical behavior, excessive absences, noncompliance with agency policy, or competence and skill deficits. Fortunately, serious ethical
violations or breaches of integrity are rare. Most common performance problems have to do with deficits in competence, understanding, or excessive absences.

These problems usually present an interrelated set of concerns which require monitoring, communication, and professional judgment on the part of faculty and community supervisors. The concerns are: the rights of clients to adequate service and professional care, the educational needs of the students, the "gate-keeper" role of the university and professional community, and the provision of corrective and support services for the student. Field faculty, agency supervisors, and the Field Director have the responsibility to discuss students' field and seminar performance in the execution of their educational duties.

While all students have ongoing supervisory review and consultation, early recognition and feedback of serious performance problems is especially important. Field supervisors and faculty should communicate their observations and concerns to each other as soon as they are identified. Students as well as clients are better served by early recognition of significant performance problems. Field supervisors and faculty are both in a position to detect these kinds of deficits, and each has the responsibility to initiate communication with the other. If in doubt as to whether a particular deficit is serious or major and merits particular attention, discuss it with each other. The Field Director is available to consult in these situations. There is sufficient program flexibility and resources within the university and the community to give students time and support to deal with personal problems which affect their education. Career and psychological counseling, additional work or life experience, reconsideration of career goals, etc., all could be part of a response to problems.

When students perform poorly in placement, the treatment and service needs of clients become the higher priority. In these situations, agency supervisors and faculty should act to protect the needs of the client and ensure appropriate service provision.

Faculty and community supervisors need not, and should not, be therapists to students. Field education does not permit automatic access to students' private lives or personal problems. We have the right and the obligation to expect quality performance and professional behavior, to evaluate and provide feedback on the field performance, and especially to bring to the attention of the student serious performance deficits. At that point, students may voluntarily share personal information to explain or rationalize their poor performance. It is important that this personal information be treated confidentially and that students be provided with guidance, resource information, and concerned support. At the same time, they may need to be relieved of their client responsibilities, based on the collective judgment of supervising staff and faculty.
Areas for concern include, but are not limited to:
- falling below minimum grade point average standards
- inadequate oral communication skills
- inadequate interpersonal relationship and/or helping skills
- inadequate written communication skills
- lack of adherence to social work values and the NASW Code of Ethics
- personal values consistently interfere with upholding the values of the profession
- lack of respect toward clients related to issues of race, ethnicity, gender, sexual orientation, class, age, disability, religion, etc.
- sexual/romantic involvement with clients
- confidentiality violations
- mental/emotional instability
- unresolved personal issues which impair performance in the classroom or in the field
- substance abuse
- criminal conviction
- lying, cheating, or plagiarizing in coursework or field work
- inadequate performance of assigned field activities
- display of behaviors which undermine the work or morale of faculty, students, or field personnel
- excessive absenteeism
- persistent inability to meet deadline dates on assignments and projects

In addition, students are expected to demonstrate the ability to:
- foster productive relationships with supervisor and field liaison
- attend class regularly
- fulfill placement and class expectations and responsibilities
- contribute to class discussion
- make ongoing efforts to improve the quality of work

Field instructors who experience difficulty in any of the above situations (or others which cause concern but are not listed above) with students should consult with the faculty field liaison to determine an appropriate action.

Most situations can be resolved through the consultation process and a plan to address the concern can be developed and implemented in the agency setting; however, some instances may arise which cannot be resolved in this manner. In such situations, the student may be either:
- removed from the agency and placed in another placement setting with an appropriate remedial plan

OR
□ terminated from field placement entirely until an appropriate remedial plan is completed

This remedial plan is developed jointly with the supervisor, student, and faculty field liaison, with consultation from the Director of Field Education. It specifies expectations for all appropriate parties and outlines consequences for failure to follow through with the recommended action. A student has the right to appeal and may implement the Department of Social Work Grievance Procedure as outlined in the Student Handbook.

Appendix A
North Carolina State University Department of Social Work
BSW Field Instrument
Final Evaluation of Knowledge, Skills and Practice Behaviors
Rating Scale for Evaluation of Field Placement Performance
 □ Check if using evaluation for mid semester review
Name of Intern: ______________________________ Date: ____________________________
Name of Agency: ______________________________
Field Supervisor (print): ______________________________
Field Liaison (print): ______________________________
Instructions for Rating Interns on the 10 competencies in the Field Instrument:
The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The intern has excelled in this competency area as demonstrated by practice behavior.</td>
</tr>
<tr>
<td>4</td>
<td>The intern is functioning above expectations for competency area as demonstrated by practice behavior.</td>
</tr>
<tr>
<td>3</td>
<td>The intern has met the expectations for competency area as demonstrated by practice behavior.</td>
</tr>
<tr>
<td>2</td>
<td>The intern has not as yet met the expectations in the competency area through demonstration of practice behaviors, but gives indication s/he can do so in the near future.</td>
</tr>
<tr>
<td>1</td>
<td>The intern has not met the expectations in this competency area through demonstration of practice behaviors, and does not give indication s/he can do</td>
</tr>
</tbody>
</table>

1 This instrument is modified from an instrument developed by Charles Zastrow
Instructor/Supervisor comments may be made under any competency statement, if desired.

**FINAL EVALUATION:**
The final evaluation using the field instrument should be completed by the field instructor/supervisor with input from the intern. Prior to the field liaison’s final field visit, the intern and the supervisor should review and discuss the evaluation and have an original signed form to give to the field director/liaison. It is recommended that both the student intern and the field supervisor keep a copy of the final evaluation for future records.

**Assigning the grade:**
The field instructor’s rating of the competencies and practice behaviors (CSWE accreditation requirements) will not directly be used to calculate the grade given to the intern. The faculty field director/liaison has the responsibility of assigning the grade for field instruction.

The grade that is assigned will be based on: the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other field assignments, including the overall evaluation of seminar participation and professional writing improvement.

**THE STUDENT LEARNING CONTRACT:**
Learning outcomes from the Student Learning Contract are indicated beneath the competency connected to that outcome. These need to be evaluated on this form at the time of final evaluation. Please note: the Student Learning Contract outcomes are connected to the competencies.

Competence # 2.1.1: Intern identifies as a professional social worker and conducts oneself accordingly.

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</thead>
<tbody>
<tr>
<td>a</td>
<td>Advocates for client access to the services of social work</td>
<td></td>
<td></td>
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<tr>
<td>b</td>
<td>Practices personal reflection and self-correction to assure continual professional development</td>
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</tr>
<tr>
<td>c</td>
<td>Attends to professional roles and boundaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Demonstrates professional demeanor in behavior, appearance, and communication</td>
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<tr>
<td>e</td>
<td>Engages in career-long learning</td>
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<tr>
<td>f</td>
<td>Uses supervision and consultation</td>
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</table>

Student Learning Contract Outcome 1 (Professional Behavior) Comments:
Competence # 2.1.2: Intern applies social work ethical principles to guide his or her professional practice.

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<tr>
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<tbody>
<tr>
<td>a Recognizes and manages personal values in a way that allows professional values to guide practice</td>
<td></td>
<td></td>
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<tr>
<td>b Makes ethical decisions by applying standards of the National Association of Social Workers Ethics and, as applicable, of the International Federation of Social Work Statement of Principles</td>
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<tr>
<td>c Tolerates ambiguity in resolving ethical conflicts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d Applies strategies of ethical reasoning to arrive at principled decisions</td>
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</table>

Student Learning Contract Outcome 2 (Values and Ethics) Comments: ____________________________________________________________________________________

Competence # 2.1.3: Intern applies critical thinking to inform and communicate professional judgments.

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<tbody>
<tr>
<td>a Distinguishes, appraises and integrates multiple sources of knowledge; including research-based knowledge and practice wisdom</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Analyzes models of assessment, prevention, intervention, and evaluation</td>
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<td></td>
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<tr>
<td>c Attends to professional roles and boundaries</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>d Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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Comments: ____________________________________________________________________________________

Competence # 2.1.4: Intern engages diversity and difference in practice.

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<tbody>
<tr>
<td>a Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate or create or enhance privilege and power</td>
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<tr>
<td>b Gains sufficient self-awareness to eliminate the influence of personal bias and values in working with diverse groups</td>
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<tr>
<td>c Recognizes and communicates her/his understanding of the importance of difference in shaping life experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d Views her/himself as learners and engages those with whom she/he works as informants</td>
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</table>

Student Learning Contract Outcomes 3&4 (Diversity and Populations at Risk) Comments: ____________________________________________________________________________________
Competence # 2.1.5: Intern advances human rights and social and economic justice.

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<tbody>
<tr>
<td>a</td>
<td>Understands the forms and mechanisms of oppression and discrimination</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>b</td>
<td>Analyzes models of assessment, prevention, intervention, an evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Advocates for human rights and social and economic justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Engages in practices that advance social economic justice</td>
<td></td>
<td></td>
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</tbody>
</table>

Student Learning Contract Outcome 4&5 (Populations at Risk and Social Economic Justice) Comments:

Competence # 2.1.6: Intern engages in research-informed practice and practice-informed research.

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<tr>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>Uses practice experience to inform scientific inquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Uses research evidence to inform practice</td>
<td></td>
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</tbody>
</table>

Comments:

Competence # 2.1.7: Intern applies knowledge of human behavior and the social environment.

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<tr>
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<tbody>
<tr>
<td>a</td>
<td>Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Critiques and applies knowledge to understand person and environment</td>
<td></td>
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</tbody>
</table>

Child Welfare Collaborative Student Learning Contract Outcome 6 (Human Behavior) Comments:

Competence # 2.1.8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

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</thead>
<tbody>
<tr>
<td>a</td>
<td>Analyzes, formulates, and advocates for policies that advance social well-being</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Collaborates with colleagues and clients for effective policy action</td>
<td></td>
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</tbody>
</table>
Child Welfare Collaborative Student Learning Contract Outcome 7 (Policy)
Comments:

Competence # 2.1.9: Intern responds to contexts that shape practice.

<table>
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<tr>
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<tbody>
<tr>
<td>a</td>
<td>Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>b</td>
<td>Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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</tbody>
</table>

Comments:

Competence # 2.1.10 a-d: Engage, assess intervene and evaluate with individuals, families, groups, organizations and communities.

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<tbody>
<tr>
<td>1</td>
<td>Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Uses empathy and other interpersonal skills</td>
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<td></td>
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<tr>
<td>3</td>
<td>Develops a mutually agreed-on focus of work and desired outcomes</td>
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<tr>
<td>1</td>
<td>Collects, organizes, and interprets client data</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Assesses client strengths and limitations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Develops mutually agreed-on intervention goals and objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Selects appropriate intervention strategies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Initiates actions to achieve organizational goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Implements prevention interventions that enhance client capacities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Helps clients resolve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Negotiates, mediates, and advocates for clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Facilitates transitions and endings</td>
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</table>

Student Learning Contract Outcome 6 (Practice) Comments:

______________________________
**FINAL OVERALL EVALUATION:**

Please check one of the following at the final evaluation.

- □ This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- □ This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- □ This intern is not yet ready for beginning level social work practice.
- □ This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance and perhaps should be encouraged to pursue another major.

Comments/elaboration:

________________________________________________________________________

________________________________________________________________________

Signature of Agency Field Instructor/Supervisor: __________________________

Signature of Agency Field Instructor/Supervisor: __________________________

Agency: ___________________________ Date: ____________

*The following section should be completed by the intern:*

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation □

I do not agree with the evaluation □

**Intern’s Signature:** ___________________________ Date: ____________

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

**Field Director / Liaison Signature:** ___________________________ Date: ____________
Appendix B

Council on Social Work Education
Educational Policy and Accreditation Standards
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 of 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.

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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, 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, 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.

---

2 These six value elements reflect the National Association of Social Workers Code of Ethics.

2. Explicit Curriculum

Educational Policy 2.0—the Special 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—EP2.1.10(d)], followed by the 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;
- 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 Ethics3 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;4
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.

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
• attend to professional roles and boundaries;
• 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.

Washington, D.C.: NASW.

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;
- analyze models of assessment, prevention, intervention, and evaluation; and
- advocate for human rights and social and economic justice; and
- engage in practices that advance social 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 framework 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 implements 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
  o collect, organize, and interpret client data;
  o assess client strengths and limitations
  o develop mutually agreed-on intervention goals and objectives; and
  o select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention
Social workers
  o initiate actions to achieve organizational goals;
  o implement prevention interventions that enhance client capacities;
  o help clients resolve problems;
  o negotiate, mediate, and advocate for clients; and
  o 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. It 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 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.

Accreditation Standard B2.0—Curriculum
The 10 core competencies are used to design the professional curriculum
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

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The 10 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 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 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 and educational culture that is congruent with the values of the profession.6

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 practices.
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 Policy3.2—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

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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 document 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 Policy3.3—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, emulate, 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—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 DXWE-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.

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

**Educational Policy3.4—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 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 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. In addition, it is preferred that a 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 of 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 full-time 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).
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 it 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.