

**ALBANY STATE UNIVERSITY  
MASTER OF SOCIAL WORK**

# ***MSW FIELD MANUAL***

**2022 - 2023**



## **INTRODUCTION**

*Welcome to the Master of Social Work Program at Albany State University. This Field Practicum Manual is designed to provide information about the policies and procedures that guide the MSW Program in the operation of its Field Practicum Program.*

*The Manual is intended to be a working document, having evolved from the contributions of classroom faculty, field instructors, students and the community. It reflects as specifically as possible the direction, scope, and content of the total MSW field curriculum. However, there will undoubtedly be issues that are covered insufficiently, omitted, or changed due to the discovery of new knowledge, information, experience or community need. It is our hope that you will engage with us in the continuing process of critical study, examination, and refinement so that together we can strengthen the field practicum curriculum and train increasingly effective social work professionals to serve our community.*

*The MSW Faculty & Staff*

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

## **1.0 THE MSW PROGRAM IN CONTEXT**

### **1.01 Department Social Work**

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

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

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

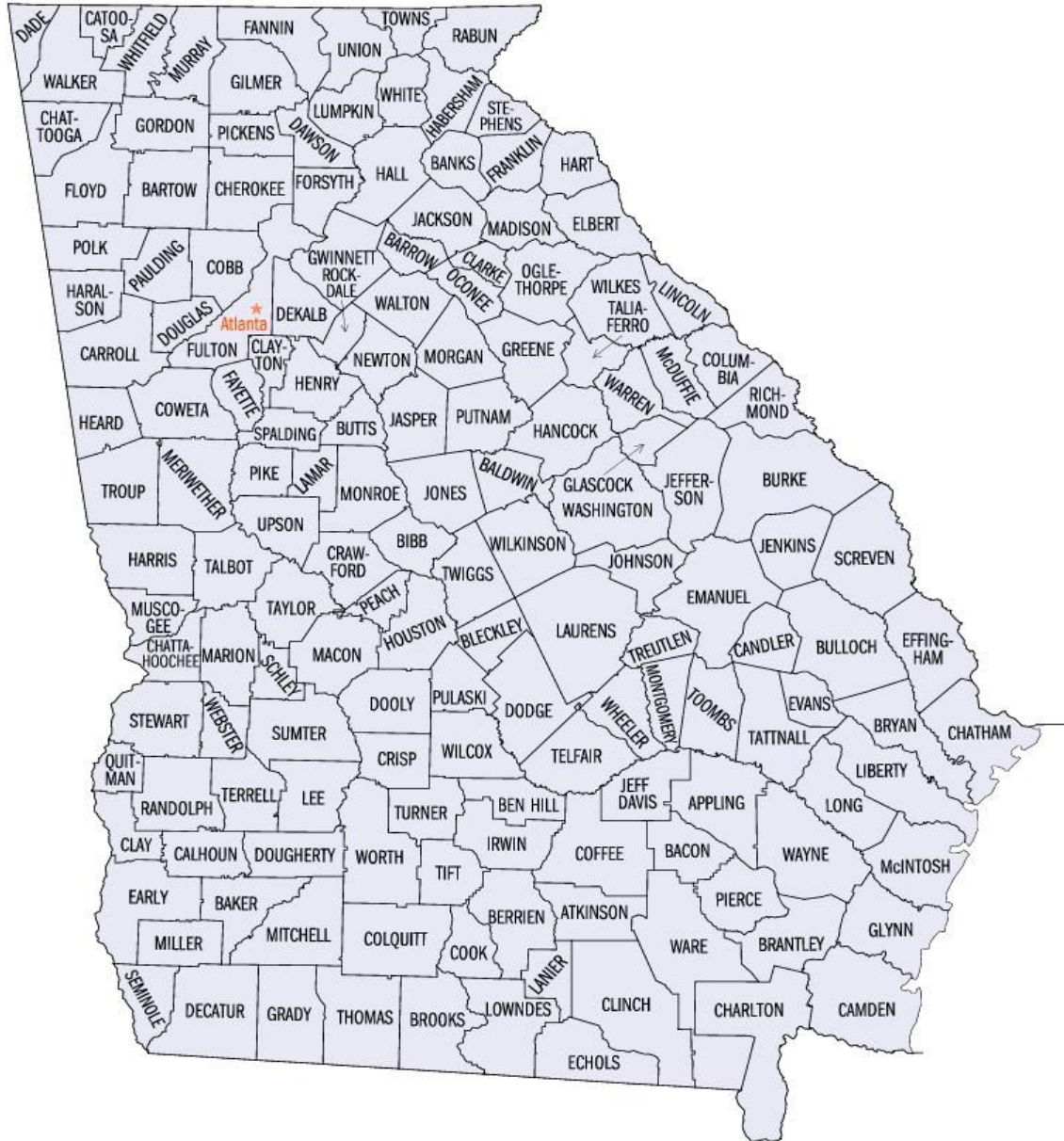
The BSW program is offered at the upper division level and is a major concentration. It is planned for undergraduates who will become generalist social workers, and will immediately engage in practice upon graduation, with many going on to attend the Master of Social Work (MSW) program. The number of students in the undergraduate social work program continues to grow each year.

The University received approval from the Georgia Board of Regents (BOR) to develop a Master of Social Work program in March of 2008. The Office of Education awarded a Title III Curriculum Development Grant to the Social Work Program for the purpose of meeting the standards for accreditation as outlined by the Council on Social Work Education (CSWE). The program was developed and received the full approval of the Georgia BOR on May 27, 2010. On August 13, 2010, the MSW received approval from the Southern Association of Colleges and Schools (SACS), the accrediting body of all



colleges and universities in the Southeastern United States. The Master of Social Work program achieved “Candidacy” status from the Council on Social Work Education (CSWE), the national accrediting body for all social work programs in the United States, on February 11, 2012. On February 8, 2014, the Council on Social Work Education moved the MSW program into Initial Accreditation status, a full year earlier than accreditation status is generally granted. The MSW Program completed its mandated Self-Study for reaffirmation by CSWE in the Fall of 2017 and received full reaffirmation by the Commission on Accreditation (COA) in February of 2018. The BSW and MSW programs are currently preparing for the 2024 reaffirmation process.

**MASTER OF SOCIAL WORK SERVICE AREA\***



**\*(1.) Baker; (2.) Calhoun; (3.) Colquitt; (4.) Decatur; (5.) Dougherty; (6.) Early; (7.) Grady; (8.) Lee; (9.) Miller; (10.) Mitchell; (11.) Seminole; (12.) Terrell; (13.) Thomas; and (14.) Worth**

## **2.0 MSW PROGRAM'S CONCEPTUAL FRAMEWORK**

### **2.01 MSW Mission Statement**

*The mission of the Master of Social Work program is to advance social and economic justice by preparing students for competent, empowering service with children, families and vulnerable adults of diverse backgrounds across the lifespan.* In its efforts to enhance the dignity and rights of all people, particularly of historically oppressed populations, the MSW Program seeks to partner with diverse individuals, groups and organizations at the university, local, state, national and international levels.

Our fully-online MSW program provides students with the opportunity to enhance the depth and breadth of their knowledge and skills in working with children, families and vulnerable adults. Its Specialized Practice Concentration focuses on the prevention, intervention and clinical treatment of children, families and vulnerable adults throughout their lifespan. Coursework prepares students to assume practice and leadership roles and responsibilities in public child and family welfare programs, the protection of abused and neglected children, home-based services, foster care, adoption, school-based services, group and residential care settings, child guidance, parent education, family courts, family violence programs, adult protective services, child and family advocacy, as well as in major social service systems that include mental health, physical health, veteran programs, and corrections. In the classroom and field, students develop the advanced knowledge, values and skills needed to function as competent social work clinicians and collaborate in an ethical manner with others to affect positive change for individuals and families. In their field placements, students complete their educational experience each semester in approved field settings that specialize in working with issues of concern to children, families and vulnerable adults. Field sites may include public agencies that specialize in working with individuals, families and adults in community-based centers, in agencies that are publicly funded, or in private agencies that focus on the clinical treatment of children, families or vulnerable adults, to name a few. Upon graduation, students will be prepared to assume the responsibility of providing clinical services within child welfare organizations, family-focused programs and mental health agencies.

The MSW program prepares students to respond to problems and advocate for laws, programs and the public understanding of the unique needs of vulnerable, impoverished and historically oppressed children, families and adults in both rural and urban areas. The MSW program seeks to produce and apply evidence-based research, best practices, and scholarship aimed at advancing clinical social work practice. The identification of the causes, consequences, and elimination of all forms of oppression is woven throughout the curriculum.

The program, located in a historically Black university, is sufficiently broad enough to provide all students with the knowledge, values and skills necessary to work with diverse populations. Drawing from the painful history of the African-American experience, the

program is particularly sensitive to the plight of all oppressed and/or under-served populations (e.g., women, the elderly, children, the poor, those with disabilities, the mentally retarded, those with chronic mental illnesses, members of the gay, lesbian and transgendered communities, Latinos, Asians, Native Americans, refugees, immigrants, veterans, etc.). Accordingly, while attention is given to the various aspects of African American life, the program is responsive to, and concerned with, *all* groups who share in the struggle for equality and freedom from oppression around the world.

Recognizing the interdependence of nations and the need for worldwide professional cooperation, the MSW program is also committed to the social and economic well-being of people in other countries. The MSW program seeks to: 1.) foster in its students an understanding and commitment to the international community, particularly those areas where issues of social and economic justice and social welfare for people of color, indigenous populations, and the impoverished are concerned, 2.) educate foreign students for positions of empowering social work practice, as well as for leadership roles in child and family services in their homelands, and 3.) develop practitioners who can effectively work with indigenous peoples, immigrants, migrants, refugees and other displaced populations.

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

## **2.02 MSW Program Goals**

The MSW program is designed to prepare students for responsible, professional social work practice with children and families across the lifespan. The goals of the program are:

### **1. ETHICAL AND PROFESSIONAL BEHAVIOR**

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

### **2. DIVERSITY AND DIFFERENCE IN PRACTICE**

Ensure that MSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race,

religion/spirituality, sex, sexual orientation, and tribal sovereign status, characterizes and shapes human experience and identity formation.

3. HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE

Ensure that MSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.

4. PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

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

5. POLICY PRACTICE

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

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

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

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

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

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

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

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

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

**2.03 MSW Program Competencies and Practice Behaviors**

The MSW curriculum competencies are derived from CSWE's 2015 Explicit Curriculum Educational Policy (EP) 2.0 (1-9). Thus, at the completion of the MSW Program, all students will be able to demonstrate their abilities to:

PROGRAM GOAL	GENERALIST COMPETENCIES	SPECIALIZED COMPETENCIES
<p><b>ETHICAL AND PROFESSIONAL BEHAVIOR</b></p>	<p>(1a.) Demonstrate the ability to make ethical decisions by applying the standards of the <i>NASW Code of Ethics</i>, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional codes of ethics as appropriate to the context.</p> <p>(1b.) Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p>(1c.) Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication.</p> <p>(1d.) Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes.</p> <p>(1e.) Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior</p>	<p>(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the <i>NASW Code of Ethics</i>, the <i>NASW Standards for Clinical Social Work in Social Work Practice</i>, the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, <i>Code of Ethics</i>, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics, as appropriate to the context.</p> <p>(1bSP.) Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.</p>

<p><b>DIVERSITY AND DIFFERENCE IN PRACTICE</b></p>	<p>(2a.) Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <p>(2b.) Demonstrate the ability to present themselves as learners and engage clients as experts of their own experiences.</p> <p>(2c.) Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults</p> <p>(2bSP.) Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations</p>
<p><b>HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE</b></p>	<p>(3a.) Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p> <p>(3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice</p>	<p>(3aSP) Demonstrate the ability to engage in practice with children, families, and/or vulnerable adults in a manner that advances social, economic, and/or environmental justice.</p>
<p><b>PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</b></p>	<p>(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research.</p> <p>(4b.) Demonstrate the ability to apply critical thinking to engage in analysis of</p>	<p>(4aSP) Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults.</p>



	<p>quantitative and qualitative research methods and research findings.</p> <p>(4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	
<b>POLICY PRACTICE</b>	<p>(5a.) Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services.</p> <p>(5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services.</p> <p>(5c.) Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>(5aSP) Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families and/or vulnerable adults.</p>
<b>ENGAGEMENT WITH INDIVIDUALS, GAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</b>	<p>(6a.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p> <p>(6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>(6aSP) Demonstrate the ability to develop a culturally responsive, professional relationship with children, families, and/or vulnerable adult clients.</p>

<p><b>ASSESSMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</b></p>	<p>(7a.) Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p> <p>(7b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p> <p>(7c.) Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p> <p>(7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>(7aSP) Demonstrate the ability to effectively use multidimensional assessment tools with children, families, and/or vulnerable adult clients.</p>
<p><b>INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</b></p>	<p>(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p> <p>(8b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment</p>	<p>(8aSP.) Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients</p> <p>(8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult</p>

	<p>perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p> <p>(8c.) Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes.</p> <p>(8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies.</p> <p>(8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>clients.</p>
<p><b>EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</b></p>	<p>(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes.</p> <p>(9b.) Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p> <p>(9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p> <p>(9d.) Demonstrate the ability to apply evaluation findings to</p>	<p>(9aSP) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients.</p>

	improve practice effectiveness at the micro, mezzo, and macro levels.	
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#### 2.04 Relationship to Social Work Values and Ethics

The mission, goals and behavioral competencies of the MSW Program stem from a fundamental commitment to the values of the social work profession. These values are rooted in the principles of social and economic justice for all, confronting all forms of oppression, combating discrimination in all its forms, and working to empower individuals, families, groups, and communities.

The mission of the MSW Program evolves from its deeply-held core values:

With a focus on enhancing human wellbeing and meeting the basic needs of all people, especially those who are vulnerable, oppressed and living in poverty, the MSW program prepares students to elevate *service* to others above their own self-interests. We believe that our goal is to prepare social workers with the knowledge, values, skills and cognitive/affective processes to partner with people in need while simultaneously addressing social problems within their environment in order to promote, restore, maintain, and enhance their wellbeing.

We believe that it is our profession that is uniquely qualified to pursue *social, economic and environmental change* with, and on behalf of, vulnerable and oppressed individuals, families, groups, and communities. We impart that it is the responsibility of every social worker to strive with others to ameliorate oppression, discrimination, poverty, and other forms of social and economic injustice wherever we meet it. The MSW program engages in activities that will sensitize students to the manifestations of oppression, the importance of diversity in social work practice, and the ability to access needed resources so that all individuals, groups and communities can become full and active participants in society.

Because we believe in the *inherent dignity and worth of every person*, as well as the *power of the collective*, regardless of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, we are committed to preparing students for ethical practice that honors and celebrates diversity. The MSW curriculum mandates that each person the student meets is to be approached in a caring and respectful manner, with careful attention paid to the importance of self-determination.

In all of its courses, but particularly in its social work practice courses, the *central importance of human relationships* as a vehicle for change is stressed. The process begins even before the student engages with the client system through the critical examination of one's own values and beliefs and how they may impact the client-worker relationship,

either positively or negatively. The MSW program focuses on assisting students in their efforts to promote, restore, maintain, and enhance the wellbeing of individuals, families, groups, organizations and communities.

In the classroom and in the field setting, the MSW program stresses the importance of maintaining *integrity* and trustworthiness in their professional practice. Students critically examine the *NASW Code of Ethics* and other relevant codes that require consistent honesty, responsibility and ethical conduct in all of their professional activities.

The MSW program engages students in the knowledge, values and skills required for *competent social work practice*, first at the generalist level and then at the specialist practice level. As life-long learners, students examine those ways they may increase their professional knowledge and skill base in order to provide the most competent service to client systems. While the generalist practice year of the program is designed to ensure that students are engaged in *scientific inquiry* in order to become competent consumers of social research, the specialist practice year focuses on students becoming competent producers of research that will advance the knowledge base of the profession.

The MSW program provides students with the opportunity to enhance the depth and breadth of their *knowledge and clinical skills in working with children, families and vulnerable adults*. Its specialized practice concentration focuses on the prevention and direct social work practice with children, families, and vulnerable adults (such as those with chronic mental illness, the frail elderly, individuals with substance use disorders, etc.) throughout the lifespan. Coursework prepares students to assume practice and leadership roles and responsibilities in public and private child and family welfare programs, the protection of abused and neglected children, home-based services, foster care, adoption, school-based services, group and residential care settings, child guidance, parent education, family courts, family violence programs, adult protective services, child and family advocacy, mental health and family programs for veterans, as well as in major social service systems that include mental health, substance abuse, physical health, and corrections.

In the classroom and field, students develop the specialized knowledge, values and skills needed to function as social work professionals and work in an ethical manner with others to affect change with individuals, families, groups, organizations, and communities. In their field placements, students complete their educational experience in approved field settings that specialize in working with the issues faced by children, families, and vulnerable adults throughout the life cycle. Field sites may include public or private agencies that specialize in working with individuals, families or vulnerable populations. Upon graduation, students are prepared to assume roles in the provision of direct services within child welfare organizations, family-focused agencies, and organizations committed to the wellbeing of vulnerable adults.

The MSW program prepares students to respond proactively to problems and advocate for laws, programs, and a public understanding of the unique needs of vulnerable,

impoverished and historically oppressed children, families, and vulnerable adults in both rural and urban areas. The MSW program seeks to produce and apply research and scholarship aimed at advancing social work practice, particularly in the area of mental health services. The identification of the causes, consequences, and elimination of all forms of oppression in order to advance human rights for all is woven throughout the curriculum.

The program, located in a historically Black university, is sufficiently broad enough to provide all students with the knowledge, values and skills necessary to work with diverse populations. Drawing from the painful history of the African-American experience, the program is particularly sensitive to the plight of all oppressed and under-served populations (e.g., women, the elderly, children, the poor, those with disabilities, individuals with intellectual developmental disorders, those with chronic mental illnesses, members of the gay, lesbian and transgendered communities, Latinos, Asians, Native Americans, refugees, immigrants, etc.). Accordingly, while attention is given to the various aspects of African-American life, the program is responsive to, and concerned with, *all* groups who share in the struggle for equality and freedom from oppression around the world.

Recognizing the interdependence of nations and the need for worldwide professional cooperation, the MSW program is also committed to the social and economic well-being of people in other countries. The MSW program seeks to: 1.) foster in its students an understanding and commitment to the international community, particularly those areas where issues of social and economic justice and social welfare for people of color and the impoverished are concerned, 2.) educate foreign students for positions of empowering social work practice, as well as for leadership roles in child and family services in their homelands, and 3.) develop practitioners who can effectively work with immigrants, migrants, refugees and other displaced populations.

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

The MSW Program aims to produce competent clinical social work practitioners who will assume various formal and informal leadership roles in agencies dedicated to serving children, families and vulnerable adults in order to further these values in our world.

### **2.05 Preparation for Specialized Social Work Practice**

The goals of the MSW Program affirm the urgency of providing students with the strong value-based foundation required for the diverse practice roles of today's social work practitioners who are called upon to serve individuals, families, groups, communities,

organizations, and social institutions. With this foundation, our goals call for students to develop the advanced knowledge, values and clinical skills necessary to improve intrapersonal and interpersonal conditions for children, families, and vulnerable adults so that they can reach their full potential throughout their lives.

## **2.1 THE MSW PROGRAM'S CURRICULUM OVERVIEW**

The online MSW Program offers a 64 credit-hour MSW degree requiring the successful completion of a Generalist Curriculum, comprised of courses totaling 32 credit-hours, and 32 credit-hours in Specialized Practice. Applicants to the program are required to have a strong liberal arts undergraduate curriculum content; an overall grade point average of at least 3.0 (on a 4.0 scale); three professional letters of reference; a professional resume; and strong conceptual and writing skills. Applicants with a BSW degree from a CSWE-accredited program may be eligible for Advanced Standing in the MSW Program if they meet the criteria for admission.

The MSW Generalist Curriculum places a strong emphasis on the themes of social, economic and environmental justice, the alleviation of discrimination and oppression, and the multiple roles and responsibilities that effective social workers must master for supporting the empowerment of individuals, families, groups, organizations, and communities. The MSW Generalist Curriculum gives significant emphasis to understanding the role of public sector resources and services while also noting oppressive elements within those systems. The emphasis of the generalist year of the program is on advocating and engaging in progressive change.

The Specialized Concentration builds on the Generalist Curriculum by developing the specialized knowledge, values, skills, and cognitive and affective processes required of students in order to provide competent clinical services to children, families and vulnerable adults. Flowing from the Generalist curriculum, students are expected to progress into their Specialized Practice year, gaining specialized knowledge, values, skills, and cognitive and affective processes necessary to provide competent clinical social work services to children, families and vulnerable adults.

### **2.11 Social Work Values and Ethics**

The curriculum of the MSW Program is designed around fundamental, historic social work values. These include social, economic and environmental justice, the rights of all people to realize their full potential in an environment free of racism, classism, sexism and discrimination of all kinds, and the urgency of public responses to vulnerable populations. In addition, the MSW program seeks to promote the health and safety of children within stable family settings so that they can develop toward a positive, productive adulthood.

To help ensure that these values and related ethical practice principles are adequately addressed in the curriculum, Direct Practice Methods (SOWK 6031) and Achieving Justice

in a Diverse World (SOWK 6020) provide a critical perspective on the fundamental values of the social work profession with diverse populations. Direct Practice Methods (SOWK 6031) explores the historical evolution of ethical standards in social work and provides a framework for making decisions when confronted by the inevitable ethical dilemmas found in social work practice. In the Specialized Practice year, students learn to further translate the values into principles for ethical policy practice in Legal and Ethical Issues with Children and Family Policy (SOWK 7011).

### **2.12 Special Populations**

The MSW Program ensures that content relevant to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status is present in its courses. Given the focus of the curriculum on social, economic and environmental justice, affecting change, and ending oppression, our MSW courses place substantial emphasis on ensuring that students understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, position, and possessions. While all graduate social work courses contain this content, foundation courses such as Achieving Justice in a Diverse World (SOWK 6020), Human Behavior and the Social Environment (SOWK 6021), Direct Practice Methods (SOWK 6031), and Social Work Policies and Programs (SOWK 6011) have a specific emphasis on issues of diversity and difference among special populations, as reflected in the syllabi.

### **2.13 Philosophy of the MSW Field Practicum**

The MSW field practicum is an essential component of the MSW Program's professional education for social work practice. The purpose of field instruction is to provide students with opportunities for development, integration, and reinforcement of competent social work practice through performance in actual service delivery situations. As students undertake learning within the reality of agency life, a vehicle is established where knowledge acquired through generalist and specialized practice courses are applied, skills are developed and refined, and attitudes and values are critically examined. Additionally, students are afforded opportunities for analyzing the effects of social welfare policy on programs and services, developing research questions in relation to practice efforts, as well as practicing and evaluating empirically-based best practices. Field instruction enables students to integrate the cognitive, affective, and experiential aspects of their social work education via its application in the field setting. It is designed to produce a knowledgeable, skilled, self-evaluating and professionally reflective master-level social worker.

## **2.2 MSW GENERALIST YEAR FIELD OBJECTIVES**

The primary goal of our field education program is to provide our students with structured learning opportunities in approved agency-based settings where they are supervised by



competent social workers. The progressive, reciprocal relationship between theory and practice becomes a dynamic of teaching-learning process of field instruction. Keeping in mind that the field sequence is intended to encourage and enhance student learning within all areas of the curriculum, the following are the generalist objectives of the Field Practicum:

1. To provide MSW field students with an understanding of the profession's historical development, ensuring that they, as representatives of the profession, its mission, and its historical values, commit themselves to the profession's enhancement and to their own ongoing professional conduct and growth.
2. To ensure that MSW field students critically apply the ethical principles of the profession to their practice, utilizing frameworks for ethical decision-making, as well as relevant laws and regulations to their practice at the micro, mezzo, and macro levels.
3. To ensure that MSW field students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, characterizes and shapes human experience and identity formation.
4. To ensure that MSW field students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care, and education, and understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.
5. To ensure that MSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.
6. To ensure that MSW field students possess an understanding of how human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, and local levels.
7. To ensure that MSW students understand their role in policy formulation, analysis, implementation and evaluation the practice settings at the micro, mezzo, and macro levels, actively engaging in policy practice to effect change.
8. To ensure that MSW field students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations and communities.
9. To ensure that MSW field students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in

- the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities.
10. To ensure that MSW field students are knowledgeable about evidence informed interventions to achieve the goals clients and constituencies, including individuals, families, groups, organizations and communities.
  11. To ensure that MSW field students are able to identify, analyze, and implement theory-directed, evidence-informed interventions to achieve client and constituency goals.
  12. To ensure that MSW field students understand the theories of human behavior and the social environment and can critically evaluate and apply that knowledge to evaluating processes and outcomes in order to advance practice effectiveness.

### **2.3 MSW SPECIALIZED PRACTICE YEAR FIELD OBJECTIVES**

The second year Field Practicum provides students with the opportunity to engage in specialized clinical practice with children, families and vulnerable adults throughout the lifespan. The following are the Specialized Year objectives of the Field Practicum:

1. To ensure that MSW field students are able to make ethical decisions in clinical social work practice based upon the *NASW Code of Ethics*, the *NASW Standards for Clinical Social Work in Social Work Practice*, the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists *Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct in research and additional codes of ethics, as appropriate to the context.
2. To ensure that MSW field students demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.
3. To ensure that MSW field students demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and vulnerable adults.
4. To ensure that MSW field students are able to demonstrate the ability to work effectively with children, families, and vulnerable adults from diverse populations.
5. To ensure that MSW field students are able to demonstrate the ability to engage in practice with children, families and vulnerable adults in a manner that advances social, economic and environmental justice.
6. To ensure that MSW field students demonstrate the ability to effectively translate research findings into effective practice with children, families, and vulnerable adults.
7. To ensure that MSW field students demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal and global policies that impact children, families, and vulnerable adults.
8. To ensure that MSW field students demonstrate the ability to develop a culturally responsive, professional relationship with children, families and vulnerable adults.

9. To ensure that MSW field students demonstrate the ability to effectively use multi-dimensional assessment tools with children, families, and vulnerable adult clients.
10. To ensure that MSW field students demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and vulnerable adult clients.
11. To ensure that MSW field students demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and vulnerable adult clients.
12. To ensure that MSW field students demonstrate the ability to evaluate the processes and outcomes of clinical practice with children, families and vulnerable adults.

## **2.4 GENERALIST YEAR FIELD PRACTICUM COMPETENCIES AND PRACTICE BEHAVIORS**

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

### **(1.) Ethical and Professional Behavior**

- Demonstrate the ability to make ethical decisions by applying the standards of the *NASW Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context
  - Take responsibility for one's own actions and consider the impact those actions will have on others
  - Use sound judgment, seeking and effectively using help for any medical or emotional problems that interfere with scholastic and professional performance
  - Vigorously maintain confidentiality as it relates to human service, classroom activities, and field placement
  - Demonstrate honesty and integrity by being truthful about one's background, experiences, and qualifications; doing one's own work; giving

- credit for the ideas of others; and providing proper citation of source materials, as applicable
  - Refrain from all behaviors that are sexually inappropriate, including becoming involved in sexual relationships with clients, supervisors, or faculty
  - Demonstrate an intolerance for the abuse of others in physical, emotional, verbal, or sexual ways
  - Refrain from participating in dual relationships where conflicts of interest may arise
- Practice personal reflection and self-correction to assure continual professional development and manage personal values and maintain professionalism in practice
- Demonstrate professional demeanor in behavior, appearance and in oral, written and electronic communication
- Use supervision and consultation to guide professional judgement and behavior
  - Show potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.
  - Work effectively with others, regardless of level of authority
  - Advocate for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution
  - Practice personal reflection and self-correction to assure continual professional development
  - Demonstrate clear, appropriate and culturally-appropriate professional roles and boundaries
  - Demonstrate professional demeanor in behavior, appearance and communication
  - Demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms
  - Handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others
  - Show a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development
  - Accurately assess one's own strengths, limitations, and suitability for professional practice
  - Show an awareness of self and how one is perceived by others
  - Reflect on one's own limitations as they relate to professional capacities
  - Demonstrate a willingness to examine and change behavior when it interferes in working with clients and other professionals

## **(2.) Diversity and Difference in Practice**

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

## **(3.) Human Rights and Social, Economic, and Environmental Justice**

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

## **(4.) Practice-Informed Research and Research-Informed Practice**

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

## **(5.) Policy Practice**

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

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

**(6.) Engagement with Individuals, Families, Groups, Organizations & Communities**

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

**(7.) Assessment with Individuals, Families, Groups, Organizations & Communities**

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

**(8.) Intervention with Individuals, Families, Groups, Organizations & Communities**

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

**(9.) Evaluation with Individuals, Families, Groups, Organizations & Communities**

- Demonstrate the ability to select and use appropriate methods for evaluation of outcomes
- Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

- Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

## **2.5 SPECIALIZED YEAR FIELD PRACTICUM COMPETENCIES AND PRACTICE BEHAVIORS**

The specialized year (second year) in clinical social work practice has practice competencies designed to ensure that students are prepared to assume direct practice roles in social service organizations that serve children, families and vulnerable adults over their lifespan. Building upon the generalist field competencies, specialized field instruction provides students with the opportunity to integrate classroom learning in the field setting. The specialized field practicum practice competencies are clustered in nine areas: (1.) Ethical and Professional Behavior, (2.) Diversity and Difference in Practice, (3.) Human Rights and Social, Economic, and Environmental Justice, (4.) Practice Informed Research and Research-Informed Practice, (5.) Policy Practice, (6.) Clinical Engagement, (8.) Clinical Intervention, and (9.) Clinical Evaluation. These Specialized Practice MSW competencies are defined, as follows:

### **(1.) Ethical and Professional Behavior**

- Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of: The NASW *Code of Ethics*; The NASW *Standards for Clinical Social Work in Social Worth Practice*; The Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, *Code of Ethics*; relevant laws and regulations; other applicable models for ethical decision-making; ethical conduct in research; and additional code of ethics, as appropriate to the context
- Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them

### **(2.) Diversity and Difference in Practice**

- Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families, and/or vulnerable adults
- Demonstrate the ability to effectively work with children, families, and/or vulnerable adult populations

### **(3.) Human Rights and Social, Economic, and Environmental Justice**

- Demonstrate the ability to engage in practice with children, families, and/or vulnerable adults in a manner that advances social, economic and/or environmental justice

**(4.) Practice-Informed Research and Research-Informed Practice**

- Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults
- Demonstrate the ability to identify areas within practice where additional research is warranted

**(5.) Policy Practice**

- Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide service planning and provision
- Undertake the roles and responsibilities of ethical professional leadership to enhance diversity and alleviate racial and ethnic disproportionality in services to children, families, and vulnerable adults

**(6.) Research-Informed Practice**

- Use evidence-based practices in assessments and interventions with children, families, and vulnerable adults

**(7.) Assessment with Individuals, Families, Groups, Organizations & Communities**

- Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families, and/or vulnerable adult clients

**(8.) Intervention with Individuals, Families, Groups, Organizations & Communities**

- Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients

**(9.) Evaluation with Individuals, Families, Groups, Organizations & Communities**

- Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families, and/or vulnerable adult clients

**2.6 RELATIONSHIP BETWEEN FIELD PRACTICUM AND CLASSROOM PRACTICE COURSES**

An intended relationship exists between field practicum and classroom practice courses, as all field courses are curriculum-driven. Therefore, all required field courses must be taken simultaneously with, or subsequent to, corresponding required practice courses.

Generalist Field Experience I (SOWK 6055) and Generalist Field Seminar I (SOWK 6051) are taken concurrently with, or subsequent to, Direct Practice Methods (SOWK 6031), Achieving Justice in a Diverse World (SOWK 6020), Human Behavior and the Social Environment (SOWK 6021), and Social Welfare Policies and Programs (SOWK 6011).

Generalist Field Experience II (SOWK 6056) and Generalist Field Seminar II (SOWK 6052) is taken concurrently with, or subsequent to, Theory and Practice with Families and Groups (SOWK



6032), Theory and Practice with Communities and Organizations (SOWK 6033), and Research in Social Work (SOWK 6041).

Specialized Field Experience I (SOWK 7055) and Specialized Field Seminar I (SOWK 7051) is taken concurrently with, or subsequent to, Assessment and Practice with Children and Adolescents (SOWK 7031), Family Dynamics Through the Life Cycle (SOWK 7021), and Evaluation of Practice (SOWK 7041), and SOWK 7131: Psychopathology and Psychopharmacology.

Specialized Field Experience II (SOWK 7056) and Specialized Field Seminar II (SOWK 7052) is taken concurrently with, or subsequent to, Assessment and Practice with Families (SOWK 7032), Assessment and Practice with Vulnerable Adults (SOWK 7033), and Legal and Ethical Issues in Child and Family Policy (SOWK 7011).

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

Generalist Field Experience I (SOWK 6055) and Generalist Field Experience II (SOWK 6056) support the generalist behavioral competencies of the Generalist Curriculum. Specialized Field Experience I (SOWK 7055) and Specialized Field Experience II (SOWK 7056) support the specialized behavioral competencies of the MSW program's concentration in clinical social work practice. All field courses are carefully designed to enhance the student's integration of classroom instruction into the development of competent professional practice.

### **3.0 MSW FIELD PRACTICUM ORGANIZATIONAL STRUCTURE**

#### **3.01 Administration of the Department of Social Work**

The Field Program is administered by the MSW Field Coordinator, who is responsible to the Chair of the Social Work Department. The MSW Curriculum Committee approves all policies pertaining to the field practicum curriculum. The Field Advisory Committee serves the MSW Field Office in an advisory capacity with respect to policies and procedures, and the planning of special programs and services for Field Instructors and Students. Faculty members serve in a liaison capacity to Students and Field Instructors. The MSW Field Coordinator is responsible for all of the field courses and seminars. Finally, numerous agencies

and their staff serve as field placement sites and Instructors, thus providing the invaluable supportive core of the field instruction program.

### **3.02 The MSW Field Office**

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

Ensure that the MSW Field program remains in compliance with all accreditation standards of the Council on Social Work Education, our accrediting body;

Process, review, and access applications of new agencies for possible affiliation with the MSW Program;

Review and assess currently affiliated agencies;

Process, review, and access applications for new MSW Field Instructors;

Develop and maintain resources by which MSW Students may become familiar with available agencies and fields of practice. The information is maintained in a binder with the following information on each agency: Contact Person, agency name, address, telephone number, short description of the agency's services and programs, and whether there is a MSW with no less than 2 years of practice experience on the agency's site;

Provide consultation and support to the agency;

Plan and implement the process for MSW student assignments to field practicum, and assign MSW students to agencies;

Consult with Students and, when necessary, with faculty, the MSW Program Director, and/or Field Instructors in selection of placements;

Design, review, and revise supplemental materials such as the *MSW Field Manual*, field forms, and field directories;

Organize and conduct field practicum orientation meetings for MSW students, MSW Field Instructors, and MSW Faculty;

Consult with faculty and, in conjunction with the MSW Program Director, make MSW Faculty Field Liaison assignments;

Consult with MSW Faculty Field Liaisons regarding individual student problems, and/or requests for change of placement;

Consult individually with students as they require direction or support in negotiating and completing field practicum course requirements;

Consult with the MSW Curriculum Committee to review and revise practice competencies for field courses;

Plan, in consultation with the Field Advisory Committee, seminars, workshops, and recognition events for field instructors;

Design and implement an ongoing evaluation process for field practicum to ensure that all behavioral competencies are met;

Present all field evaluation results to the MSW Curriculum Committee for the purpose of ongoing program assessment, renewal and continuous program improvement; and

Coordinate and provide MSW Field Instructors with orientations and annual training.

### **3.03 Relationship Between the MSW Field Office and Office of the MSW Program Director**

One major responsibility of the Office of the MSW Program Director is academic advising and the development of *MSW Degree Plan* for students. This includes supporting the MSW Field Coordinator in decisions regarding which field instruction courses may be taken in which semesters. The Office of the MSW Program Director and the MSW Field Office work closely together to ensure educationally sound field experiences for all of its graduate social work students.

### **3.04 MSW Faculty Advisors**

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

### **3.05 MSW Field Practicum Advisory Committee**

The Field Advisory Committee advises the MSW Field Office on the educational and administrative policies and procedures that govern the Department's field

practicum program. It also collaborates with the MSW Curriculum Committee to ensure a close inter-relationship between classroom and field practicum learning experiences.

### **3.06 MSW Faculty Field Liaison System**

#### **3.061 Goals and Objectives**

The goal of the MSW Faculty Field Liaison system is to ensure a cohesive and progressive training experience in the field so that students may successfully meet the educational goals and objectives. The MSW Faculty Field Liaison maintains regular communication with the MSW student and the MSW Field Instructor throughout the semester, acting as a bridge between the Agency, Albany State University, and the MSW student.

Specific objectives include:

To provide a mechanism by which the Social Work Department can meet its primary responsibility for the Student's educational process.

To help insure that the field experience is curriculum-driven.

To provide a structure that has a preventive function regarding a Student's educational problems.

To equitably arrange for the resolution of barriers to student learning.

To ensure that faculty members keep abreast of changes occurring in the social work profession by maintaining close ties with the practice community via MSW Faculty Field Liaison visits.

#### **3.062 Roles and Responsibilities**

The MSW Faculty Field Liaison functions as a part of the educational team working together with the MSW Field Instructor and the MSW Student toward the realization of the student's educational goals. The MSW Faculty Field Liaison provides a linkage between the Department of Social Work and the field agency. The MSW Faculty Field Liaison contributes to the development of the MSW student's educational plan, focuses on monitoring the student's educational and professional progress and performance, and consistently maintains a working relationship between the Department of Social Work and the field agency. The relationship between the MSW Faculty Field Liaison and the field agency is expected to extend over a period of two semesters in order to sustain the student's educational experience.

Responsibilities of the MSW Faculty Field Liaison include:

Assisting the MSW Field Instructor in development of the MSW Learning Contract including selection, ordering, and enhancement of behavioral competencies;

Serving as a resource person to the MSW student and MSW Field Instructor on classroom content, advising as needed in order to integrate class and field knowledge/practice/skills.

Enabling the agency MSW Field Instructor to identify the MSW student's career goals and to direct learning assignments related to those goals.

Conferring with the MSW Field Coordinator in relation to initiating, continuing, or terminating the field placement with which s/he consults.

Discussing with the MSW student and MSW Field Instructor the student's level of performance toward meeting practice competencies and behaviors.

Completing all required paperwork and evaluation(s) for each field placement.

The MSW Field Coordinator assumes responsibility for the student's grade. The grade is based on the student's performance in the field. Where the student's performance is deemed less than satisfactory by the Field Instructor, the MSW Faculty Field Liaison shall be informed and shall consult with the Field Instructor and student regarding a satisfactory resolution of student problems. In instances where the Field Instructor's grade recommendation is changed, the Faculty Field Liaison has the responsibility to document, in writing, to the student, Field Instructor, and the MSW Field Coordinator, reasons for changing the recommended grade.

### **3.063 MSW Faculty Field Liaison Procedures**

The assignment of the faculty member to the MSW Faculty Field Liaison role is made by the MSW Field Coordinator at the beginning of each semester. Field Instructors and students are notified of the faculty liaison process at their respective Field orientations and trainings. Field instructors and students are notified of the assigned Faculty Field Liaison by the MSW Field Coordinator prior to the beginning of the semester. The assigned Faculty Field Liaison is notified by the MSW Field Coordinator of all the agencies and students for whom s/he is responsible.

As MSW Field Learning Contracts are completed and received by the MSW Field Office, copies are forwarded to the MSW Faculty Field Liaison by the MSW Field Coordinator. No less than one regular visit per semester is scheduled to ensure a cohesive and

progressive training experience. The MSW Faculty Field Liaison schedules these visits in advance with her/his respective Field Instructor (and Task Supervisor, if applicable) and determines the most effective way to work together. The agency is to be given the date and the anticipated length of the visit as well as the names of persons who are to be included in the meetings.

It is important that the MSW Faculty Field Liaison is provided with an opportunity to confer (perhaps only briefly) with the Agency Executive during a liaison visit. This is an effective way to interpret the Department of Social Work's MSW program to the community and to maintain the Executive's interest in the educational program. In addition, this kind of conference helps the MSW program to keep in touch with agency and community issues and developments. Each Agency visit is documented on the *MSW Faculty Field Liaison Visit Form* (found in the Appendix). Field visit forms summarizing the MSW Faculty Field Liaison's observations and recommendations are completed by the MSW Faculty Field Liaison and returned to the MSW Field Office within ten [10] working days of the visit.

### **3.07 MSW Field Agencies**

Any human service organization is eligible to apply for affiliation with the MSW Program for the purpose of providing graduate field instruction to students. Business and industrial organizations with human service components (e.g., employee assistance programs or health and wellness programs) may also apply. Non-traditional placements that can provide students with the required competencies and practice behaviors will also be reviewed for affiliation if arrangements can be made to provide the necessary supervision to the student. Special consideration is given to those settings that most clearly support the MSW Program's mission and Specialized Practice concentration in social work practice with children, families, and vulnerable adults over the lifespan.

Toward this end, the Agency assumes primary responsibility for:

- Signing the "Memorandum of Understanding" with Albany State University (ASU) which clearly states the roles and responsibilities of the University, the Agency and the MSW Field student
- The Agency Representative conducts a personal interview with the MSW student being considered for field education to determine a good fit and an appropriate field experience
- Informing the MSW student of potential work hazards
- Requiring the MSW Field Supervisor attend MSW Field Orientation and Training meetings when notified
- Ensuring that the MSW student is receiving ongoing professional supervision in order to achieve the requirements for the field

### 3.08 MSW Field Instructors

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

- Orientation to the purpose, policies, and procedure of the Agency and to expectations for student performance;
- Development of learning projects and experiences that allow the MSW Students opportunities to meet the competencies and practice behaviors in the field;
- Negotiation with the MSW Student in developing the MSW Field Learning Contract within the first weeks of the semester, with ongoing revisions made, as necessary, throughout the semester(s);
- Individual educational supervision of each student for no less than one hour per week for direct supervision, with the MSW Field Instructor taking responsibility for:
  - Following an agenda (usually prepared by the MSW Student);
  - Focusing on the MSW Field Students' skill development (addressing both competencies and areas for ongoing development);
  - Keeping brief notes of all supervisory meetings;
  - Giving the MSW Field Student constructive feedback regarding the degree to which they successfully demonstrate competency in achieving specific behavioral competencies;
  - Seeking direct knowledge of the MSW Student's performance in the field via the review of audiotapes or videotapes, reviewing of written documentation, conducting joint sessions with clients, etc.;
  - Leading discussions that analyze Agency policies and programs, the application of concepts from the NASW *Code of Ethics*;
  - Maintaining regular contact with the MSW Field Student and other Agency supervisors who are involved in the field placement;

- Regular consultation with MSW Task Supervisor, as appropriate;
- Timely completion of the MSW Field Student’s Midterm, Final Field evaluations, and Time Sheet;
- Participation in periodic meetings with the MSW Faculty Field Liaison to evaluate student progress and the effectiveness of the educational experience;
- Notifying the MSW Faculty Field Liaison immediately when any significant problems arise;
- Facilitation of a positive, cooperative working relationship between the Agency and the MSW Program, including immediately informing the MSW Program of any agency or organizational problems that would affect student learning;
- Participation in field seminars, continuing education offerings, and/or other support systems available to MSW Field Instructors;

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

### **3.081 Off-Site MSW Field Instructor/On-Site Task Supervisor Model**

In selected situations and with prior approval from the MSW Field Coordinator, an Off-Site MSW Field Instructor/On-Site Task Supervisor Model of field instruction may be utilized by a field agency that does not have a qualified MSW employee available for field teaching. These situations usually occur in new, “cutting edge” areas of social work practice where social work is just beginning its impact and in which the MSW Program wants to develop. While MSW Task Supervisors are not required to have the MSW degree, they must have substantial experience within the Agency. Their role is to work directly with the MSW Field student on a daily basis regarding specific tasks, client services and agency operations. The MSW Field student still meets with the MSW Field Instructor at least one hour per week for supervision and integration of classroom theory and learning in the field setting.

Off-Site MSW Field Instructors are selected jointly by the targeted Agency and the MSW Field Coordinator in consultation with the appropriate faculty members interested in developing the particular site. Responsibilities for field instruction using this model are outlined below.



### **3.0810 Off-Site MSW Field Instructor Responsibilities**

- Must meet the stated criteria for MSW Field Instructors;
- Assumes primary responsibility for creating the *MSW Field Learning Contract and Evaluation* form, and tasks to achieve the practice behaviors, with the On-Site Task Supervisor and the MSW student;
- Meets no less than one hour per week with the student in supervisory session to review the progress of the student toward achievement of the practice behaviors and to assist the MSW Student with the integration of practice realities and theoretical concepts;
- Meets periodically with the MSW Student and On-Site Task Supervisor to evaluate student performance and modify the *MSW Field Learning Contract and Evaluation* form, if necessary;
- Assumes primary responsibility for submitting to the MSW Program the written *MSW Field Learning Contract and Evaluation* form (both at midterm and at final) including the grade recommendation for the MSW Student at the end of each semester;
- Assumes primary responsibility for meeting with the assigned MSW Faculty Field Liaison and the MSW Student during the semester to review the student's progress; and
- Assumes primary responsibility for alerting the MSW Faculty Field Liaison in a timely manner of any problems or potential problems which might interfere with a successful educational outcome.

### **On-Site Task Supervisor Responsibilities**

- Assumes primary responsibility for orienting the student to the agency, to agency staff, and to work projects;
- Works with the Off-Site MSW Field Instructor and MSW Student to create the *MSW Field Learning Contract and Evaluation* form, which includes MSW competencies and practice behaviors;

- Assumes primary responsibility for supervising the daily work of the MSW Field student, providing guidance and direction during daily activities and providing constructive feedback to help the student in the development of requisite knowledge, values and skills;
- Meets periodically with the MSW student and the Off-Site MSW Field Instructor to evaluate student performance, modify the *MSW Field Learning Contract and Evaluation* form, if necessary, and keep the MSW Field Instructor informed about the student's progress;
- Notify the MSW Field Instructor and the MSW Faculty Field Liaison of any significant problems that arise with the student in the field;
- May meet with the MSW Faculty Field Liaison to review student progress, at the request of either the MSW student, The Off-Site MSW Field Instructor or the MSW Faculty Field Liaison.

## **4.0 SELECTION OF SETTINGS AND INSTRUCTORS FOR MSW FIELD PLACEMENT**

### **4.01 Criteria for the Selection of MSW Field Agencies**

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

- a. Agency's philosophy of service shall be compatible with the philosophy, values, and ethics of the social work profession.
- b. Agencies shall be related in purpose and function to the mission, methods, and curriculum of the MSW Program.
- c. Agencies shall be clear about their program and methods.
- d. The volume and flow of agency programs shall offer students a wide range of requisite learning opportunities.
- e. The administration and staff of the agency shall have respect for professional education and acceptance of the objectives and educational focus of the program of field instruction.
- f. Agencies shall have access to qualified field instructors.

- g. Agencies shall provide release time for field instructors to carry out field instruction responsibilities and to attend field-related meetings.
- h. The staff shall be large enough to ensure that the basic agency program is developed and maintained sufficiently without reliance on students.
- i. Agencies shall make available suitable desk space, telephones, dictating facilities, supplies, agency-related transportation/travel reimbursements, clerical services, and/or interviewing facilities, as appropriate.
- j. Agencies shall support the University's equal opportunity policy, providing equal treatment and opportunity, without regard to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, except where such distinction is required by law.
- k. Agencies shall agree to the execution of a written agreement between the MSW Program and the Agency.

#### **4.02 MSW Program -Agency Affiliation Process and Agreement**

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

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

#### **4.03 Criteria for the Selection of MSW Field Instructors**

The term, "MSW Field Instructor," designates an individual who is an employee of an agency and who is assigned instructional responsibility for a student enrolled in a field course and placed with that agency. In order to be approved by the MSW

Program as an MSW Field Instructor, s/he must meet the criteria below. Individual exemptions from one or more of these qualifications must be approved by the MSW Field Coordinator.

- a. All Field Instructors shall possess the Master of Social Work degree from a Council on Social Work Education-accredited school of social work.
- b. Field instructors shall have at least two years of social work experience following the awarding of the Master's degree in social work.
- c. Field instructors shall have abilities in, and knowledge in the areas of, social work practice being taught by the MSW Program.
- d. Field instructors shall have thorough knowledge of the agency in which they are employed.
- e. New field instructors shall attend the Field Instructor's Orientation and Training seminar, provided annually by the MSW Program.
- f. Field instructors shall demonstrate interest in supervision, staff development and instruction.
- g. Field instructors shall make use of support systems designed for field instruction.
- h. Field instructors shall understand, accept, and incorporate the MSW competencies and practice behaviors of the MSW Program into their work with MSW students.

#### **4.04 MSW Field Instructor Affiliation Process**

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

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

Upon approval of the field site, the MSW Field Coordinator will initiate the affiliation agreement (Memorandum of Understanding) that will be duly signed by representatives of the site and the Albany State University's Department of Social Work.

#### **4.05 Support Systems for MSW Field Instructors**

The agency-based field instructors serve as extensions of the MSW Program's faculty. Their contributions to the education of MSW students are substantial and highly-valued. Upon request, MSW Field instructors will be provided with individual field consultation from the faculty member assigned as the MSW Faculty Field Liaison(s) to the agency. In addition, time spent during field instruction may be verified by the MSW Field Office, and used to meet the continuing education requirements for social work licensure by the State of Georgia.

### **5.0 ASSIGNMENT OF MSW STUDENTS TO FIELD PLACEMENT**

#### **5.01 Relationship Between the MSW Course of Study Plan and Field Placement**

Upon entering the MSW Program, all students must have a *MSW Course of Study Plan* approved by the MSW Program Director. The *MSW Course of Study Plan* outlines, semester by semester, the courses a student is approved to take in line with career goals and within the policy requirements of the MSW Program. The Council on Social Work Education (CSWE), our accrediting body, mandates that students must complete all requirements for the MSW degree within four years of their admission to the Program. Therefore, there are explicit requirements regarding the sequencing of, and prerequisites for, courses, including field courses. Any variation from these requirements necessitates obtaining approval from the MSW Program Director and the MSW Faculty Advisor. A copy of this *MSW Course of Study* form is given to the MSW Student, the MSW Faculty Advisor, and the MSW Field Coordinator. A sample of the *MSW Course of Study Plan* is contained in this Field Manual.

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

## 5.02 Factors Considered in Placement of MSW Students

### 5.021 Prerequisites for MSW Field Placements

To be eligible for the first generalist field course (SOWK 6055), students must have completed the first sixteen semester credit hours of the Generalist Curriculum or have already successfully completed them. These courses include the following courses:

SOWK 6021 Human Behavior and the Social Environment [3 cr.]  
SOWK 6020 Achieving Justice in a Diverse World [3 cr.]  
SOWK 6031 Direct Practice Methods [3 cr.]  
SOWK 6011 Social Welfare Policies and Programs [3 cr.]  
SOWK 6055 Generalist Field Experience I [1 cr.]  
SOWK 6051 Generalist Field Seminar I [3 cr.]

Students must also have already completed, or be currently enrolled in, the next sixteen semester credit hours of the Generalist Curriculum. Those semester credit hours include the following courses:

SOWK 6032 Theory and Practice with Families and Groups [3 cr.]  
SOWK 6033 Theory and Practice with Communities and Organizations  
[3 cr.]  
SOWK 6041 Research Methods in Social Work [3 cr.]  
SOWK 6056 Generalist Field Experience II [3 cr.]  
SOWK 6052 Generalist Field Seminar II [1 cr.]  
SOWK 6xxx Graduate Social Work Elective [3 cr.]

To be eligible for the first Specialized Practice field course (SOWK 7055), students must be concurrently enrolled in the sixteen Specialized Practice semester credit hours of the Specialized Curriculum or have already successfully completed them. These courses include the following courses:

SOWK 7221 Family Dynamics Through the Life Cycle [3 cr.]  
SOWK 7041 Evaluation of Practice with Children and Families [3 cr.]  
SOWK 7031 Assessment/Practice with Children/Adolescents [3 cr.]  
SOWK 7055 Specialized Field Experience I [3 cr.]  
SOWK 7051 Specialized Field Seminar I [1 cr.]  
SOWK 7131 Psychopathology and Psychopharmacology [3 cr.]

Students then must be concurrently enrolled in, or previously completed, the following sixteen courses in order to take the second Specialized Practice field experience:

SOWK 7032	Assessment and Practice with Families [3 cr.]
SOWK 7033	Assessment and Practice with Vulnerable Adults [3 cr.]
SOWK 7011	Legal & Ethical Issues in Child and Family Policy [3 cr.]
SOWK 7056	Specialized Field Experience II [3 cr.]
SOWK 7052	Specialized Field Seminar II [1 cr.]
SOWK 7xxx	Graduate Social Work Elective [3 cr.]

From this point on, two curriculum policies apply to eligibility for field courses:

- a. Each required field course must be taken concurrently with, or subsequent to, the semester's coursework.
- b. **Field Practicum Orientation.** Prior to beginning Generalist Field Experience I (SOWK 6055) (or any first-time field practicum course in the case of advanced standing or transfer students), all students **must** attend the MSW Field Practicum Orientation. This Orientation includes presentation of field policies such as a discussion of field requirements, evaluation, and grading procedures, and a description Of the Faculty Field Liaison system. **Failure to attend this Orientation will prohibit entry into field practicum and will, therefore, delay a student's course of study by one year.** This Orientation is held annually prior to the beginning of the academic year. Individual consultations or make-up sessions will only be scheduled as a result of a documented emergency, at the discretion of the MSW Field Coordinator.

### ***5.022 Purpose of Generalist and Specialized Practice Year Field Placements***

Generalist year placements are designed to reflect the generalist competencies and practice behaviors of the Generalist Curriculum. The MSW Field Coordinator assigns placements for all generalist year students. Students work in conjunction with the MSW Field Coordinator to acquire a field placement. The MSW Student is placed after interviewing with *one agency at a time* (versus completing multiple interviews).

Specialized year field placements are designed to support the specialized clinical practice competencies of the Specialized Curriculum. Specialized year placements are individually tailored to bridge the student's past experiences and his/her immediate and long-term professional goals. The philosophy undergirding the placement process in the specialized practice year is to develop experiences that will build upon and enhance existing strengths, as it prepares students for future clinical practice with children, families, and vulnerable adults over the lifespan. The MSW Field Coordinator retains responsibility for all placement decisions. However, student preferences and career objectives are taken into consideration.

### **5.023 Additional Factors**

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

Available transportation and distance of agency from school/home.

Specific hours required by the agency as related to student availability.

Special ethnic or cultural understanding and/or language ability.

Special physical challenges of student and/or agency.

Specific skills and/or knowledge in specialized areas.

The number of field instructors available for teaching in a particular setting.

Financial need, availability, and special requirements of student stipends.

### **5.03 Deadlines**

**Deadlines for applications for all field practicums are final.** Failure to attend to the “Application for Field Placement” by the posted deadline may result in the Student not being eligible for placement in that specific semester. Deadlines for field applications will be disseminated to all MSW students via seminar class, orientations, email, telephone, and/or mail.

Specialized-year students do not need to have finalized their placement decisions prior to submitting an application for specialized-year placement. The purpose of the deadline for field applications is to establish eligibility for field courses prior to the registration process, and to reserve a specific number of placement opportunities for a given semester.

### **5.04 Application Process for MSW Field Placements**

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

- MSW Student’s ability to function in a particular agency setting
- Agency’s ability to meet the MSW student’s academic and professional needs



- MSW Student's interest and future career goals
- MSW Student's volunteerism and work experience in social service agencies
- MSW Student's specific educational needs requiring reasonable accommodations, if appropriate

Students are eligible for the first graduate field experience (SOWK 6055) upon unconditional admission to the Master of Social Work Program.

Students are eligible for subsequent field experience courses (SOWK 6056, 7055, and 7056) if a minimum cumulative grade point average of 3.0 has been met in all required social work courses. To be eligible for field education, graduate students must have completed all prerequisites for the field courses.

Field course prerequisites include the completion of **ALL REQUIRED SOCIAL WORK COURSES** in sequence, as stipulated in the *MSW Course of Study Contract* and reflected in the Course Listings found in the *MSW Student Manual* and *MSW Field Manual*.

Complete application materials are due at the end of the third (3<sup>rd</sup>) week of the semester **PRIOR** to the semester of the field placement. Students applying for (a.) SOWK 6055 in the Fall Semester of the Generalist Year or (b.) [for Advanced Standing only] students applying for SOWK 7055 in the Fall Semester of the Specialized Year, must contact the field coordinator once they have been advised and their *MSW Course of Study* has been completed. Second year students applying for Fall Semester field placement must apply by the end of the third (3<sup>rd</sup>) week during the previous Spring Semester. The *MSW Field Manual* and MSW Field Application can be secured from the MSW Field Program Office, Hartnett Building, room 115 and on the *Georgia View* website. It is the responsibility of the MSW student to make the MSW Field Coordinator aware of their intentions.

The MSW Field Application Package must be completed in triplicate. **The applications must be typed** and must include (1.) the MSW Request for Field Placement form, (2.) the Brief Biographical Statement form, (3.) the MSW Field Hours Commitment form; (4.) a copy of the MSW Student's current resume, and (5.) a passport size headshot-only photographs. It is the MSW Student's responsibility to submit the MSW Field Application packet to the MSW Field Office in a timely fashion. The completed package should contain three components of all the required information (1-5).

The MSW Student should retain a copy of the application packet for her/his personal records. It is necessary for the MSW Field Coordinator to have **three copies** in the event that the MSW Student is undecided about the agency placement and must be interviewed by a second agency. Be mindful that the application package is due in the MSW Field Office by the designated date.

### **5.05 Academic Clearance for MSW Field Placements**

The MSW Faculty Advisor will review the MSW Student's circumstances and progress within the program and determine whether criteria have been met for the student to enter field. Academic standing, completion of required courses, and the MSW Student's GPA will assist the MSW Faculty Advisor in determining the Student's eligibility for the field. A positive recommendation from the MSW Faculty Advisor does not guarantee admission to field.

### **5.06 Preparation for MSW Field Placement**

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

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

The identified agency is contacted by the MSW Field Coordinator to discuss the potential placement of the MSW student. If the agency is in agreement with the MSW Field Coordinator for the placement, the field application must be sent to the identified agency staff for review prior to the MSW student's contact or interview. The agency will then contact the MSW Field Coordinator to assure that the agency can meet the educational needs, expectations and interests of the MSW student.

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

### **5.07 MSW Field Agency Interview**

MSW Students are to dress professionally and view the interview as one would approach an actual employment interview. When the interview is completed, the agency contacts the MSW Field Coordinator with a placement decision and submits the MSW Agency Interview form. The MSW Student is then notified by the MSW Field Coordinator regarding the final placement decision.

### **5.08 Policies and Procedures for Change of MSW Field Placement**

### **Policy**

A careful selection of social service agencies and instructors for the field practicum sequence is made by the MSW Field Coordinator. **Assignment of students to field placement is made for the duration of the generalist and specialized academic semesters.** Occasionally, a change for field placement is necessary and may be granted for one of the following reasons:

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

### **Procedure**

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

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

After consultation with the MSW Faculty Field Liaison, the MSW Field Coordinator will make a decision regarding the requested change.

If it appears that a change is necessary, the student must complete a “*Change of Field Placement Request Form.*”

Upon receipt of the form, the MSW Field Coordinator will contact the student’s MSW Faculty Field Liaison to advise him/her of the process about to be undertaken. S/he will also advise the MSW Field Instructor of the student’s placement situation.

If the MSW Field Instructor initiates the request for change, the matter must first be discussed with the MSW student and then with the MSW Faculty Field Liaison. It is preferable that the MSW Field Instructor confer with the Agency Executive

regarding the request for change prior to notification and/or communication with the MSW Field Office.

A conference with the four parties (MSW student, MSW Field Instructor, MSW Faculty Field Liaison, and MSW Field Coordinator) will take place and a decision will be made regarding the desired change. The Agency Executive will be notified in writing of the decision and rationale for action taken by the MSW Field Coordinator.

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

## **5.09 Creation of One's Own MSW Field Placement**

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

### **5.010 Academic Credit for Life or Work Experience**

The policies and standards of the national accrediting body for schools of social work, the Council of Social Work Education (C.S.W.E.), state that the MSW **“does not grant social work course credit for life experience or previous work experience.** (Council of Social Work Education, EPAS, A.S. 3.2.5). The Department of Social Work strictly adheres to this mandate without exceptions.

### **5.011 MSW Field Placement at Place of Employment**

It is the policy of the MSW Program that students complete field course requirements in agencies where the student has never been employed or is not currently employed. Experience has shown that when students are allowed to complete their field placement

at their place of employment, the educational focus of the field experience may become significantly limited.

However, in special circumstances, such as the lack of viable alternatives in a rural setting, the MSW Field Coordinator may grant an exception to this policy if the following conditions are met:

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

The agency must submit the *MSW Field Placement at Place of Employment* form that *explicitly* addresses points "a" through "d" above, and that clearly delineates release time provided the student for completion of field course requirements.

### **5.012 Night and Weekend MSW Field Placements**

The School has a very limited number of agencies available that will accept students on nights and/or weekends. The majority of agencies do not have qualified supervisory staff available during non-traditional hours.

Additionally, the development of advanced children and family focused practice sites require interactions with professionals who practice in these areas of expertise. Most of these individuals can only be accessed during daytime working hours. Therefore, the MSW Program cannot guarantee students that they can complete field placements on nights and weekends.

Every effort will be made to locate placements of this type, but no "off hours" placement will be used that compromises the MSW Program's educational goals or the quality of field instruction. Students need to be aware of this situation as they prepare their *MSW Course of Study Plan* in order to avoid misunderstanding and unrealistic expectations.

## **6.0 MSW EDUCATIONAL POLICIES**

## 6.01 Required MSW Field Courses

### 6.011 Clock Hours

The Field Practicum sequence consists of four required field courses and four required field seminar courses. The required courses are:

Generalist Year:   SOWK 6055: Generalist Field Experience I  
                          SOWK 6051: Generalist Field Seminar I  
                          SOWK 6056: Generalist Field Experience II  
                          SOWK 6052: Generalist Field Seminar II

Specialized Practice Year:  
                          SOWK 7055: Specialized Field Experience I  
                          SOWK 7051: Specialized Field Seminar II  
                          SOWK 7056: Specialized Field Experience II  
                          SOWK 7052: Specialized Field Seminar II

Each field experience course listed above earns three hours of academic credit and involves 225 clock hours of social work practice designed to achieve specific competencies. These hours are generally organized into a concurrent schedule of two days or 16 clock hours per week. Each concurrent seminar course earns one hour of academic credit and meets one hour per week to ensure the linkage of coursework with the field experience.

### 6.012 Required MSW Field Coursework

**Generalist Year Field Courses** – The Professional Generalist Year field curriculum requires 450 clock hours of field experience (or 225 clock hours per semester). Students simultaneously take courses in social policy and programs, human behavior and the social environment, direct generalist practice, and justice and diversity. Students are taught to become conscious of, and committed to, ongoing self-assessment in both personal and professional interactions. In the second semester, students take the second field course along with coursework in theory and practice with families, communities and organizations, as well as research methods. Course work is carefully designed to inform and support the student through the field practice experiences.

The content of the Generalist Year field placement is designed to support the behavioral competencies of the Generalist Curriculum. The Generalist Curriculum ensures that students are knowledgeable about fundamental theories and policy perspectives needed to understand social and economic inequality, oppression, and discrimination, and ensures that students consequently develop the necessary social work practice skills that will ultimately promote social and economic justice. Therefore, the generalist year field placements provide opportunities for generalist skill development at micro, mezzo, and macro levels of practice. It exposes students to a broad range of social problems and

issues and prepares students to work with people, both clients and professionals, from different racial, ethnic, and socioeconomic backgrounds. It explores the role of public social service delivery systems in responding to human need. It introduces students to the value dimensions and ethical dilemmas inherent in professional social work practice. Behavioral competencies may be found by reviewing the syllabi for the field courses.

Students are concurrently enrolled in the Field Seminar courses. These courses meet for one hour every week throughout the semester and are designed to assist students in integrating their practice experience with the knowledge and skills taught in the classroom.

**Specialized Practice Year Field Courses** – The content of the Specialized Practice Year field courses, Specialized Field Experience I (SOWK 7055) and Specialized Field Experience II (SOWK 7056), are designed to support the goals and competencies of the Specialized Practice Year curriculum in clinical social work practice with children, families, and vulnerable adults over the lifespan. A Student’s specialized year placement must be in a setting that can provide practice experiences which correspond to the MSW program’s mission statement, the Program’s competencies and related practice behaviors, the student’s learning needs, and her/his career objectives. In Specialized Field Experience I, students build upon their generalist skills and develop the specialized clinical skills required in direct practice with children and adolescents. In Specialized Field Experience II, students expand and apply advanced social work intervention knowledge and skills in their practice with families and vulnerable adults. They learn to function appropriately in various social work roles with creativity, leadership, and a significant degree of autonomy.

Interdisciplinary team interactions, typical in rural areas, are emphasized. In each of the field courses, Students are afforded the opportunity to weave together the specific knowledge of legal and ethical issues in child and family policy, family theory, practice evaluation, and specialized clinical practice with children, families, and vulnerable adults. Specific practice behaviors for both specialized Field courses may be found in the syllabi which is online on the *Georgia View* website.

## **6.02 Elective MSW Field Courses**

### ***6.021 Clock Hours***

MSW Students who wish to complete field hours **above and beyond those required in the MSW Program** may take elective MSW field courses. These courses will then be used to satisfy the elective requirements of the MSW Program. The elective field courses are as follows:

(SOWK 7057) Field Experience Elective I – This course is open to all students who have successfully completed Field Practicum I. This course earns one semester hour of credit and requires 75 clock hours of placement work.

(SOWK 7058) Field Experience Elective II – This course is open to all students who have completed Field Practicum II. This course earns two semester hours of credit and requires 150 hours of placement work.

(SOWK 7059) Field Experience Elective III – This course is open to specialized practice year students. The course earns three semester hours of credit and requires 225 clock hours of placement work.

The purpose of the field elective courses is to provide an additional experience that will serve to enrich a student’s total educational experience. It offers students the opportunity to extend, advance, and concentrate learning, as well as to take advantage of new and unique practice possibilities. **Tasks assigned to students during field electives are not to be confused with those tasks that the MSW Student is expected to complete as part of her/his required field courses, as these elective field courses are not remedial in nature.**

#### *6.022 Elective MSW Field Coursework*

The following serve as examples that illustrate the different ways a student may use a Field Elective course to enhance his/her field learning. If the Student remains in the placement with the same Field Instructor as assigned for a required field course:

The Student may be assigned identical or similar tasks to those which s/he performs on required field days. However, the quantity of work expected of the Student must increase in proportion to the extra time spent in field. In this way, the Student is provided with greater depth of experience within the field placement. The Student cannot use MSW Field Experience Electives to “catch up” with work that is expected in required field courses, as the elective field courses are not remedial in nature.

The Student may be assigned tasks that are different, although related, to those s/he performs during the required field course. In this way, the Student is provided with a greater breadth of experience within the field placement. The Student may even be assigned to a different - but related- unit or program within a same Agency for Field Experience Electives.

The Student may remain in the same placement as assigned for a required field course, but be assigned to a different Field Instructor for the elective field experience.



The Student may choose to spend Field Practicum electives in a totally different field placement with a different Field Instructor than that assigned for a required field course.

Students can enroll for one, two, or all of the specialized field courses but may take each course only once. Students enroll in field practicum elective courses by completing the “Application for Field Placement Elective” form and registering for the course. The application must be signed by the Student’s MSW Faculty Advisor and the prospective Field Instructor before submission to the Field Office. The Field Instructor’s signature signals that s/he agrees to provide the Student with learning experiences that are beyond the expectations of required field courses. The MSW Field Coordinator has final authority to approve all specialized field practicum arrangements.

Upon approval, the Student and the Field Instructor design the *MSW Field Learning Contract and Evaluation* form to describe the learning objectives and practice competencies for the Student in the field. This plan must be separate and distinct from that designed for the required field course. It must include the specific time that it has been agreed the student will spend in the placement.

The student shall be evaluated for Field Experience Electives separately from his/her required practicum. A separate grade shall be given for Field Experience electives, which will be due at the same time as grades for required field courses.

Some specialized year field placements require Students to be available to the agency 24 hours per week instead of the 16 hours per week encompassed by the standard second year field courses. Second year students will, therefore, elect to enroll in Field Experience Elective III concurrently with their second year field courses in order to obtain academic credit for the extra placement-required field hours. Field assignments are adjusted accordingly and are reflected in educational contracts.

Field Experience electives and their application processes will be governed by the same field calendar as governs the required field courses.

### **6.03 The MSW Field Learning Contract**

#### ***6.031 Format of the MSW Field Learning Contract and Evaluation Form***

The *MSW Field Learning Contract and Evaluation* form is a working document designed to give direction and structure to the field experience. It is the joint responsibility of the MSW Student and the MSW Field Instructor to negotiate this contract within the first few weeks of placement. The *MSW Field Learning Contract and Evaluation* form is used as the primary instrument for evaluating the MSW Student's progress toward meeting the required practice competencies throughout the semester.

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

Upon completion, and following approval of the *MSW Field Learning Contract and Evaluation* form by the Field Coordinator a copy will be forwarded to the MSW Faculty Field Liaison assigned to that placement/student. The MSW Faculty Field Liaison utilizes the contract in her/his joint efforts with the MSW Student and MSW Field Instructor to ensure a cohesive and progressive training experience. At the end of the semester, the *MSW Field Learning Contract and Evaluation* form is placed in the Student's permanent file. A separate Contract is written for each semester of field work. A copy of the *MSW Field Learning Contract and Evaluation* form may be found in the Appendix.

#### **6.032 Components of the MSW Field Learning Contract and Evaluation Form**

- I. Agency and Field Instructor (to be completed by Field Instructor)
  - a. Description of field setting
  - b. Description of specific unit/service of which Field Instructor is a part
  - c. Agency and Field Instructor views on field instruction
  - d. Preferred teaching methodologies
- II. Student (to be completed by MSW Student)
  - a. Assessment of current strengths (Students should analyze the separate areas of knowledge, skills, and values.)
  - b. Assessment of limitations (Students should analyze the separate areas of knowledge, skill, and values.)

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

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

- a. Student orientation to agency (includes content and time frame for orientation process)
- b. Program Competencies and Practice Behaviors

Practice behaviors are those activities in which the Student will engage in order to satisfy the mastery of each of the nine competency areas and meet the overall goals of the MSW Program

- c. Field Learning Activities

Field Learning Activities should be clearly stated, feasible, and whenever possible, placed within a specific time frame.

- d. Performance Measures

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

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

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

## **6.04 The MSW Field Evaluation Process**

### **6.041 MSW Field Evaluation Principles**

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

### **6.042 MSW Field Evaluation Procedures**

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

- a. Practice competencies for each field course may be found in the syllabi. Practice competencies are further detailed in the evaluation instruments to be used for the first and second year field experiences.
- b. It is suggested that the MSW Field Instructor and MSW Student review the evaluation benchmarks for each practice behavior as provided in the *MSW Field Learning Contract and Evaluation* form and negotiate the terms of the contract.
- c. A formal written evaluation is completed utilizing the *MSW Field Learning Contract and Evaluation* form at mid-term and then again at the end of the semester.  
 The end of semester evaluation is completed on the initial *MSW Field Learning Contract* developed at the beginning of the semester. Evaluation is required so that MSW Student is made aware of his/her standing at the mid-term and can address any identified deficiencies prior to the end of the semester, should any be determined. A copy of the *MSW Learning Contract and Evaluation* form can be found in the Appendix section as well as on the *Georgia View* website. It is imperative that the MSW Field Instructor notify the MSW Faculty Field Liaison *immediately* if there is any indication that the Student's performance is less than satisfactory at mid-semester. This allows time for the student to improve her/his performance prior to the end of the semester and before the final evaluation is due.
- d. Further, if the Student's performance is less than satisfactory, the MSW Field Instructor is to complete the *MSW Field Performance Resolution Contract*, with a copy provided to the MSW Student and another copy sent to the MSW Faculty Field Liaison, indicating all performance deficits that must be eliminated if the MSW Student is to satisfactorily meet field practicum requirements.
- e. If the MSW Student's performance at mid-semester is assessed by the MSW Field Instructor as less than satisfactory, the MSW Faculty Field Liaison shall inform the MSW Field Coordinator and shall offer assistance to enable the student to achieve an acceptable level of performance.

If a Student's performance is evaluated by the MSW Field Instructor as less than satisfactory at any point after mid-semester but prior to the end of the semester, the MSW Field Instructor shall notify the MSW Faculty Field Liaison *immediately* and follow the steps outlined above. A MSW Field Conference between the Field Instructor and the Student is to be held prior to the end of the semester to evaluate the MSW Student's field performance, as noted in the *MSW Field Performance Resolution Contract*.

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

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

- a. The formal written evaluation is prepared by the MSW Field Instructor on the *MSW Field Learning Contract and Evaluation* form (see Appendix).
- b. The student must read the written evaluation and must sign, indicating that s/he has read it prior to its transmittal to the MSW Faculty Field Liaison by the MSW Field Instructor.
- c. If the MSW Student disagrees with any part of the evaluation, s/he may attach a signed addendum noting areas of disagreement.
- d. The MSW Field Instructor must also sign the evaluation prior to transmitting it to the MSW Faculty Field Liaison.

## **6.05 Grading Policy**

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

Based upon this evaluation, the MSW Field Instructor recommends a semester grade for the student. The MSW Field Coordinator has final responsibility for the grade, as mandated by Albany State University and the Council on Social Work Education. In instances where the MSW Field Coordinator records a grade different from that recommended by the MSW Field Instructor, the MSW Field Coordinator has the responsibility to document to the MSW Student, the MSW

Field Instructor, and the MSW Faculty Field Liaison, reasons for the grade change.

### **6.051 Grade Distribution**

The MSW Field Instructors provide a midterm and final grade based upon a pass/fail system. These field grades are designated “S” for satisfactory or “U” for unsatisfactory. Upon review of the completed final *MSW Field Learning Contract and Evaluation* form, the MSW Faculty Field Liaison issues the final field grade. The field evaluation forms reflect a comprehensive set of practice competencies for each field course. The use of these forms should present a clear picture to the MSW Student and to the MSW Program the Student’s strengths, areas targeted for reinforcement, and progressive professional development. The grades used by MSW Field Instructors for field experience courses are described as follows:

(S) Satisfactory The grade of (S) denotes satisfactory attainment of field experience practice behaviors at the “A” or “B” levels. It is given when the MSW Student has demonstrated mastery of the competencies (“B”) or has excelled at meeting the stated practice competencies (“A”).

(U) Unsatisfactory The grade of (U) denotes unsatisfactory attainment of field experience practice behaviors (a grade of “C” or below). It is given when the student has not demonstrated the level of knowledge and skill required for the specific field experience course. It may also be given for documented unprofessional and/or unethical behavior. A grade of (U) requires that the specific field experience course be repeated. A second (U) grade will result in termination from the MSW program.

(I) Incomplete The grade of (I) presupposes that the student is doing passing work in the field experience course, but because of **a documented illness** or other **emergency situation** beyond the Student’s control, is unable to complete a *small* portion course of the course’s requirements by the end of the semester. The grade of (I) may not be given to allow the student to do additional work in order to meet field experience course requirements more

adequately.

*The grade of (I) requires an agreement in writing between the MSW Student, the MSW Field Instructor, the MSW Faculty Field Liaison, and the Field Coordinator about how the field experience course requirements will be met and in what time frame. An Incomplete Grade Form must be completed and filed with the MSW Field Coordinator. All requirements for removal of the Incomplete (I) grade must be completed satisfactorily by the next academic semester. Failure to do so will result in an automatic change of grade to that of Fail (F) and dismissal from the MSW program.*

## **6.06 MSW Student Evaluations of the Field Experience**

At the conclusion of each field course, the MSW Student is required to evaluate the MSW Field Agency, the MSW Faculty Field Liaison, the MSW Field Program and the MSW Field Instructor (see Appendix). The form is returned to the MSW Field Office where they are reviewed and tabulated for presentation to the MSW faculty and inclusion in the *MSW Program Self-Study Report*, the document required by CSWE for accreditation purposes. The information is used for the enhancement of the field instruction process and further development of the MSW curriculum.

## **6.07 MSW Field Instructor Evaluations of the MSW Field Program**

At the conclusion of each field course, the MSW Field Instructor receives forms with which to evaluate the MSW Field Program and the MSW Faculty Field Liaison (see Appendix). The forms are returned to the MSW Field Office where they are reviewed and tabulated for presentation to the MSW faculty and included on the MSW website and in the *MSW Program Self-Study Report* to CSWE, our accrediting body. The information is then used for the enhancement of the field instruction process and the further development of the MSW curriculum.

## **6.08 MSW Faculty Field Liaison Evaluations of the MSW Field Program**

The MSW Faculty Field Liaison is responsible for submitting an evaluation of each Agency where an assigned MSW Student is completing field hours. The MSW Faculty Field Liaison receives forms with which to evaluate the MSW Field



Program, the MSW Field Instructor, and the MSW Field Agency. The forms are returned to the MSW Field Office where they are reviewed and tabulated for presentation to the MSW faculty. The information is then used for the enhancement of the MSW field program and the further development of the MSW curriculum and field training.

## **7.0 TITLE IV-E PROGRAM**

Albany State University holds a contract with the Georgia Department of Human Resources (DHR) through a grant written by the Chair of the Department of Social Work. The MSW Program began as a collaborative effort with DHR to professionalize Child Welfare Services (CWS) in our region. It was hoped that, through such collaboration, graduating MSW Students would be better able to serve the families and children throughout the state of Georgia. It was hoped that, by providing field education and additional training, the number of competent graduate-level social workers in Southwest Georgia would increase, along with the retention rates of qualified social workers serving in the area of public child welfare. Title IV-E stipends were available for qualified MSW students who planned to make a career in public child welfare services.

Under the requirements for the Title IV-E stipend, Students who are committed to a career in Child Welfare and are accepted into the MSW program are given an opportunity to apply for the competitive grant and receive a stipend to assist with the funding of their education. In exchange, Students agree to serve within the State's CWS system for every year the stipend is received. Students participating in the program must complete their field practicum in a Department of Family and Children Services (DFCS) agency. During the student's matriculation through the MSW program, the MSW Field Coordinator serves as the MSW Student's Field Advisor. Upon completion of the MSW program, Title IV-E students work with the MSW Field Coordinator and DHR Personnel for job placement.

Students successfully completing the Title IV-E program receive a Certificate of Proficiency in Child Welfare upon graduation from the MSW program. This Certificate provides graduating students an opportunity to enter the agency at a higher rate of pay. It also affords students the opportunity to be certified by DFCS at an earlier stage of their employment. Students who are entering the MSW program following completion of the Title IV-E stipend at the BSW level are eligible for deferred employment while they attend graduate school. Some BSW graduates have opted to work and continue their education simultaneously, utilizing further Title IV-E funding. For further information on the Title IV-E program, as well as information on the current availability of these funds, please contact the MSW Field Coordinator.

### **7.01 Eligibility Criteria for the Title IV-E Program**

The following criteria are required for eligibility in the Title IV-E Program:

- Students must have an Unconditional Regular Admission status into the MSW program.
- Students must have and maintain a GPA of 3.0 throughout the MSW program.
- Students must provide a minimum of three academic and/or professional references.
- Students must be willing to sign and fulfill their commitment, as noted above, as well as in the Agreement/Contract, acknowledging their commitment to the State of Georgia in the area of Child Welfare Services.
- Due to the sensitive nature of information available to Title IV-E students during their practicum, Students must be willing to sign a “Consent for Release of Information” and undergo a Criminal Background Check.
- Students already employed with DFCS must have an approved S.E.E.D. application.

**MSW Students should know that, upon placement in their agency during the assigned Field Practicum, s/he will be required to complete a second Criminal Background Check requiring fingerprinting. MSW Students are also required to undergo a drug screen.**

#### **7.02 Title IV-E Application Process**

Students must go online to [www.gadfcs.org/grant/cwg.jsp](http://www.gadfcs.org/grant/cwg.jsp) in order to complete their application for the Title IV-E program. The application must be completed and submitted via the website. Following the completion of the online application, Students are to submit their three academic and/or professional references, a letter noting their anticipated date of graduation, verification of their grade point average, and a copy of their Letter of Acceptance into the MSW Program a minimum of one week after completing the online application to the Secretary of the Title IV-E program. All students interested in the Title IV-E program need to complete their applications by the tenth week of the new (Fall or Spring) semester. A copy of the application will be printed by the Title IV-E Secretary. Applications will be reviewed by the MSW Field Coordinator.

Students will be formally notified in writing of their scheduled interview date and time. Interviews will be held with the MSW Field Coordinator, a DFCS Title IV-E Representative, and personnel from the Department of Family and Children Services (DFCS). These interviews are normally scheduled once during the Fall and once during the Spring semesters.

After completing the interview process, the MSW Student is notified within five to ten working days of his/her acceptance or denial of admittance into the Title IV-E Program. The stipend is initiated no sooner than the semester following the MSW Student’s acceptance into the MSW Program. Those Students not accepted into the program are not

exempt from reapplying unless the denial is due to a problem with their Criminal Background Check or Drug Screen.

### **7.03 Requirements of the Title IV-E Program**

The Title IV-E Program has the following requirements:

- Title IV-E students must utilize their own vehicles during internship.
- Title IV-E students need to have proof of their current automobile insurance at the time they enter the field.
- Students must attend all Title IV-E Conferences and Workshops.
- Students must adhere to the *NASW Code of Ethics*.
- Students must honor and complete their commitment to the Georgia Department of Family and Children Services (DFCS).
- Students are expected to accept a job in the Georgia County in which a position is available.
- Students who fail to follow through on their commitment will be required to **repay** the money received from their stipend.
- Students are required to submit a Criminal Background Check and a Drug Screen at the time of agency placement for their field experience.

**DUE TO THE STRINGENT REQUIREMENTS OF CONFIDENTIALITY FOR AGENCIES WORKING WITH SENSITIVE INFORMATION ON CHILDREN AND FAMILIES, ALL TITLE IV-E STUDENTS MUST UNDERSTAND THAT A CRIMINAL CONVICTION BEFORE OR AFTER BEING PLACED ON THE GRANT CAN RESULT IN IMMEDIATE DISMISSAL FROM THE TITLE IV-E PROGRAM.**

## **8.0 MSW ADMINISTRATIVE POLICIES**

### **8.01 Holidays**

MSW Students are entitled to observe University holidays, as long as it does not interfere with commitments and obligations to the Agency and clients. During prolonged breaks, the MSW Student's absence from the agency may create problems in terms of continuity of service to clients. This may also decrease the number of required hours the MSW Student must complete to satisfy the course mandates. Therefore, MSW Students and MSW Field Instructors should determine, as part of the *MSW Field Learning Contract and Evaluation* form, the MSW Student's holiday schedule and, if necessary, arrangements for the MSW Student to make up the hours. Albany State University holidays are published online <https://www.asurams.edu/academic-calendar/>.

### **8.02 Leave**

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Students are expected to meet established expectations for attendance and participation in the field. Failure to do so will negatively affect the MSW Student's grade in the course. MSW Students and Field Instructors should establish procedures of who is to be notified within the agency and how to notify agency personnel when there are issues that will result in the student being tardy or absent. These procedures should be documented in the *MSW Student Learning Contract and Evaluation* form. Regardless of circumstances around absences from field, MSW Students are expected to complete the entire 225 hours each semester. Policies regarding attendance and leave are as follows:

- The MSW Student must notify their MSW Faculty Field Liaison in writing regarding any absences from the field placement in excess of three days. The MSW Field Instructor may request medical verification in accordance with agency policies and standards.
- MSW Students are required to remain in their field placements through the last week of the semester (this is referred to as “exam week” in the Fall and Spring semesters). The last day of field is noted on the field calendar and MSW Students are expected to remain active in their assigned agency through the pre-established date, even in circumstances where the MSW Student has already accrued the required number of field hours.
- “Compensatory time” refers to hours the MSW Student is involved in field-related activities in addition to regularly-scheduled hours. Examples might include participating in an Agency activity on the weekend or staying at the Agency into the evening beyond the MSW Student's scheduled hours to complete a particular task. “Comp time” is only earned with the Agency's MSW Field Instructor approval and must be used within two weeks of earning the hours. “Comp time” cannot be used to shorten the number of weeks that the MSW Student is expected to participate in activities in the Agency.

### **8.03 Travel**

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

### **8.04 Professional Liability Insurance**

MSW Students are required to affiliate with the National Association of Social Workers (NASW) organization purchase professional liability insurance prior to enrolling in field practicum courses.

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

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

**Coverage for this academic year begins August 15, 2016 through July 31, 2017 and students must have a minimum of \$1,000,000/\$3,000,000 of in coverage.**

**UNDER NO CIRCUMSTANCES WILL THE STUDENT BE ALLOWED TO ENTER FIELD WITHOUT PROFESSIONAL LIABILITY INSURANCE. FAILURE TO DO SO WILL RESULT IN THE STUDENT'S TERMINATION IN THE COURSE AND WILL IMPACT HER/HIS SYSTEMATIC PROGRESSION IN THE MSW PROGRAM, DELAYING GRADUATION BY A YEAR OR MORE.**

#### **8.05 Special Student Services Under ADA Guidelines**

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

#### **8.06 Health Risk Warning Liability**

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

#### **8.07 Resolution of Problems or Termination in MSW Field Education**

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

Early intervention is essential to protect the MSW Student, the Agency, and the client's and community's interests. Issues and problems in field placements can generally be categorized as one or more of the following:

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

### **8.071 Situational Issues**

If there is an issue that arises during the field placement in which the MSW Student is having difficulty fulfilling responsibilities due to chronic transportation problems, illness, personal crisis, unreliable child care, etc., a resolution must be settled upon by joint agreement between the MSW Student and the MSW Field Instructor. Specific strategies should be identified on the *MSW Field Performance Contract Resolution* form (provided in the Appendix) as soon as possible to resolve the issue. A copy of a remediation plan shall be provided to the MSW Student, MSW Field Instructor, MSW Faculty Field Liaison, and MSW Field Coordinator. ***The MSW Faculty Field Liaison will carefully monitor the situation to ensure that progress is being made and the student is fulfilling her or his responsibilities.***

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

## 8.072 Environmental Issues

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

1. The Student will address her or his concerns with the MSW Field Instructor first, clarifying the problem area or issue and identifying possible strategies for improving the situation. Either the MSW Student or the MSW Field Instructor may request the MSW Faculty Field Liaison be present for this discussion. At the very least, the MSW Faculty Field Liaison should be informed of the concerns and made aware of the plan to resolve these concerns and the time frame in which the concerns will be addressed. ***The student will provide the MSW Faculty Field Liaison with the written remediation plan ("MSW Field Performance Resolution Contract"), signed by both the student and the MSW Field Instructor.***
2. If the concerns are resolved in the designated time frame the student will remain in the field placement. If the concerns are not resolved, the MSW Student will request a meeting with the MSW Field Instructor and MSW Faculty Field Liaison to determine whether or not a change in placement is required. The MSW Field Program discourages changes in placements and encourages every effort to resolve the issue. The MSW Faculty Field Liaison will make a recommendation to the MSW Field Coordinator in writing at the conclusion of this meeting as to whether or not the MSW Student should be removed or remain in the field placement site, along with the reasons s/he is making this recommendation. If the recommendation is to keep the student in the placement, a revised remediation plan will be submitted with the recommendation and strategies identified to resolve the issue. The MSW Faculty Field Liaison will notify the MSW Student and the MSW Field Instructor of the recommendation and the plan. ***If either the MSW Student or the MSW Field Instructor disagrees with the MSW Faculty Field Liaison's recommendation, s/he may submit a written appeal to the MSW Field Coordinator who will make the final decision.***
3. If either the MSW Student or the MSW Field Instructor chooses to appeal a decision made by the MSW Field Coordinator, s/he may request a meeting with the MSW Field Review Committee to review the decision. This ad hoc Committee will be comprised of the MSW Faculty Field Liaison, the MSW Field Instructor, the MSW Field Coordinator, the MSW Student's graduate practice course instructors, the Student's MSW Faculty Advisor, the MSW Student and an advocate for the student (should s/he wish to have one present). The MSW Field Coordinator will act as the Chair and Recorder of the meeting. ***The MSW Field Review Committee will either make a recommendation to support the decision of the MSW Field Coordinator or submit a new remediation plan.***

4. If the student or MSW Field Instructor rejects the plan submitted by the MSW Field Review Committee, *s/he can appeal the decision to the Chair of the Department of Social Work.*
5. If the MSW Student or MSW Field Instructor rejects the decision of the Chair of the Department of Social Work, they can appeal the decision to the Dean of the College of Business, Education, and Professional Studies.

### **8.073 Non-Academic Professional Behavior Issues**

Evaluation of the MSW Student's academic and professional behavior in the field placement is viewed as a process jointly undertaken by the MSW Student, the MSW Field Instructor, and the MSW Faculty Field Liaison. The purpose of evaluation is to provide ongoing feedback and to determine if the MSW Student has met the course's practice competencies while adhering to the Agency's personnel practices, policies and procedures and the social work profession's codes of ethics. If the MSW Student is not meeting the minimum expectations, a plan should be developed to help the MSW Student improve her or his performance. The following steps should be taken to resolve a nonacademic professional problem in the field placement:

1. The MSW Field Instructor will address any concerns with the student **first**, clarifying the problem area or issue and identifying possible strategies for improving the situation. Either the MSW Student or the MSW Field Instructor may request the MSW Faculty Field Liaison be present. The MSW Faculty Field Liaison will be informed of the concerns by the MSW Field Instructor and made aware of the plan to resolve these concerns and the time frame in which the concerns will be addressed. It is recommended that this initial time frame be no longer than two weeks. *The MSW Student will provide the MSW Faculty Field Liaison with a written remediation plan ("MSW Field Performance Resolution Contract"), signed by both the MSW Student and the MSW Field Instructor.*
2. If the concerns are resolved in the designated time frame, the MSW Student will remain in the placement. If the concerns are not resolved, the MSW Field Instructor will request a meeting with the MSW Student and MSW Faculty Field Liaison to develop a formal *MSW Field Performance Resolution Contract* (see Appendix). The MSW Field Performance Resolution Contract will include a clear statement of the problem area(s), remediation steps, expectations for change, a clearly-defined evaluation process, and a time frame for remediation. *The MSW Field Performance Resolution Contract will be signed by all three parties and a copy provided to the MSW Student, MSW Field Instructor, MSW Faculty Field Liaison, and the MSW Field Coordinator. The MSW Faculty Field Liaison will closely monitor the MSW Student's progress.*
3. If the time frame for the *MSW Field Performance Resolution Contract* expires and the MSW Student has followed through with the remediation plan and is making



satisfactory progress, the MSW Field Instructor, in conjunction with the MSW Student and MSW Faculty Field Liaison, can agree to extend the time frame of the Contract. An extension of the Contract may also warrant the MSW Student completing additional hours in field work to fulfill the terms of the Contract. If the extension of the Contract requires the MSW Student to complete field hours beyond the grading period, the MSW Student will receive a grade of “I” (Incomplete) until the Contract is successfully completed. ***Any and all extensions should be noted in writing on the MSW Field Performance Resolution Contract and initialed by all three parties. The MSW Field Coordinator will also be notified in writing about any extensions.***

4. If the MSW Student does not show satisfactory remediation progress under the Contract or does not follow the Contract’s time frame, the MSW Student will be removed from the field placement and a notation of “No Credit” (NC) will be assigned for the field work. The “NC” in field work means the MSW Student may potentially be dropped from the MSW program. The MSW Field Coordinator will be notified when the MSW Student does not succeed at his or her field placement and a MSW Field Review Committee will be convened. This Committee will be comprised of the MSW Faculty Field Liaison, the MSW Field Instructor, the MSW Field Coordinator, the Student’s MSW Faculty Advisor, and the MSW Student. The MSW Field Coordinator will act as Chair and Recorder for the meeting. The Committee will meet within two weeks of the removal date to present the differing perspectives. Within one week of the meeting, the MSW Field Coordinator, the MSW Faculty Field Liaison, and the Student’s MSW Faculty Advisor will make a written recommendation to the MSW Program Director (with copies to all members of the Field Review Committee) as to whether or not the MSW Student should be removed from the MSW Program or be reassigned to another agency setting. If reassignment occurs, the move will be made by the MSW Field Coordinator and the new Agency Field Instructor will be informed of the circumstances necessitating the move as well as the previous performance issues. ***The MSW Field Performance Resolution Contract will remain in force and the MSW Student will be expected to complete additional hours of field work in order to accommodate the necessary orientation and integration to the new Agency setting, and provide a base for evaluating the MSW Student’s performance. A reassignment may be delayed until the following semester if it is deemed more appropriate by the MSW Field Coordinator.***
5. If the student rejects the decision of the MSW Field Review Committee, ***the decision can be appealed to the Chair of the Department of Social Work.***
6. ***If the student or MSW Field Instructor rejects the decision of the Chair of the Department of Social Work, s/he can appeal the decision to the Dean of the College of Business, Education, and Professional Studies.***

Examples of why a MSW Student may be removed from a field placement include (but are not limited to) the following reasons:

1. The Student is not able to, or refuses to, maintain confidentiality
2. The Student does not abide by the *NASW Code of Ethics*
3. The Student attempts to harm someone else
4. The Student attempts to harm himself/herself
5. There are repeated tardiness at the agency and/or tardiness without notification
6. There are repeated absences from the agency and/or absences without notification
7. The Student makes repeated changes in scheduled field hours without approval
8. The Student engages in an illegal behavior during field hours
9. The Student has below-average performance as documented in the formal written evaluation
10. The Student does not perform and complete assigned tasks in a timely manner.

#### **8.074 Closure with Clients Following Early Removal from the Field**

Regardless of the reasons for early removal, it is expected that the MSW Student, under the direction of the MSW Field Instructor, will carry out closure with clients, co-workers, and the agency setting.

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

### **9.0 ADMINISTRATIVE AND EDUCATIONAL CONSIDERATIONS THAT AFFECT DECISIONS REGARDING FIELD EDUCATION**

#### **9.01 MSW Field Application Deadlines**

In order to enroll in any field practicum course, the MSW Student must file an MSW Field Application with the MSW Field Office prior to the published field application deadline for the desired semester.

Adherence to the field application deadline is vital to the successful planning of placement opportunities for all students. "Reasonably" late applications may be accepted by the MSW Field Coordinator with the understanding that the missed deadline could affect placement assignment. Applications which have missed the

deadline by several weeks or more may be rejected by the MSW Field Coordinator. This will result in deferring the field course to a subsequent semester, which will necessitate revision of the student's *MSW Course of Study Plan* and will result in a graduation delay of one year or more.

Should the MSW Faculty Advisor adjust a Student's MSW Degree Plan, resulting in an unanticipated need for enrollment in a field course after the field application deadline has passed, the MSW Faculty Advisor must consult with the MSW Field Coordinator regarding the possibility of placement assignment. The MSW Field Coordinator has the final authority to place the MSW Student in the field.

### **9.02 MSW Field Practicum Liability Insurance**

A student who plans to enroll in any field practicum course during the subsequent academic year must purchase field insurance through the National Association of Social Workers. All social work students must carry a liability policy of \$1,000,000/\$3,000,000 prior to entering the field site. See section 8.04 for more detailed information.

At the beginning of each semester, the MSW Field Office will conduct a review to ensure that all students enrolled in field courses are covered by field insurance. Should a field student be identified who has not purchased insurance, the MSW Field Office will contact the MSW Student and attempt to rectify the situation. Should the MSW Student persist in not purchasing insurance, that Student will be dropped from field courses. This will necessitate a revision of the student's *MSW Course of Study* form and will delay graduation by one year or more.

### **9.03 MSW Field Course Registration and Payment of Field Course Fees**

If a Student has made application to the MSW Field Office for a field course(s) and has received a placement assignment but fails to register for the course and/or pay the required course fee, the student will be dropped from the field course(s) at the time that the final University class enrollment forms are due. This will necessitate a revision in the student's *MSW Course of Study* form and could delay graduation by more than one year.

### **9.04 MSW Field Orientation**

Attendance at a Field Orientation is mandatory:

\*For all full-time and part-time students prior to beginning Generalist Field I

\*For all advanced standing and transfer students prior to beginning their first field practicum course taken in the ASU Department of Social Work's MSW Program.

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

**9.05 MSW Field Practicum Courses in Relation to Progression From the MSW Generalist Curriculum to the MSW Specialized Clinical Curriculum**

Curriculum policy requires that all Generalist Year courses be completed prior to enrollment in Specialized Year courses. Thus, Generalist Field Experience I and Generalist Field Seminar I and Generalist Field Experience II and Generalist Field Seminar II *must* be completed prior to enrollment in Specialized Year courses. Field Courses must be taken concurrently with, or prior to, their corresponding practice course. This relationship is specifically illustrated below:

<b>Field Course</b>	<b>Practice Course Taken Concurrently</b>
SOWK 6055: Generalist Field I SOWK 6051: Generalist Seminar I	SOWK 6033: Direct Practice Methods
SOWK 6056: Generalist Field II SOWK 6052: Generalist Seminar II	SOWK 6044: Theory & Practice with Families & Groups SOWK 6074: Theory & Practice with Communities & Organizations
SOWK 7055: Specialized Practice Field I SOWK 7051: Specialized Practice Seminar I	SOWK 7203: Assessment & Practice with Children & Adolescents
SOWK 7056: Specialized Practice Field II SOWK 7052: Specialized Practice Seminar II	SOWK 7204: Assessment & Practice with Families SOWK 7205: Assessment & Practice with Vulnerable Adults

Students will not be permitted to enroll in field courses without having had, or without currently receiving, the appropriate social work practice knowledge base.

**9.051 Taking Field Experience I Concurrently with Field Seminar I**

Field Experience I *must* be taken concurrently with Field Seminar I. When a student enrolls in Field Experience I and Field Seminar I, the Student may not begin the actual field experience until a week into the semester. The Student will be in the Field Seminar course at the beginning of the semester. This ensures that

the Field Seminar is concurrently supportive of the Student's evolving beginning practice experience.

### **9.052 Field Courses in Concurrent or Block Models**

Field courses are designed to result in two distinct placement experiences: a Generalist Year generalist experience and a Specialized Year clinical experience. Each of these experiences consists of two required field courses (Generalist Field Experience I and II; and Specialized Field Practicum I and II). The usual model is to enroll in the two field courses in consecutive semesters. This is called the "concurrent model." Enrollment in the two field courses during a single semester is permitted, assuming the above curriculum requirements have been met. This model is called "block placement."

### **9.053 Discrete Field Courses**

A discrete field course results when the two field courses of a single field experience are separated, meaning that they are not taken concurrently or in a block model. This diffuses the Student's field learning experience.

Most field agencies are reluctant to accept Students for a single field course. Therefore, discrete field courses are also difficult to arrange.

### **9.054 Advanced Standing Students**

#### **9.054 (a) Waiver of Generalist Field Experience I Only (Advanced Standing)**

These students must take Generalist Field Experience II from the Generalist curriculum and Specialized Field Experience I and Specialized Field Experience II from the Specialized curriculum. This could result in Field Experience II & Seminar II as a discrete course. The decision to place a Student in a single setting for all three field courses as an alternative option will be made by the MSW Field Coordinator.

#### **9.054 (b) Waiver of Generalist Field Experience I and Generalist Field Experience II (Advanced Standing)**

These Students must complete all components of the Foundation Year curriculum before beginning the Specialized Year field placement. They may select a curriculum model from the same list of options as all specialized practice year students do.\*

### **9.055 Specialized Field Experience Course Electives**

Since Specialized Field Experience I and Specialized Field Experience II require unique placement arrangements, they must be approved by the MSW Field Coordinator. Specialized field courses are difficult to arrange as discrete field courses, and must be carefully structured to ensure educational soundness.

#### **9.056 Academic Credit for Three Days Per Week in Field (Concurrent Model)**

Some Specialized Year field agencies may require Students to spend more than 16 hours per week in field placement. This may result in the completion of several hours above the MSW Program's requirement. Students who wish to obtain academic credit for these additional hours may enroll in the Elective Field Experience courses in the second semester of their two semester experience.

#### **9.57 Field Courses in Relation to Graduation Date**

It is advisable to schedule the conclusion of a student's Specialized Year field placement to coincide with the expected graduation date. This maximizes opportunity for professional networking in relation to post-MSW job search, and facilitates transition from MSW Student to employed professional.

# ***APPENDICES***

**MSW STUDENT ONLINE [SYNCHRONIST] COURSE OF STUDY  
(64 CREDITS\*)**

**MSW Student Name:**

**ASU #:**

**MSW Faculty Advisor: Dr.**

**Current GPA:**

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
<b>GENERALIST PRACTICE YEAR</b>				
<i>Fall Semester (16 Credits)</i>				
SOWK 6020	Achieving Justice in a Diverse World	3	Fall, 2023	
SOWK 6021	Human Behavior/Social Environment	3	Fall, 2023	
SOWK 6031	Direct Practice Methods**	3	Fall, 2023	
SOWK 6011	Social Welfare Policies and Programs	3	Fall, 2024	
SOWK 6055	Generalist Field Experience I** [16 hours/week]	3	Fall, 2024	
SOWK 6051	Generalist Field Seminar I** [1 hour/week]	1	Fall, 2024	
<i>Spring Semester (16 Credits)</i>				
SOWK 6032	Theory/Practice w/Families & Groups**	3	Spring, 2024	
SOWK 6033	Theory/Practice w/Communities/Org.**	3	Spring, 2024	
SOWK 6041	Research in Social Work	3	Spring, 2024	
SOWK 6056	Generalist Field Experience II** [16 hours/week]	3	Spring, 2025	
SOWK 6052	Generalist Field Seminar II** [1 hour/week]	1	Spring, 2025	
SOWK 6__	[6000-level elective]	3	Spring, 2025	
<b>SPECIALIZED PRACTICE YEAR (CLINICAL SOCIAL WORK PRACTICE)</b>				
<i>Fall Semester (16 Credits)</i>				
SOWK 7021	Family Dynamics Through the Life Cycle**	3	Fall, 20	
SOWK 7041	Evaluation of Practice**	3	Fall, 20	
SOWK 7031	Assess/ Practice w/Children & Adolescents**	3	Fall, 20	
SOWK 7055	Advanced Field Experience I** [16 hours/week]	3	Fall, 20	
SOWK 7051	Advanced Field Seminar I** [1 hour/week]	1	Fall, 20	
SOWK 7131	Psychopathology/Psychopharmacology	3	Fall, 20	
<i>Spring Semester (16 Credits)</i>				
SOWK 7032	Assessment and Practice with Families**	3	Spring, 20	
SOWK 7033	Assess/Practice w/Vulnerable Adults**	3	Spring, 20	
SOWK 7011	Legal/Ethical Issues Child/Family Policy**	3	Spring, 20	
SOWK 7056	Advanced Field Experience II** [16 hours/week]	3	Spring, 20	
SOWK 7052	Advanced Field Seminar II** [1 hour/week]	1	Spring, 20	
SOWK 7__	[7000-level elective]	3	Spring, 20	

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

Date \_\_\_\_\_

MSW Faculty Advisor Signature \_\_\_\_\_

Date \_\_\_\_\_

**\*\*Denotes courses that have prerequisites/corequisites that must be completed before registering.  
Denotes courses that may be offered in the Summer Session, depending on enrollment size.**

**All coursework must be completed in no more than 4 years, as required by CSWE.**

**Graduate students must be enrolled in no less than 6 credits each semester to qualify for financial aid.**



**MSW STUDENT COURSE OF STUDY**

**(ONLINE SYNCHRONOUS MSW PROGRAM IN CLINICAL SOCIAL WORK - 64 CREDITS)**

**MSW Student Name:**

**ASU RAM ID#:**

**MSW Faculty Advisor:**

**Current GPA:**

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
<b>GENERALIST PRACTICE YEAR</b>				
<i>Fall Semester (16 Credits)</i>				
SOWK 6020	Achieving Justice in a Diverse World	3	Advanced Stdg.	
SOWK 6021	Human Behavior/Social Environment	3	Advanced Stdg.	
SOWK 6031	Direct Practice Methods**	3	Advanced Stdg.	
SOWK 6011	Social Welfare Policies and Programs	3	Advanced Stdg.	
SOWK 6055	Generalist Field Experience I** [16 hours/week]	3	Advanced Stdg.	
SOWK 6051	Generalist Field Seminar I** [1 hour/week]	1	Advanced Stdg.	
<i>Spring Semester (16 Credits)</i>				
SOWK 6032	Theory/Practice w/Families & Groups**	3	Advanced Stdg.	
SOWK 6033	Theory/Practice w/Communities/Org.**	3	Advanced Stdg.	
SOWK 6041	Research in Social Work	3	Advanced Stdg.	
SOWK 6056	Generalist Field Experience II** [16 hours/week]	3	Advanced Stdg.	
SOWK 6052	Generalist Field Seminar II** [1 hour/week]	1	Advanced Stdg.	
SOWK 6__	[6000-level elective]	3	Advanced Stdg.	
<b>SPECIALIZED PRACTICE YEAR (CLINICAL SOCIAL WORK PRACTICE)</b>				
<i>Fall Semester (16 Credits)</i>				
SOWK 7021	Family Dynamics Through the Life Cycle**	3	Fall, 2023	
SOWK 7041	Evaluation of Practice**	3	Fall, 2023	
SOWK 7031	Assess/ Practice w/Children & Adolescents**	3	Fall, 2023	
SOWK 7055	Advanced Field Experience I** [16 hours/week]	3	Fall, 2024	
SOWK 7051	Advanced Field Seminar I** [1 hour/week]	1	Fall, 2024	
SOWK 7131	Psychopathology/Psychopharmacology	3	Fall, 2024	
<i>Spring Semester (16 Credits)</i>				
SOWK 7032	Assessment and Practice with Families**	3	Spring, 2024	
SOWK 7033	Assess/Practice w/Vulnerable Adults**	3	Spring, 2024	
SOWK 7011	Legal/Ethical Issues Child/Family Policy**	3	Spring, 2024	
SOWK 7056	Advanced Field Experience II** [16 hours/week]	3	Spring, 2025	
SOWK 7052	Advanced Field Seminar II** [1 hour/week]	1	Spring, 2025	
SOWK 7__	[7000-level elective]	3	Spring, 2025	

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
MSW Faculty Advisor Signature

\_\_\_\_\_  
Date

**\*\*Denotes courses that have prerequisites/corequisites that must be completed before registering.**

**Denotes courses that may be offered in the Summer Session, depending on enrollment size.**

**All coursework must be completed in no more than 4 years, as required by CSWE.**

**Graduate students must be enrolled in no less than 6 credits each semester to qualify for financial aid.**

**MSW STUDENT COURSE OF STUDY – Title IV-E Students**

**(ONLINE SYNCHRONOUS MSW PROGRAM IN CLINICAL SOCIAL WORK - 64 CREDITS)**

**MSW Student Name:**

**ASU RAM ID#:**

**MSW Faculty Advisor:**

**Current GPA:**

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
<b>GENERALIST YEAR</b>				
<i>Fall Semester (16 Credits)</i>				
SOWK 6020	Achieving Justice in a Diverse World	3	Fall	
SOWK 6021	Human Behavior/Social Environment	3	Fall	
SOWK 6031	Direct Practice Methods	3	Fall	
SOWK 6011	Social Welfare Policies and Programs	3	Fall	
SOWK 6055	Generalist Field Experience I	3	Fall	
SOWK 6051	Generalist Field Seminar I	1	Fall	
<i>Spring Semester (16 Credits)</i>				
SOWK 6032	Theory/Practice w/Families & Groups	3	Spring	
SOWK 6033	Theory/Practice w/Communities & Org.	3	Spring	
SOWK 6041	Research in Social Work	3	Spring	
SOWK 6056	Generalist Field Experience II	3	Spring	
SOWK 6052	Generalist Field Seminar II	1	Spring	
SOWK 6---		3	Spring	
<b>SPECIALIZED PRACTICE YEAR</b>				
<i>Fall Semester (16 Credits)</i>				
SOWK 7021	Family Dynamics Through the Life Cycle	3	Fall	
SOWK 7041	Evaluation of Practice	3	Fall	
SOWK 7031	Assess/ Practice w/Children & Adolescents	3	Fall	
SOWK 7055	Specialized Practice Field Experience I	3	Fall	
SOWK 7051	Specialized Practice Field Seminar I	1	Fall	
SOWK 7131	Psychopathology/Psychopharmacology	3	Fall	
SOWK 7130	SW Practice w/Abusing/Neglecting Families	3	Fall	
<i>Spring Semester (16 Credits)</i>				
SOWK 7032	Assessment and Practice with Families	3	Spring	
SOWK 7033	Assess/Practice w/Vulnerable Adults	3	Spring	
SOWK 7011	Legal/Ethical Issues Child/Family Policy	3	Spring	
SOWK 7056	Specialized Practice Field Experience II	3	Spring	
SOWK 7052	Specialized Practice Field Seminar II	1	Spring	
SOWK 7137	Crisis Intervention	3	Spring	

**MSW STUDENT COURSE OF STUDY – Title IV-E Students/Advanced Standing  
(ONLINE SYNCHRONOUS MSW PROGRAM IN CLINICAL SOCIAL WORK - 64 CREDITS)**

MSW Student Name:  
MSW Faculty Advisor:

ASU RAM ID#:  
Current GPA:

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
<b>SPECIALIZED PRACTICE YEAR</b>				
<i>Fall Semester (16 Credits)</i>				
SOWK 7021	Family Dynamics Through the Life Cycle	3	Fall, 20	
SOWK 7041	Evaluation of Practice	3	Summer, 20	
SOWK 7031	Assess/ Practice w/Children & Adolescents	3	Fall, 20	
SOWK 7055	Specialized Practice Field Experience I	3	Fall, 20	
SOWK 7051	Specialized Practice Field Seminar I	1	Fall, 20	
SOWK 7130	SW Practice w/Abusing/Neglecting Families	3	Fall, 20	
<i>Spring Semester (16 Credits)</i>				
SOWK 7032	Assessment and Practice with Families	3	Spring, 20	
SOWK 7033	Assess/Practice w/Vulnerable Adults	3	Spring, 20	
SOWK 7011	Legal/Ethical Issues Child/Family Policy	3	Spring, 20	
SOWK 7056	Specialized Practice Field Experience II	3	Spring, 20	
SOWK 7052	Specialized Practice Field Seminar II	1	Spring, 20	
SOWK 7137	Crisis Intervention	3	Spring, 20	

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
MSW Faculty Advisor Signature

\_\_\_\_\_  
Date

***\*\*Denotes courses that have prerequisites/corequisites that must be completed before registering.***

***Denotes courses that may be offered in the Summer Session, depending on enrollment size.***

***All coursework must be completed in no more than 4 years, as required by CSWE.***

***Graduate students must be enrolled in no less than 6 credits each semester to qualify for financial aid.***

**MSW PROGRAM COURSE MATRIX  
64 CREDITS**

	<i>Social Work Theory</i>	<i>Social Work Practice</i>	<i>Social Work Research</i>	<i>Social Welfare Policies and Programs</i>	<i>Social Work Field Experience</i>
<b><i>Foundation Year Courses</i></b>	<p>SOWK 6021: Human Behavior and the Social Environment [3 cr.]</p> <p>SOWK 6020: Achieving Justice in a Diverse World [3 cr.]</p>	<p>SOWK 6031: Direct Practice Methods [3 cr.]</p> <p>SOWK 6032: Theory &amp; Practice with Families &amp; Groups [3 cr.]</p> <p>SOWK 6033: Theory &amp; Practice with Communities &amp; Organizations [3 cr.]</p>	<p>SOWK 6041: Research Methods in Social Work [3 cr.]</p>	<p>SOWK 6011: Social Welfare Policies &amp; Programs [3 cr.]</p>	<p>SOWK 6055: Foundation Field Experience I [3 cr.]</p> <p>SOWK 6051: Found Field Seminar I [1 cr.]</p> <p>SOWK 6056: Foundation Field Experience and Seminar II [3 cr.]</p> <p>SOWK 6052: Found Field Seminar II [1 cr.]</p>
<b><i>Specialized Practice Year Courses</i></b>	<p>SOWK 7021: Family Dynamics Throughout the Life Cycle [3 cr.]</p> <p>SOWK 7131: Psychopathology and Psychopharmacology</p>	<p>SOWK 7031: Assessment &amp; Practice with Children &amp; Adolescents [3 cr.]</p> <p>SOWK 7032: Assessment &amp; Practice with Families [3 cr.]</p> <p>SOWK 7033: Assessment &amp; Practice with Vulnerable Adults [3 cr.]</p>	<p>SOWK 7041: Evaluation of Practice with Children &amp; Families [3 cr.]</p>	<p>SOWK 7011: Legal &amp; Ethical Issues in Children &amp; Family Policies [3 cr.]</p>	<p>SOWK 7055: Specialized Practice Field Experience I [3 cr.]</p> <p>SOWK 7051: Specialized Practice Field Seminar I [1 cr.]</p> <p>SOWK 7056: Specialized Practice Field Experience II [3 cr.]</p> <p>SOWK 7052: Specialized Practice Field Seminar II [1 cr.]</p>

## MSW SOCIAL WORK COURSE LISTINGS

### Graduate Course Descriptions: MSW Foundation Year

**SOWK 6011: Social Welfare Policies & Programs** ..... 3 Examines 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. *Cr. 3. Prerequisites: Admission to the MSW Program or the permission of the instructor. Offered in the Fall semester.*

**SOWK 6020: Achieving Justice in a Diverse World** ..... 3 Historical, political and socio-economic forces that maintain oppressive values, attitudes, and behaviors in society are examined. *Prerequisites: Admission to the MSW Program or the permission of the instructor. Offered in the Fall semester and some Summer sessions.*

**SOWK 6021: Human Behavior and the Social Environment** ..... 3 Lays the theoretical groundwork for social work practice with individuals over the lifespan. *Prerequisites: Admission to the MSW Program or the permission of the instructor. Offered in the Fall semester.*

**SOWK 6031: Direct Practice Methods** . . . . . 3 Provides students with the knowledge, values and skills to engage, assess, intervene and evaluate individuals. *Prerequisites: Admission to the MSW Program and completion of, or concurrent enrollment in, SOWK 6021. Offered in the Fall semester.*

**SOWK 6032: Theory and Practice with Families and Groups** ..... 3 Provides students with the knowledge, values and skills to engage, assess, intervene and evaluate families and groups. *Prerequisites: Admission to the MSW Program and completion or concurrent enrollment in SOWK 6021. Offered in the Spring semester.*

**SOWK 6033: Theory and Practice with Communities and Organizations** ..... 3 Provides students with the knowledge, values and skills to engage, assess, intervene and evaluate communities and organizations. *Prerequisites: Admission to the MSW Program and completion or concurrent enrollment in SOWK 6021. Offered only in the Spring semester.*

**SOWK 6041: Research in Social Work** ..... 3 Provides students with the knowledge, values and skills to employ evidence-based interventions to evaluate practice. *Prerequisites: Admission to the MSW Program or consent of the instructor. Offered only in the Spring semester.*

**SOWK 6051: Generalist Field Seminar I** ..... 1 Connects the theoretical and conceptual contribution of the classroom with the practical world of the field practice setting. *Prerequisites: Concurrent enrollment in SOWK 6055: Generalist Field Experience I. Offered only in the Fall semester.*

**SOWK 6052: Generalist Field Seminar II** ..... 1 Connects the theoretical and conceptual contribution of the classroom with the practical world of the field practice setting. *Prerequisites: Concurrent enrollment in SOWK 6056: Generalist Field Experience II. Offered only in the Spring semester.*

**SOWK 6055: Generalist Field Experience I** ..... 3 MSW-supervised field experience of 225 clock hours. *Prerequisites: Admission to the MSW program, successful completion of or concurrent enrollment in SOWK 6020, SOWK 6021, SOWK 6031, and SOWK 6055; concurrent enrollment in SOWK 6051: Generalist Field Seminar I, and written consent of the MSW Field Coordinator. Offered only in the Fall semester.*

**SOWK 6056: Generalist Field Experience II** ..... .3 MSW-supervised field experience of 225 clock hours. *Prerequisites: Admission to the MSW program, successful completion of first semester foundation coursework, completion of or concurrent*

enrollment in SOWK 6032, SOWK 6033, SOWK 6041; concurrent enrollment in SOWK 6052, and consent of MSW Field Coordinator. Offered only in the Spring semester.

**Graduate Course Descriptions: MSW Specialized Practice Concentration Year**

- SOWK 7010: Ethical Decision Making in Social Work Practice . . . . . 3**  
Identification of ethical issues and the skills necessary to resolve ethical dilemmas, with attention given to making ethical decisions when confronted with conflicting choices or duties that occur within the context professional practice. *Prerequisites: Admission to the Master of Social Work program or consent of Instructor.*
- SOWK 7011: Legal and Ethical Issues in Children and Family Policies . . . . . 3** Critical examination of current and proposed policies impacting children, vulnerable adults and families over the lifespan. *Prerequisites: Successful completion of all foundation year coursework or consent of instructor. Offered only in the Spring semester.*
- SOWK 7021: Family Dynamics Through the Life Cycle . . . . . 3** Provides the specialized practice theoretical bases for understanding complex family processes over the life span. *Prerequisites: Successful completion of all foundation year coursework or consent of instructor. Offered only in the Fall semester and some Summer sessions.*
- SOWK 7031: Assessment and Practice with Children and Adolescents . . . . . 3** Examination of theories of childhood and adolescent development, methods of assessment, and the facilitation of change. *Prerequisites: Successful completion of all foundation year coursework and completion of, or concurrent enrollment in, SOWK 7021. Offered only in the Fall semester.*
- SOWK 7032: Assessment and Practice with Families . . . . . 3** Focuses on engagement, assessment, planning, and service provision to families. *Prerequisites: Successful completion of all foundation year coursework and completion of, or concurrent enrollment in, SOWK 7021. Offered only in the Spring semester.*
- SOWK 7033: Assessment and Practice with Vulnerable Adults . . . . . 3** Focuses on engagement, assessment and service provision with vulnerable adults. *Prerequisites: Successful completion of all foundation year coursework and completion of, or concurrent enrollment in, SOWK 7021. Offered only in the Spring semester.*
- SOWK 7041: Evaluation of Practice with Children and Families . . . . . 3** Applying research knowledge and skill in social service programs for children and families over the lifespan. *Prerequisites: Successful completion of all foundation year coursework or consent of instructor. Offered only in the Spring semester.*
- SOWK 7131: Psychopathology and Psychopharmacology . . . . . 3** Prepares social workers to understand the medical model of mental health practice (e.g., DSM IV, mental health diagnoses, psychiatric treatment, medications, etc.). *Prerequisites: Admission to the MSW program or consent of instructor.*
- SOWK 7051: Specialized Practice Field Seminar I . . . . . 1**  
Opportunity to connect specialized practice coursework to social work practice with vulnerable children, families and adults in the field. *Prerequisites: Concurrent enrollment in SOWK 7055: Specialized Practice Field Experience I. Offered only in the Fall semester.*
- SOWK 7052: Specialized Practice Field Seminar II . . . . . 1**  
Continued opportunities to connect specialized practice coursework to social work practice with vulnerable children, families and adults in the field. *Prerequisites: Concurrent enrollment in SOWK 7056: Specialized Practice Field Experience II. Offered only in the Spring semester.*
- SOWK 7055: Specialized Practice Field Experience I . . . . . 3**  
Specialized Practice MSW-supervised placement of 225 clock hours. *Prerequisites: Successful completion of, or concurrent enrollment in, SOWK 7021, SOWK 7031, and SOWK 7041;*

concurrent enrollment in SOWK 7051; and written consent of the MSW Field Coordinator. Offered only in the Fall semester.

**SOWK 7056: Specialized Practice Field Experience II** . . . . . **3**  
Specialized Practice MSW-supervised placement of 225 clock hours. *Prerequisites: Successful completion of, or concurrent enrollment in, SOWK 7032, SOWK 7033, and SOWK 7011; concurrent enrollment in SOWK 7052; and written consent of the MSW Field Coordinator. Offered only in the Spring semester.*

**Graduate Course Description of MSW Program Electives**

**SOWK 6130: School Social Work** . . . . . **3** Overview of the various social work related theoretical perspectives, models, and programs for intervention with children and their families in school settings. *Prerequisites: Admission to the MSW program or consent of the instructor.*

**SOWK 6131: Family Violence Across the Lifespan** . . . . . **3** Examines the various forms of violence in families, including intimate partner abuse, child abuse and elder abuse. *Prerequisites: Admission to the MSW program or consent of the instructor.*

**SOWK 6132: Grief and Loss in Social Work Practice** . . . . . **3** This elective course examines theories and interventions related to grief and loss. *Prerequisites: Admission to the MSW program or consent of the instructor.*

**SOWK 6133: Social Work Practice with Older Adults** . . . . . **3** Examines the developmental stages of later adulthood, the aging process and best practices in meeting the needs of older adults. *Prerequisites: Admission to the MSW program or consent of the instructor.*

**SOWK 6134: Special Topics in Social Work** . . . . . **3** Topics vary from semester to semester depending on the needs and interest of the students and the southwest Georgia service area. *Prerequisites: Admission to the MSW program or consent of the instructor.*

**SOWK 7130: Social Work Practice with Abusing and Neglecting Families** . . . . . **3** Examines the historical, legal and best social work practices with abusing and neglecting families. *Prerequisites: Admission to the MSW program; successful completion of all foundation year coursework.*

**SOWK 7132: Social Work with Groups** . . . . . **3** Knowledge, values and empirically-supported practice skills for competent group work with diverse children, adolescents and families. *Prerequisites: Successful completion of all MSW foundation year course work.*

**SOWK 7133: Behavioral Methods in Social Work Practice** . . . . . **3** Examines best practices in behavioral interventions in a variety of settings. *Prerequisites: Successful completion of all MSW foundation year course work.*

**SOWK 7134: Social Work Practice with Substance Abusing Families** . . . . . **3** Provides theories and methods in the assessment, prevention, intervention and rehabilitation of substance abusers and their family members. *Prerequisites: Successful completion of all MSW foundation year course work.*

**SOWK 7135: Social Work Practice with Military Families** . . . . . **3** Evidence-based theories and methods in the assessment, prevention, intervention and rehabilitation with military veterans and their families. *Prerequisites: Successful completion of all MSW foundation year course work.*

- SOWK 7136: Case Management** ..... 3  
 Provides knowledge regarding the historical development, processes and models for case management in the social services. *Prerequisites: Successful completion of all MSW foundation year coursework.*
- SOWK 7137: Crisis Intervention** ..... 3  
 Examination of the impact of specific crises on individuals and families such as life-threatening illness, trauma, physical and mental disability, and death. *Prerequisites: Successful completion of all MSW foundation year course work.*
- SOWK 7138: Supervision in the Social Services** ..... 3  
 Provides the knowledge, values and skills necessary to provide competent supervision in social service organizations. *Prerequisites: Successful completion of all MSW foundation year coursework.*
- SOWK 7139: Special Topics in Social Work** ..... 3 - 6  
 A variable content elective graduate course focusing on selected topics in social work and social welfare. *Prerequisites: Admission to the MSW program and consent of the instructor.*
- SOWK 7141: Directed Independent Study** ..... 3 - 6  
 An individualized research study of a social work issue conducted under the direction and supervision of graduate faculty. Course may be taken twice for up to three credits each or once for up to six credits. *Prerequisites: Admission to the MSW program, written consent of the sponsoring faculty member, and written consent of the MSW Program Director.*
- SOWK 7155: Field Experience Elective I** ..... 1  
 Requires 75 clock hours of elective field work (beyond the required 900 clock hours) in an approved MSW-supervised social work setting. *Prerequisites: Admission to the MSW program; successful completion, or successful progress in, required field placement; and written consent of the MSW Field Coordinator.*
- SOWK 7156: Field Experience Elective II** ..... 2  
 Requires 150 clock hours of elective field work (beyond the required 900 clock hours) in an approved MSW-supervised social work setting. *Prerequisites: Admission to the MSW program; successful completion of, or successful progress in, required field placement; and written consent of the MSW Field Coordinator.*
- SOWK 7157: Field Experience Elective II** ..... 3  
 Requires 225 clock hours of elective field work (beyond the required 900 clock hours) in an approved MSW-supervised social work setting. *Prerequisites: Admission to the MSW program; successful completion of, or successful progress in, required field placement; and written consent of the MSW Field Coordinator.*





ASU Online · College of Business, Education, and Professional Studies · Social Work

## Foundation Field Seminar I SOWK-6051

- Fall 2022
- Section 01
- 1 Credit
- 08/15/2022 to 12/08/2022

### Instructor

Assistant Professor/Field Coordinator: Mrs. Jamie Swain

- **Email:** [Jamie.Swain@asurams.edu](mailto:Jamie.Swain@asurams.edu)
- **Office:** CMH 115
- **Phone:** 229-500-5385 or 229-317-3494

### Office Hours

- Monday, Tuesday, 8:00 AM to 11:30 AM, CMH 115 or Webex
- Thursday, 5:00 PM to 8:00 PM, CMH 115 or Webex

The professor is available to meet outside of these hours by appointment and will respond to text messages. Please include your name in messages and limit communications after 9:00 pm.

### Class Meeting Times, Class Meeting Location

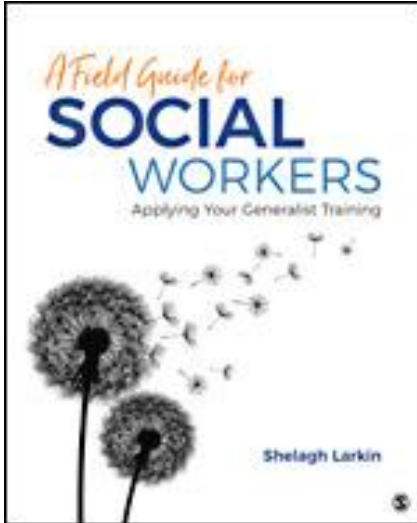
Tuesday, 05:15PM - 06:15PM  
Location: WEB/Online

### Course Requirements

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## A Field Guide for Social Workers: Applying Your Generalist Training

- **Author:** Larkin, Shelagh
- **Publisher:** Sage
- **Edition:** 1st
- **ISBN:** 9781506379241
- **Availability:** Bookstore



### Course Description

Connects the theoretical and conceptual contribution of the classroom with the practical world of the field practice setting.

#### **Requisites**

**Prerequisites:**

Admission to the MSW Program; successful completion of, or concurrent enrollment in, SOWK 6011, SOWK 6020, SOWK 6021, and SOWK 6031

**Corequisites:**

SOWK 6055

### Program Learning Outcomes

#### MISSION STATEMENT

The mission of the Master of Social Work program is to advance social, economic, and environmental justice by preparing students for competent, empowering service with children, families, and vulnerable adults of diverse backgrounds across their lifespan.

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

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
2	<b>ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</b>	Ensure that MSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, characterizes and shapes human experience and identity formation.	Students will engage in competent and effective practice with diverse populations.	(2a.) Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences (2c.) Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
3	<b>ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE</b>	Ensure that MSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.	Students will advance human rights and social, economic and environmental justice.	(3a.) Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice
4	<b>ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</b>	Ensure that MSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.	Students will engage in research-informed practice and practice-informed research.	(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research (4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
5	<b>ENGAGE IN POLICY PRACTICE</b>	Ensure that MSW students possess an understanding of how human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, and local levels. Ensure that MSW students understand their role in policy formulation, analysis, implementation and evaluation within their practice settings at the micro, mezzo, and macro levels, and actively engaging in policy practice to affect change within those settings.	Students will engage in effective policy practice to advance social, economic, and environmental well-being and to deliver effective social work services.	(5a.) Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services (5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services (5c.) Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
6	<b>ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.	Students will effectively engage with diverse individuals, families, groups, organizations, and communities.	(6a.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors Generalist Year
7	<b>ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities.	Students will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.	(7a.) Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies (7b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (7c.) Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies



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

### Dimensions Addressed in Order to Obtain Practice Competencies

#### Knowledge

The dimension of “knowledge” focuses on *knowledge acquisition and comprehension*. “Knowledge acquisition” refers to the recall of specific concepts and theories focused on in the readings and analyzed during lectures and classroom discussions. “Comprehension” refers to the accurate translation, interpretation, and extrapolation of these concepts, current research, theories, policies, and best practices necessary for gaining a thorough understanding of the social work profession.

#### Values

The dimension of “values” focuses on the beliefs, standards of conduct, and principles specified by the *NASW Code of Ethics*. These values include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Social workers look to the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact social work practice at the micro, mezzo, and macro levels. Social workers understand how their personal experiences and affective reactions may influence their professional judgment and

behavior and use reflection and self-regulation to manage those personal values to maintain professionalism in all practice situations.

## Skills

The dimension of “skills” focuses on the proficiency in the use of one’s knowledge, talents, personality and resources. Social work skills include being proficient in communication, effectively engaging with diverse client systems at the micro, mezzo, and macro levels; collecting relevant data needed for problem resolution; assessing problems accurately; using and translating research evidence to inform and improve practice, policy, and service delivery; planning for change; intervening to attain mutually-agreed upon goals; matching needs with resources; evaluating the change process to determine its effectiveness; developing needed resources, critically analyzing, formulating, and advocating for policies that advance human rights and social, economic and environmental justice.

## Cognitive and Affective Processes

Cognitive and Affective processes focus on *attending to, responding to and internalizing* the values of the profession, the ethical use of self in the professional setting, and the philosophical commitment of the MSW program. Attending, responding, and internalizing are encouraged through the development of the awareness of feelings and attitudes that arise within others and us in response to the value dimensions of the course content. These processes are promoted through in-class and out-of-class activities that involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions, and other forms of communication.

## Additional Program Information & Policies

- <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>
- <https://www.asurams.edu/student-affairs/student-handbook/>
- <https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf>
- <https://www.asurams.edu/student-affairs/student-conduct/>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/BSW-Student-Manual.pdf>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/MSW-Student-Manual.pdf>

## Course Objectives

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## Institutional Learning Outcomes

#	Institutional Learning Outcome
1	The student will be able to demonstrate effective communication skills appropriate to the major field of study, depth of study, and degree level.
2	The student will be able to demonstrate effective analytical problem-solving skills that are appropriate to the major field of study, depth of study, and degree level.
3	The student will be able to demonstrate effective critical thinking skills appropriate to the major field of study, depth of study, and degree level.

## Expected Program Outcomes/Student Learner Outcomes

At the completion of the MSW program:

### Program Outcomes

#### DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

The MSW student will apply social work ethical principles to guide professional behavior and practice.

#### ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

The MSW student will engage in competent and effective practice with diverse populations.

#### ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

The MSW student will advance human rights and social, economic, and environmental justice.

#### ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

The MSW student will engage in research-informed practice and practice-informed research.

#### ENGAGE IN POLICY PRACTICE

The MSW student will engage in effective policy practice to advance social, economic, and environmental well-being and to deliver effective social work services.

#### ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively engage with diverse individuals, families, groups, organizations, and communities.

ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.

INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively intervene with individuals, families, groups, organizations, and communities.

EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.

Expected Course Objectives

At the completion of this course, the student will be able to:

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
1a	1	Demonstrate the ability to make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
1b	2	Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
1c	3	Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
1d	4	Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes	

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
1e	5	Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
2a	6	Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
2b	7	Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
2c	8	Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
3a	9	Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
3b	10	Demonstrate the ability to engage in practice that advances social, economic, and environmental justice	

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
4a	11	Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
4b	12	Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
4c	13	Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
5a	14	Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
5b	15	Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
5c	16	Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
6a	17	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
6b	18	Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
7a	19	Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
7b	20	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
7c	21	Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
7d	22	Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	



EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
8a	23	Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
8b	24	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
8c	25	Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
8d	26	Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
8e	27	Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
9a	28	Demonstrate the ability to select and use appropriate methods for evaluation of outcomes	

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
9b	29	Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
9c	30	Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
9d	31	Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes

## Course Activities

### Description of Learner-Centered Activities, Exercises, Projects, Labs, Written Assignments, Etc.

Activity	Description of Activity
Activity 1: <a href="#">Agency Assessment and Analysis</a>	<p>Students will complete a detailed agency assessment and analysis of their field agency. The purpose of this assignment is to assist you in learning about and analyzing your field agency. It is very important to have a complete understanding of your agency, including the programs and services, funding, and history. It is also helpful to think critically about the purpose, structure, and function of your organization.</p> <p>Chapter 2 of your text covers the agency analysis. The process recording must reflect graduate-level writing, and thought processes, and be written in complete sentences and paragraphs. APA format is required and citations must be provided where relevant. This assignment is located in Tevera and can be accessed by:</p> <ol style="list-style-type: none"> <li>1. Log into Tevera</li> </ol>

Activity	Description of Activity
	<ol style="list-style-type: none"> <li>2. Go to the assignments tab</li> <li>3. Locate the Agency Analysis assignment (in order by due date).</li> <li>4. Click Start to launch the assignment</li> <li>5. Save your work as you go. You can come back as many times as needed. Once the assignment is complete, sign</li> <li>6. Progress to the Field Coordinator and TS/FI for review</li> </ol>
Activity 2: <a href="#">Practice Tasks for Learning Contract</a>	Students will identify relevant and meaningful tasks to demonstrate mastery of the practice behaviors in their field agency. We will devote a good deal of time in seminar identifying tasks and linking those tasks to the social work goals, competencies, and practice behaviors. This task will be formally assessed by the learning contract.
Activity 3: <a href="#">Supervision Plan</a>	Students will identify the types and purpose of supervision, learn how to prepare for supervision, and develop a detailed plan for supervision. This activity will be graded in the agency analysis. (Chapter 5)
Activity 4: <a href="#">Field Safety Assessment/Self Care</a>	Students will conduct a safety assessment of their physical, psychological, and professional safety within their field agency. Students will develop a plan for self-care to monitor stress and prevent burnout. (Chapter 4)
Activity 5: <a href="#">Agency Ethics Audit</a>	Students will conduct an agency ethics audit for their field agency with a focus on technology. Chapter 7 covers ethical practice in field and this assesses agency practices with regards to key ethical areas of potential risk.
Activity 6: <a href="#">Resolving Ethical Dilemmas</a>	Students will practice resolving ethical dilemmas in the field setting. An ethical dilemma will be provided in seminar and in small groups, students will use the Ethical Dilemma Flowchart to navigate resolution.
Activity 7: <a href="#">Policy Analysis</a>	Students will identify policies that impact the population served within the field agency. This activity will guide you to (1) conduct an analysis of an agency policy within the context of state or federal policy in order to better understand the link between policy and practice and (2) identifying opportunities for policy practice in your field agency. Both of these will contribute to the development of competence in policy analysis and practice.
Activity 8: <a href="#">Evidence-Based Interventions</a>	Students will identify evidence-based interventions utilized within their field agency and conduct a literature review of the research. Through critical analysis, students will determine the effectiveness of the EBI and alternative options for treatment for the organization.

## Graded Assessment #1: Syllabus Quiz

### ***Description***

Students will review the syllabus in GeorgiaVIEW and complete a syllabus quiz in GeorgiaVIEW.

## Graded Assessment #2: Agency Analysis and Evaluation

### ***Description***

Students will complete a detailed agency analysis and evaluation of their field agency. The purpose of this assignment is to assist you in learning about and analyzing your field agency. It is very important to have a complete understanding of your agency, including the programs and services, funding, and history. It is also helpful to think critically about the purpose, structure, and function of your organization.

Chapter 2 of your text covers the agency analysis. The process recording must reflect graduate-level writing, and thought processes, and be written in complete sentences and paragraphs. APA format is required and citations must be provided where relevant.

This assignment is located in Tevera and can be accessed by:

1. Log into Tevera
2. Go to the assignments tab
3. Locate the Agency Analysis assignment (in order by due date).
4. Click Start to launch the assignment
5. Save your work as you go. You can come back as many times as needed. Once the assignment is complete, sign
6. Progress to the Field Coordinator and TS/FI for review

### Graded Assessment #3: Class Participation

#### ***Description***

The majority of the seminar grade is based on participation. Students are expected to login on time with their cameras on and centered on their faces. This means that your entire face should be lit and visible; no dark backgrounds, no ceilings or ceiling fans, no trees passing in the background, no skies.....your bright smiling face needs to be visible. Students should be sitting upright at a table, desk, or other appropriate workspace. It is unacceptable to be driving, shopping, folding clothes, or engaged in any other tasks while attending seminar. We will frequently break out into small groups in seminar and students are expected to keep their cameras on while in small groups.

Students will receive up to 20 points for attendance and participation in each seminar session. Students must be prepared for discussion topics outlined in the syllabus. This means that students must have completed the Integrated Activities in their field agencies by the date they are listed on the syllabus.

Students opting to participate in seminar with the camera off will only receive 10 points. Receiving 10 points is contingent upon participating and adding to class discussion. Students logged in with the camera off and not contributing to discussions will receive 0 points for participation.

Seminars are short and our time together is valuable. Students logging in more than 15 minutes late will only receive 10 points. Students logging in more than 30 minutes late will receive 0 points.

**Seminar attendance and participation accounts for 60% of your grade. You will not pass seminar if you do not have your camera on and participate. I will periodically check cameras and your grade will be based on my periodic and random checks.**

## Course Schedule

Course calendar and related activities

When	Topic	Notes
<p><b>Week 1</b> 8/15/2022 Webex</p>	<p>Introduction to Field</p>	<p><b>Topics Aligned with Student Learning Outcomes</b>  <b>Introduction to Field</b></p> <ul style="list-style-type: none"> <li>• Review of Syllabus</li> <li>• Seminar Expectations</li> <li>• Getting Started in the Practicum</li> <li>• Tevera Field Software</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Class discussion of syllabus and expectations</li> <li>• Introduction and discussion of Learning Objectives/Practice Behaviors (pg. 6-19) and learning contract</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• Learning Contract</li> </ul>
<p><b>Week 2</b> 8/22/2022 Webex</p>	<p>Field Education, Agency Analysis, and Learning Contract</p>	<p><b>Topics Aligned with Student Learning Outcomes</b>  <b>Chapter 1 Field Education: A Generalist Approach</b></p> <ul style="list-style-type: none"> <li>• Social Work Education</li> <li>• Field in Social Work Education</li> <li>• The Generalist Field Education Approach</li> <li>• Developing and Demonstrating Competence in Field</li> <li>• The Who's Who of Field Education</li> <li>• The University</li> <li>• The Agency</li> <li>• The Student</li> <li>• Process and Content in Generalist Field Education</li> <li>• Socialization to the Process</li> <li>• The Use of Portfolios in Field</li> <li>• The Role of Reflection in Field</li> <li>• Final Thoughts on the Importance of Field</li> <li>• Suggested Field Tasks</li> </ul> <p><b>Chapter 2 The Organization: Orientation and Training</b></p> <ul style="list-style-type: none"> <li>• Field Education as Immersion</li> <li>• The Organization</li> <li>• Student-in-Organization</li> <li>• Multilevel Orientation</li> <li>• Agency Analysis</li> <li>• The Role of Curriculum in Orientation</li> <li>• The Training Plan</li> <li>• Suggested Field Tasks</li> </ul> <p>**Text refers to a Learning Plan; ASU calls it a Learning Contract.  Learning Plan = Learning Contract</p> <p><b>Chapter 3 The Plan and Pace of Learning in Field</b></p> <ul style="list-style-type: none"> <li>• The learning plan</li> <li>• Elements of the learning plan</li> <li>• Developing your learning plan</li> <li>• The pace of learning</li> <li>• Suggested field tasks</li> <li>• The learning plan</li> </ul> <p><b>Activities/Lab</b></p>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Review the agency analysis in detail</li> <li>• Orientation and Training to your agency; Individual, Agency, &amp; Larger System Level (pg. 41-42)</li> <li>• Students should review all course syllabi for courses in which they are currently enrolled. Identify the practice behaviors and assignments from other courses that can be applied in the field agency and included in the learning contract.</li> <li>• Integrative Activity 2.2 Agency Analysis Paper</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Agency Analysis</li> <li>• Learning Contract</li> <li>• Class Participation</li> </ul>
<p><b>Week 3</b> 8/29/2022 Webex</p>	<p>Learning Contract</p>	<p><b>Topics Aligned with Student Learning Outcomes</b> <b>Chapter 3 The Plan and Pace of Learning in Field</b></p> <ul style="list-style-type: none"> <li>• The learning plan</li> <li>• Elements of the learning plan</li> <li>• Developing your learning plan</li> <li>• The pace of learning</li> <li>• Suggested field tasks</li> </ul> <p><b>Chapter 5 Field Supervision</b></p> <ul style="list-style-type: none"> <li>• Field Supervision</li> <li>• Functions of Field Supervision</li> <li>• Administrative</li> <li>• Educational</li> <li>• Supportive</li> <li>• The Structure and Logistics of Supervision</li> <li>• Timing</li> <li>• Content</li> <li>• The Tools of Supervision</li> </ul> <p>Suggested Field Tasks</p> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• In small groups develop practice tasks for the learning contract</li> <li>• Using integrative activities 3.1, 3.2, and 3.3 (pg. 53-66) students will identify learning tasks and methods of evaluation to go in the learning contract</li> <li>• Students will review integrative activities 5.1, 5.2, and 5.3 (pg. 90-95) and develop a plan for supervision</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Class Participation</li> </ul>
<p><b>Week 4</b> 9/5/2022 Webex</p>	<p>Learning Contract</p>	<p><b>Chapter 3 The Plan and Pace of Learning in Field</b></p> <ul style="list-style-type: none"> <li>• The learning plan</li> <li>• Elements of the learning plan</li> <li>• Developing your learning plan</li> <li>• The pace of learning</li> <li>• Suggested field tasks</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• In small groups develop practice tasks for the learning contract</li> <li>• Using integrative activities 3.1, 3.2, and 3.3 (pg. 53-66) students will identify learning tasks and methods of evaluation to go in the learning contract</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Class Participation</li> </ul>
<p><b>Week 5</b> 9/12/2022 Webex</p>	<p>Safety in Field &amp; Field Supervision</p>	<p><b>Topics Aligned with Student Learning Outcomes</b>  <b>Chapter 4 Safety in Field</b></p> <ul style="list-style-type: none"> <li>• Safety in Field Education</li> <li>• SAFE Field Education</li> <li>• Three Areas of Personal and Professional Well-Being</li> <li>• Physical Well-Being</li> <li>• Psychological Well-Being</li> <li>• Professional Well-Being</li> <li>• Assessing Safety in Field</li> <li>• Suggested Field Tasks</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Students will use integrative activity 4.1 (pg. 80-84) to complete a field safety assessment</li> <li>• Students will develop a plan for self-care to monitor stress and burnout</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Class Participation</li> </ul>
<p><b>Week 6</b> 9/19/2022 Webex</p>	<p>Ethical Practice in Field</p>	<p><b>Topics Aligned with Student Learning Outcomes</b>  <b>Chapter 7 Ethical Practice in Field</b></p> <ul style="list-style-type: none"> <li>• Values and Ethics in Social Work</li> <li>• The Agency Ethics Audit</li> <li>• Ethical Decision Making</li> <li>• Resolving Ethical Dilemmas</li> <li>• The Role of the Law in Resolving Ethical Dilemmas</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Agency Ethics Audit (IA 7.1) pages 127-130</li> <li>• Resolving Ethical Dilemmas (IA 7.2) In small groups students will identify an ethical dilemma and complete the flowchart on pages 136-137</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Participation</li> </ul>
<p><b>Week 7</b> 9/26/2022 Webex</p>	<p>Effective Communication Skills for Field</p>	<p><b>Topics Aligned with Student Learning Outcomes</b>  <b>Chapter 6</b></p> <ul style="list-style-type: none"> <li>• Communication Skills for Generalist Practice</li> <li>• Oral Communication Skills <ul style="list-style-type: none"> <li>○ Interviewing</li> <li>○ Telephone Communication</li> </ul> </li> <li>• Nonverbal Communication</li> <li>• Written Communication Skills</li> <li>• Communication &amp; Technology <ul style="list-style-type: none"> <li>○ Internet and E-Mail Use in Agencies</li> <li>○ Cell Phone Usage</li> <li>○ Social Media</li> <li>○ Computer Systems</li> </ul> </li> <li>• Communication Challenges in Field</li> </ul> <p><b>Activities/Lab</b></p>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Complete IA 6.1 after an interaction with a client and review with the FI/TS for constructive feedback</li> <li>• Complete IA 6.2 after an interaction with a client and review with the FI/TS for constructive feedback</li> <li>• Complete IA 6.3 in your agency and review with the FI/TS for constructive feedback. It is permissible to use the documentation format in your agency if it differs from the text</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Participation</li> </ul>
<p><b>Week 8</b> 10/3/2022 Webex</p>	<p>Diversity and Social, Economic, and Environmental Justice in Field</p>	<p><b>Topics Aligned with Student Learning Outcomes</b> <b>Chapter 8 Diversity and Social, Economic, and Environmental Justice in Field</b></p> <ul style="list-style-type: none"> <li>• Understanding Key Aspects of Diversity</li> <li>• Culture</li> <li>• Cultural Competence                             <ul style="list-style-type: none"> <li>○ Cultural Humility and Intersectionality</li> </ul> </li> <li>• Developing Culturally Competent Practice Skills</li> <li>• Understanding Social, Economic, and Environmental Justice in Field</li> <li>• Advancing Social, Economic, and Environmental Justice in Field                             <ul style="list-style-type: none"> <li>○ Advocacy and Policy Practice</li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Complete IA 8.1 pages 146-147 and review with the FI/TS during supervision</li> <li>• Complete IA 8.2 pages 150-151 and review with the FI/TS during supervision</li> <li>• Complete IA 8.3 pages 153-154 and review with the FI/TS during supervision</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Class Participation</li> </ul>
<p><b>Week 9</b> 10/10/2022 Fall Break</p>	<p>No Classes on 10/10/2022 and 10/11/2022</p>	<p>The University is closed on 10/10 and 10/11 for Fall Break. Students should report to their agency as scheduled.</p>
<p><b>Week 10</b> 10/17/2022 Webex</p>	<p>Planned Change Process in Field</p>	<p><b>Topics Aligned with Student Learning Outcomes</b> <b>Chapter 10 The Planned Change Process in Field</b></p> <ul style="list-style-type: none"> <li>• The Phases of the Planned Change Process</li> <li>• The Planned Change Process: Multilevel</li> <li>• Multilevel Assessment and Implementation of Multilevel Plans</li> <li>• Conducting Multidimensional/Multilevel Assessments</li> <li>• Developing and Implementing Multilevel Plans</li> <li>• The Planned Change Case Analysis</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Complete IA 10.1 on pages 178-181</li> <li>• Compare the assessment tool in IA 10.2 on pages 186-191. How does your field agency's assessment tool differ?</li> <li>• Complete IA 10.3 on page 195 and review with the FI/TS</li> <li>• Complete IA 10.4 on pages 197-199 and review with the FI/TS</li> <li>• Complete IA 10.5 on pages 200-201 and review with the FI/TS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> </ul>



Course calendar and related activities

When	Topic	Notes
<p><b>Week 11</b> 10/24/2022 Webex</p>	<p>Planned Change Process in Field &amp; Theory</p>	<ul style="list-style-type: none"> <li>• Class Participation</li> </ul> <p><b>Topics Aligned with Student Learning Outcomes</b> <b>Chapter 10 The Planned Change Process in Field</b></p> <ul style="list-style-type: none"> <li>• Developing and Implementing Multilevel Plans</li> <li>• The Planned Change Case Analysis</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Complete IA 10.4 on pages 197-199 and review with the FI/TS</li> <li>• Complete IA 10.5 on pages 200-201 and review with the FI/TS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Class Participation</li> </ul>
<p><b>Week 12</b> 10/31/2022 Webex</p>	<p>Advocacy and Policy Practice</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Agency Policy</li> <li>• State Statute</li> <li>• Federal Legislation</li> </ul> <p>Making the connection Refer to the handout uploaded in GeorgiaVIEW</p> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Identify agency policies and link them back to the state and federal legislation that mandates the policy</li> <li>• Assess the impact of the policy on clients, staff, and the community</li> <li>• Complete IA 8.4 pages 156-157 and review with the FI/TS during supervision</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Learning Contract</li> </ul>
<p><b>Week 13</b> 11/7/2022 Webex</p>	<p>ACES and Trauma</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Trauma 101</li> <li>• Trauma-Informed Care</li> <li>• ACES</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Read assigned articles</li> <li>• Assess practice within the agency with regards to being trauma-informed                             <ul style="list-style-type: none"> <li>○ What is working?</li> <li>○ How could the agency enhance trauma-informed practice?</li> </ul> </li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Class Participation</li> </ul>
<p><b>Week 14</b> 11/14/2022 Webex</p>	<p>Evidence Based Interventions</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Population served</li> <li>• Identified Interventions</li> <li>• Literature Reviews</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Discuss the population(s) served in the agency, presenting problems, and identified interventions. Are the interventions supported by the research? What alternative interventions are available?</li> </ul> <p><b>Assessments</b></p>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Learning Contract</li> </ul>
<b>Week 15</b> 11/21/2022 Webex	Field Break/Temporary Termination & Reflection	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Preparing agency and clients for a temporary break between semesters</li> <li>• Ethical practice and continuity of care</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Identify steps to take to prepare for break</li> <li>• Identify ethical dilemmas and resolution with regards to continuity of care</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<b>Week 16</b> 11/28/2022 Webex	Semester Wrap Up	<p><b>Last day of classes is 12/1/2022</b></p> <p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Field Hours</li> <li>• Supervision Hours</li> <li>• Preparing for Spring 2023</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Review of evaluations</li> <li>• Review of timesheets and hours</li> <li>• Review Spring 2023 Calendar</li> </ul>
<b>Week 17</b> 12/5/2022	Final Exams	No final for seminar. Exams will be held 12/5/2022 - 12/8/2022

## Method of Evaluation: Course Grading Policy, Assessment, Course Grades

### Criteria

### Course Grading Policy

#	Assignment	Date Due	Maximum Possible Score
<b>Total Points</b>			<b>480</b>
1	Syllabus Quiz	8/19/2022	50
2	Agency Analysis	8/28/2022	110
3	Attendance & Participation	Weekly	320

### Assessment

Be mindful and attentive to your participation in seminar. Consistently having the camera off or not on your face will result in receiving a failing grade for the semester. If you receive a grade of C or lower you will have to repeat the seminar

course AND the field experience course, as seminar and field experience have to be taken concurrently.

The final grade in the course is defined as follows:

Types of evaluations and related weights

Type	Weight	Topic	Notes
Graded Assessment	15%	Syllabus Quiz	Students will complete an online quiz in GeorgiaVIEW
Graded Assessment	25%	Agency Analysis	Due in Tevera by 8/28/2022
Graded Assessment	60%	Attendance & Participation	Be prepared to login on time, in an appropriate workspace, with appropriate lighting, and the camera centered on your face. Pay attention to the subject matter so that you are prepared for discussions.

## Breakdown

### University System of Georgia Grading Policy

The final grade in the course is defined as follows:

Resulting grade and related performance levels

Grade	Range	Notes
A	90 to 100	To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.
B	80 to 89	To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.
C	70 to 79	For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.
D	60 to 69	A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.
F	Below 60	A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.
I	Incomplete	<b>The Grade of "I" (Incomplete):</b> The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course

Resulting grade and related performance levels

Grade	Range	Notes
		requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Course Policies

### Professional Standards

Students are expected to interact professionally and respectfully. We will be tolerant and respectful of differences and communicate in a manner to seek understanding. We will always be respectful when discussing clients and adhere to confidentiality. Under no circumstance should client's real names or other identifying information be shared in seminar or in group work.

### General Statement

This syllabus contains the policies and expectations that have been established for this course. These policies and expectations are intended to create a productive learning atmosphere for **all students**. Please bring any concerns you may have to my attention.

To create and preserve a course atmosphere that optimizes teaching and learning, all students share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning, and they are expected to follow these standards:

Course discussions should be civilized and respectful to everyone and relevant to the topic we are discussing. Discussion forums (online or face-to-face) are meant to allow for a variety of viewpoints. This can only happen if we respect one another and our differences.

I will begin in-class and/or online live sessions promptly at the designated time and students are expected to be on time to these sessions. In addition, class will end at the designated time. Please refrain from engaging in other tasks during the online session as it is disruptive to me and to others around you.

### Course Attendance Policy

Please refer to the current [Academic Catalog](#) for the attendance policy.

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates

listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working on projects.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

### Attendance Verification & Semester Dates (For Online Courses)

**IMPORTANT** - In order to confirm your attendance and participation in this course, you must complete the Mandatory Syllabus Quiz AND the Introductions discussion activity by the first **Friday of the semester at noon**. BOTH of these activities are required and can be found within the START HERE module.

**Please note:** failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage. The participation activity is required and can be found within the Course Content's Syllabus and Start Items folder.

## On-Campus Attendance

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible, whether in class or online. Some justified and unavoidable absences are expected. Absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed. Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

## Online Attendance

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Excused absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed.

Class Meeting	Allowed Excused Absences	Letter Grade Drop	Failure
Once per week	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"
Twice per week	Two excused absences; no penalty	Three absences; 1 letter grade drop	Four or more absences; Class grade of "F"
Summer	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"

Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

## Class Cancellation Policy

In the event that the Instructor must cancel a class, students will be informed either in the syllabus (for planned absences such as conference attendance, workshops, etc.) or via email (in the case of illness, etc.) through GeorgiaView. Students are reminded that they are responsible for any information sent to them at their ASU email address. The Instructor will inform the Social Work Department's Administrative

Assistant and the Chair of the Department of the class cancellation so a “Notification of Cancellation” may be placed on the classroom door and they can answer any questions or concerns that students might have.

## Online Privacy

This course may require you to work with other sites and entities beyond ASU and Georgia View where some personal information (e.g. your name, affiliation with ASU, or current employment) may be displayed. You have the right to regulate the display of information pertaining to yourself on the Internet. If you are uncomfortable displaying information you deem overly personal, you may take steps (such as posting online your first name and last initial only or other pseudonym) to post more anonymously. You also agree to respect other people’s wishes to remain anonymous.

## Links to and from Third-Party Sites

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or Albany State University (ASU). These links do not necessarily constitute an endorsement by your professor(s) or ASU, and ASU has no obligation to monitor such sites, and user agrees that neither your professor(s) nor ASU is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

# University Policies

## Academic Integrity

Please see the ASU [Student Code of Conduct](#) for rules on academic honesty/integrity.

**The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment.**

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions



under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: TurnItIn, a plagiarism detection system, is often used by ASU faculty members.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Self-plagiarism is submitting your own work for multiple assignments or across multiple courses.

The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

### Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technical difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

**\*NOTE: “ASU RAMmail account is the university’s official means of electronic communication with students. Students are required to use the ASU website ([www.asurams.edu](http://www.asurams.edu)) and RAMmail for important university’s official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb.”**

Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in your courses. Check the information at <http://www.usg.edu/usgweb/d2lchecker/> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact Albany State's Help Desk at 229-500-HELP (4357) Monday - Friday, between 8:00 a.m. and 8:00 p.m. or check out the frequently asked question knowledge base, available 24/7 at <https://d2lhelp.view.usg.edu/>. For live support after 8:00 p.m. EST Monday through Friday or during weekends and holidays, call 855-772-0423.

#### ePortfolio Assistance:

As of July 2022, ASU has implemented a new ePortfolio system with our platform provider, **Digication**. An ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. Refer to [Ram Potential](#), ASU's metafolio, for basic "getting started" information. Additional tutorials and videos are available on [Digication's Support site](#).

For technical assistance, contact Albany State's Distance Learning Department at 229.500.2907 Monday - Friday, between 8:00 a.m. and 5:00 p.m., or email [asuonline@asurams.edu](mailto:asuonline@asurams.edu). For support after 5:00 p.m. EST Monday through Friday or during weekends and holidays, email [support@digication.com](mailto:support@digication.com).

#### Tutoring:

Online tutoring resources for ASU students are available 24/7. These resources provide tutoring in a variety of subjects including writing assistance, essay review, mathematics, nursing, and IT support for Microsoft Office. To access these resources, simply click the icon on the toolbar from within your online course and follow the prompts.

Additionally, Albany State offers on-campus tutoring in the [Centers for Academic Excellence](#), as well as Tutoring on Demand (TOD) during hours of operation. You can also access TOD from the Study Aids tab to join online tutoring via WebEx.

To connect with additional resources in classroom skills, major exploration, and degree planning, please schedule an appointment with your academic advisor by going to [EAB](#) or contact ASU Student Success at [studentsuccess@asurams.edu](mailto:studentsuccess@asurams.edu) or 229.500.2927.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office.

Please contact the Office of Accessibility Services (<https://www.asurams.edu/student-affairs/counseling-disability-services/index.php> or 229-500-2013) for additional information regarding accessibility services.

### Class Excuse Request

Currently, a student may request a class excuse from the Office of Student Support under qualifying circumstances that present an immediate crisis impeding a student's ability to attend classes. Upon a student's return to campus, he or she must provide the Office of Student Support supporting documentation that verifies his or her reason for being absent from classes. Once supporting documentation has been verified by the Office of Student Support, a class excuse will be sent to each professor of the requesting student via university email. Ultimately, class excuses issued by the Office of Student Support only serve as **requests** for professors to allow students to make up missed assignments and quizzes.

- [Class Excuse Form](#)

### Class Cancellation Policy

Please refer to the current [Academic Catalog](#) for the class cancellation policy. Inclement Weather and Catastrophic/Pandemic Readiness Statement

In the event of a campus emergency due to unintended disturbances, the syllabi and course delivery are subject to change. This includes course requirements, deadlines and grading percentages. First, review all information on the ASU homepage for information and important announcements. Second, if the course is not able to meet face-to-face, students should immediately log onto GaVIEW and read any announcements and/or alternative assignments or by contacting your instructor (see contact information above).

### Important University Dates

Please refer to the [ASU Online Calendar](#) for additional information.  
Additional Campus Policies


Policies regarding the following areas can be located  
at: <http://www.asurams.edu/syllabi-links>

- Counseling and Accessibility Services
- Sexual Misconduct Information
- Student Code of Conduct
- Campus Carry Policy
- University Learning Centers

## Student Well-Being

I want you to succeed and your academic success depends heavily on your personal health and well-being. Stress is a normal part of the college experience, but it can sometimes be compounded by unexpected setbacks, events, or life changes. ASU offers counseling services on-campus at 229.500.2013 as well as through a 24/7 Support Line at 833.855.0083. ASU counseling services cost students nothing, are completely confidential, and in no way are connected to your academic record.

Counseling and Student Accessibility Services (CSAS) offers students of all backgrounds, races, religious beliefs, sexual orientations, gender identifies, abilities, ethnicities, and cultures a safe place to discuss and resolve issues that interfere with personal and academic goals. CSAS recognizes and honors the complex intersectionality of all aspects of a person's identity and presenting concerns. All enrolled ASU students are eligible for free counseling services. You may call the 24/7 Support Line at 833.855.0083 to speak with or schedule in-person and virtual appointments with licensed mental health professionals. You may also schedule an appointment by calling 229.500.2013 or in person at their office: Suite 170, Billy C. Black Building. Office hours are Monday-Friday, 8:00 a.m. - 5:00 p.m. I strongly encourage you to take advantage of this valuable resource if you are interested or find yourself struggling and in need of additional support. You can also use the QR codes to contact CSAS as well as to access the ASU Wellness Hub.

	
<b>Counseling and Student Accessibility Services</b> <i>Student Health Services</i>	<b>ASU Wellness Hub</b>

The Mission of Albany State University Student Health Services (ASU-SHS) is to provide a quality, cost-effective episodic health care delivery system to meet basic holistic health care needs to presently enrolled students. Further, the ASU-SHS provides current health promotional programs and medical counseling referrals for students as appropriate or when urgent situations occur. ASU-SHS is available on east and west campuses and you can access ASU-SHS at the following link and QR code.

<https://www.asurams.edu/student-affairs/health-services/index.php>



**ASU Student Health Services**

*Sexual Assault*

If you experience rape/sexual assault and think you might still be in danger, if you are on campus call 229.430.4711, if you are off campus call 911 and stay on the phone with them. For emotional support, advocacy, or information following a sexual assault, you can contact CSAS, contact the ASU Wellness Hub, or call the ASU Police Department at 229.430.4711. ASU PD has advocates with whom you can talk. If you are not comfortable calling ASU PD, you can call the RAINN National Sexual Assault Hotline 24/7 at 1.800.656.HOPE (1.800.656.4673).

*Suicidal thoughts*

If you are having suicidal thoughts, you can contact CSAS or the ASU Wellness Hub, but if you are not comfortable contacting CSAS, you can call, text, or chat the 988 Suicide and Crisis Lifeline at 988. You can also web chat with someone through Lifeline Chat at the following link or QR code <https://988lifeline.org>



**Lifeline Chat**

*LGBTQ Safe Zones*

Over the next few months, the university will be partnering with faculty and staff to house Safe Zone Spaces across the ASU campuses. The Safe Zone Project is to help

educate people about sexual orientation and gender identity/expression issues and to create a visible network of allies to provide support to the ASU lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) community. However, until the training has been completed, we look for a heart shaped LGBTQ Progress Pride sticker to find those who are willing to help and support you as you navigate your life. If you see this sticker on an office door, you know you can feel safe with your questions.



### *Student Food and Personal Items Pantry*

The mission of the Student Food and Personal Items Pantry (hereinafter the Buck Bank) is to alleviate food insecurity among ASU students by providing emergency food to ASU students in need. They aim to alleviate the barriers associated with food insecurity to support student success at ASU and to ensure that no student goes hungry because of a lack of income or access to food.

All currently enrolled ASU students are eligible to use the Student Food and Personal Items Pantry. Students confidentially can [“Make a Request for Goods”](#) online. In addition, students can schedule a date and time for pick-up that best meets their schedule using this online portal. The office is in the East Campus Student Center (Green Zone) on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays and Fridays of each month between the hours of 8:30 a.m. – 12:00 p.m. and 1:30 p.m. 4:30 p.m. To access more information and request assistance visit the following link or QR code ([www.asurams.edu/pantry](http://www.asurams.edu/pantry))



### **ASU Student Food and Personal Items Pantry**

## Rubrics and Additional Information

### Directions & Rubrics

Attached are the rubrics for each graded assignment:

- [Grading Sheet](#)
- [Bibliography and References](#)
- [Student Acknowledgement and Agreement](#)



ASU Online · College of Business, Education, and Professional Studies ·  
Social Work

## Foundation Field Experience ISOWK-6055

- Fall 2022
- Section 01
- 3 Credits
- 08/15/2022 to 12/08/2022

### Instructor

Assistant Professor/Field Coordinator: Mrs. Jamie D Swain

- **Email:** [Jamie.Swain@asurams.edu](mailto:Jamie.Swain@asurams.edu)
- **Office:** CMH 115
- **Phone:** 229-500-2385 or 229-317-3494

### Office Hours

- Monday, Tuesday, 8:00 AM to 11:30 AM, CMH 115 or Webex
- Thursday, 5:00 PM to 8:00 PM, CMH 115 or Webex

The professor is available to meet outside of these hours by appointment will respond to text messages. Please include your name in messages and limit communications after 9:00 pm.

### Class Meeting Times, Class Meeting Location

Tuesday, 08:00AM - 04:00PM  
Location: Agency

### Course Requirements

Tevera Field Software

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Tevera, LLC. (2016). Tevera. Print ISBN- 978-0-692-90652-1

- **Availability:** Bookstore or Tevera
- **Price:** \$284.00 or \$208.00

Tevera is \$208.00 if purchased directly from Tevera. Tevera is \$293.00 if purchased directly from the bookstore. An email was sent to your ASU email account inviting you to set up your Tevera account.

Professional Liability Insurance

Must join [NASW](#) as a student and then purchase insurance from [NASW Assurance Services](#).

NASW Student Membership is \$57.00 annually

Professional liability insurance through Assurance Services is \$15.00 annually

Total cost is \$72.00

- **Availability:** NASW Website
- **Price:** \$72.00

## Course Description

MSW-supervised field experience of 225 clock hours.

### Requisites

Prerequisites:

Successful completion of, or concurrent enrollment in, SOWK 6011, SOWK 6020, SOWK 6021, and SOWK 6031

Corequisites:

SOWK 6051

## Program Learning Outcomes

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## MISSION STATEMENT

The mission of the Master of Social Work program is to advance social, economic, and environmental justice by preparing students for competent, empowering service with children, families, and vulnerable adults of diverse backgrounds across their lifespan.

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

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
2	<b>ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</b>	Ensure that MSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, characterizes and shapes human experience and identity formation.	Students will engage in competent and effective practice with diverse populations.	(2a.) Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences (2c.) Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
3	<b>ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE</b>	Ensure that MSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.	Students will advance human rights and social, economic and environmental justice.	(3a.) Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
4	<b>ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</b>	Ensure that MSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.	Students will engage in research-informed practice and practice-informed research.	(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research (4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.
5	<b>ENGAGE IN POLICY PRACTICE</b>	Ensure that MSW students possess an understanding of how human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, and local levels. Ensure that MSW students understand their role in policy formulation, analysis, implementation and evaluation within their practice settings at the micro, mezzo, and macro levels, and actively engaging in policy practice to affect change within those settings.	Students will engage in effective policy practice to advance social, economic, and environmental well-being and to deliver effective social work services.	(5a.) Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services (5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services (5c.) Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
6	<b>ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.	Students will effectively engage with diverse individuals, families, groups, organizations, and communities.	(6a.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors Generalist Year
7	<b>ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities.	Students will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.	(7a.) Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies (7b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (7c.) Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
8	<b>INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students are knowledgeable about evidence-informed interventions that are able to achieve the goals of clients and constituencies, including individuals, families, groups, organizations and communities. Ensure that MSW students are able to identify, analyze, and implement theory-directed, evidence-informed interventions to achieve client and constituency goals.	Students will effectively intervene with individuals, families, groups, organizations, and communities.	(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (8b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (8c.) Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes (8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies (8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
9	<b>EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand the theories of human behavior and the social environment and can critically evaluate and apply that knowledge to evaluating processes and outcomes in order to advance practice effectiveness.	Students will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.	(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes (9b.) Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes (9d.) Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### Dimensions Addressed in Order to Obtain Practice Competencies

#### Knowledge

The dimension of “knowledge” focuses on *knowledge acquisition and comprehension*. “Knowledge acquisition” refers to the recall of specific concepts and theories focused on in the readings and analyzed during lectures and classroom discussions. “Comprehension” refers to the accurate translation, interpretation, and extrapolation of these concepts, current research, theories, policies, and best practices necessary for gaining a thorough understanding of the social work profession.

#### Values

The dimension of “values” focuses on the beliefs, standards of conduct, and principles specified by the *NASW Code of Ethics*. These values include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Social workers look to the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact social work practice at



the micro, mezzo, and macro levels. Social workers understand how their personal experiences and affective reactions may influence their professional judgment and behavior and use reflection and self-regulation to manage those personal values to maintain professionalism in all practice situations.

## Skills

The dimension of “skills” focuses on the proficiency in the use of one’s knowledge, talents, personality and resources. Social work skills include being proficient in communication, effectively engaging with diverse client systems at the micro, mezzo, and macro levels; collecting relevant data needed for problem resolution; assessing problems accurately; using and translating research evidence to inform and improve practice, policy, and service delivery; planning for change; intervening to attain mutually-agreed upon goals; matching needs with resources; evaluating the change process to determine its effectiveness; developing needed resources, critically analyzing, formulating, and advocating for policies that advance human rights and social, economic and environmental justice.

## Cognitive and Affective Processes

Cognitive and Affective processes focus on *attending to, responding to and internalizing* the values of the profession, the ethical use of self in the professional setting, and the philosophical commitment of the MSW program. Attending, responding, and internalizing are encouraged through the development of the awareness of feelings and attitudes that arise within others and us in response to the value dimensions of the course content. These processes are promoted through in-class and out-of-class activities that involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions, and other forms of communication.

## Additional Program Information & Policies

- <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>
- <https://www.asurams.edu/student-affairs/student-handbook/>
- <https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf>
- <https://www.asurams.edu/student-affairs/student-conduct/>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/BSW-Student-Manual.pdf>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/MSW-Student-Manual.pdf>

# Course Objectives

## Institutional Learning Outcomes

#	Institutional Learning Outcome
1	The student will be able to demonstrate effective communication skills appropriate to the major field of study, depth of study, and degree level.
2	The student will be able to demonstrate effective analytical problem-solving skills that are appropriate to the major field of study, depth of study, and degree level.
3	The student will be able to demonstrate effective critical thinking skills appropriate to the major field of study, depth of study, and degree level.

## Expected Program Outcomes/Student Learner Outcomes

At the completion of the MSW program:

### Program Outcomes

#### DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

The MSW student will apply social work ethical principles to guide professional behavior and practice.

#### ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

The MSW student will engage in competent and effective practice with diverse populations.

#### ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

The MSW student will advance human rights and social, economic, and environmental justice.

#### ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

The MSW student will engage in research-informed practice and practice-informed research.

#### ENGAGE IN POLICY PRACTICE

The MSW student will engage in effective policy practice to advance social, economic, and environmental well-being and to deliver effective social work services.

ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively engage with diverse individuals, families, groups, organizations, and communities.

ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.

INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively intervene with individuals, families, groups, organizations, and communities.

EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.

Expected Course Objectives

At the completion of this course, the student will be able to:

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
1a	1	Demonstrate the ability to make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
1b	2	Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
1c	3	Demonstrate professional demeanor in behavior, appearance, and in oral, written, and electronic communication	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
1d	4	Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
1e	5	Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior	

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
2a	6	Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
2b	7	Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
2c	8	Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
3a	9	Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
3b	10	Demonstrate the ability to engage in a practice that advances social, economic, and environmental justice	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
4a	11	Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research	

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
4b	12	Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
4c	13	Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
5a	14	Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services	

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
5b	15	Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
5c	16	Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes



2015 EPAS Practi ce Beha vior #	Cours e Practi ce Beha vior #	EPAS Practice Behavior	
6a	17	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
6b	18	Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes
7a	19	Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Processes

2015 EPAS Practice Behavior #	Course #	Practice Behavior #	EPAS Practice Behavior	
7b	20	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies		
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)	
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes	
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes	
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes	
7c	21	Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies		
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)	
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes	
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes	
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes	
7d	22	Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies		
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)	
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes	
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes	
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes	
8a	23	Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance the capacities of clients and constituencies		
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)	
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes	
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes	

2015 EPAS Practi ce Beha vior #	Cours e Practi ce Beha vior #	EPAS Practice Behavior	
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
8b	24	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
8c	25	Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
8d	26	Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
8e	27	Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
9a	28	Demonstrate the ability to select and use appropriate methods for evaluation of outcomes	

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
9b	29	Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
9c	30	Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
9d	31	Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes

## Course Activities

## Description of Learner-Centered Activities, Exercises, Projects, Labs, Written Assignments, Etc.

Activity	Description of Activity
Activity 1: <b>Introductory Field Tasks</b>	<p><i><b>STUDENTS CANNOT REPORT TO THEIR FIELD AGENCY UNTIL THESE TASKS ARE COMPLETE</b></i></p> <p>Students will be required to complete four separate tasks in Tevera:</p> <ol style="list-style-type: none"> <li>1. Upload verification of professional liability coverage</li> <li>2. Sign the Field Education Agreement</li> <li>3. Sign the Informed Consent and Assumption of Risk</li> <li>4. Update all personal "details" to include mobile telephone number, demographics, languages, alternate phone numbers, and address</li> </ol>
Activity 2: <b>Learning Contract</b>	<p>The Learning Contract is the core of the field experience and will detail an action oriented plan of how the student will demonstrate competency and mastery of each of the 31 practice behaviors. Activities and tasks should be specific to each unique field agency and student role. A reviewer should be able to read the learning contract and know the type of agency the student is placed and the services being provided.</p>
Activity 3: <b>Weekly Time Sheets</b>	<p>Time in the field agency will be recorded in Tevera. At the end of each day, the hours will be recorded in Tevera, notes captured summarizing the days activities. Supervision will be recorded separately and notes will reflect summaries of supervisory sessions. Timesheets will be submitted for approval each Friday by 5 pm.</p> <p>Instructions for entering time and submitted time are below.</p> <p><i>*Drive time to the agency and lunch times are not considered agency hours and are not to be recorded at official field hours.</i></p>
Activity 4: <b>DIEP Journal Entry</b>	<p>DIEP Journals will be completed three times during the semester. The journal is intended to be reflective processing of field experiences.</p> <p><b>D - Describe</b> objectively what occurred. Provide details. Answer the question: What did I do, read, observe, hear?</p> <p><b>I - Interpret</b> the events. Explain your learning: new insights, connections with other learning, your feelings, hypotheses, conclusions. Answer the questions: What was the purpose of this activity? What does it mean for the organization, its customers/clients/employees? What is the connection with what I have learned?</p> <p><b>E – Evaluate</b> what you learned. Make judgments connected to observations you have made. Answer the questions: How was this useful? What is my opinion about this experience? What is the value of this experience? Why do I think this?</p> <p><b>P – Plan</b> how this learning will be applied. Comment on its relevance to your course, program, future career and/or life. Answer the question: How might this learning apply in my future?</p>
Activity 5: <b>Midterm Evaluation</b>	<p>The midterm evaluation is completed in Tevera. At midterm, the student will complete a self-assessment of their performance in the field agency. The midterm evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.</p>
Activity 6: <b>Final Evaluation</b>	<p>The final evaluation is completed in Tevera. At the end of the semester, the student will complete a self-assessment of their performance in the field agency. The final evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.</p>

### Graded Assessment #1: Introductory Field Tasks

#### **Description**

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## **STUDENTS CANNOT REPORT TO THEIR FIELD AGENCY UNTIL THESE TASKS ARE COMPLETE**

### 1. Upload verification of professional liability coverage

- Log into Tevera
- Click on Assignments
- Locate the professional liability coverage assignment (assignments are listed by due date with most recent first)
- Click the + on the left or click Not Started on the right to open the assignment
- Click Start
- Enter the start date, end date, and then upload the insurance file

### 2. Sign the Field Education Agreement

- Log into Tevera
- Click on Assignments
- Locate the field education agreement assignment (assignments are listed by due date with most recent first)
- Read the statements and mark them as read as you go through the document
- Sign the bottom of the form (you can sign with a stylus or enter your password for a typed signature)
- Submit the document

### 3. Sign the Informed Consent and Assumption of Risk

- Log into Tevera
- Click on Assignments
- Locate the informed consent and assumption of risk assignment (assignments are listed by due date with most recent first)
- Read the entire document
- Sign the bottom of the form (you can sign with a stylus or enter your password for a typed signature)
- Submit the document

### 4. Update all personal "details" to include mobile telephone number, demographics, languages, alternate phone numbers, and address

- Log into Tevera
- In the top right, click on the blue round icon with your initials (next to the Help button)
- Update graduation date, all student details to include the telephone number in which you are accessible, demographics (that you are comfortable answering), address, and upload a profile picture

## Graded Assessment #2: Learning Contract

**Purpose:** Create a Learning Contract by developing Practice Tasks (using agency, best practice, and academic activities) for each of the 31 Practice Behaviors to guide student's practice in the agency.

**Skills to be used:** Critical thinking, writing, active listening, engagement, planning, observation, data collection, collaboration, problem-solving, application of knowledge, and communication of strategies.

**Preparation:** Students will review the LC and engage agency employees and Field Instructor (FI) in separate interviews to gain information about the agency, various resources, policy, agency 's best practices, and evidenced based practice. Information gleaned is used to develop practice tasks for all 31 Practice Behaviors (PB). Students can use assignments from other courses as well as specific tasks required for their assigned practicum site. [Chapter 3 of the foundation year text discusses the learning contract.](#) [At the end of each chapter in the text, there are suggestions for field tasks.](#)

**Next Steps:** Link tasks completed in the agency to the appropriate practice behavior indicator. Practice tasks should be detailed enough so that any social worker reading the document knows the type of agency and unit in which you are placed.

Each practice task should be descriptive and as specific as possible. Each section for the practice tasks should begin with "Intern Swain will" and the details of what is intended to demonstrate master of the competency is numbered below in third person and future tense. See the example below:

Intern Swain will:

1. practice the reflective strategy of journaling once a week beginning 9/01/2022
2. present and discuss journal entries with the FI for deeper processing during supervision beginning 9/07/2022

*[Additional resources for Learning Contracts are located in GeorgiaVIEW under the Learning Contract tab.](#)*

Students should carefully complete this assignment. There will not be an opportunity to re-do this assignment or make revisions. 5 points will be deducted for each day the assignment is late.

Graded Assessment #3: Weekly Timesheets

### ***Description***

**Entering time in Tevera and submitting time for approval are two different functions**

**To Enter Time:**

1. Log into Tevera
2. From the home page select "Timesheets"
3. Time can be entered from the month, week, or day view
4. If using the month view, select the day you would like to enter time (08/15/2022)
5. Enter the duration; for example if you were at your agency 4 hours, enter 4.
6. Enter the start time (i.e. 8:00 am). The end time will pre-populate
7. Select Activities, under MSW 1st Year, select Total Cumulative Hours and Field Hours, then OK
8. Under notes summarize the tasks completed that day
9. Click the X in the top right and time is saved

#### **To Enter Supervision Hours:**

1. Log into Tevera
2. From the home page select "Timesheets"
3. Supervision hours can be entered from the month, week, or day view
4. If using the month view, select the day you would like to enter time (08/15/2022)
5. Enter the duration; for example if you met with your FI for 2 hours, enter 2 and the start time.
6. Enter the start time (i.e. 8:00 am). The end time will pre-populate
7. Select Activities, under MSW 1st Year, select Total Cumulative Hours and Supervisory Hours, then OK
8. Under activities, summarize the supervision session. If you were tasked with activities to complete document them and the time frame for completion. If it was just a discussion, summarize. NEVER violate confidentiality.

#### **To Submit Timesheets for Approval:**

1. Log into Tevera
2. Go to the Assignments page/tab



3. Select the timesheet that is due (they will be listed in date order by due date)
4. Click Start
5. Select the date that you want the report to start. The first time sheet the date will be 8/15/2022. For future submissions it will be the previous Saturday if you report to your agency on the weekends. If you do not report on weekends it is fine to start your next submission on the following Monday.
6. Select the end date. This will always be the Friday that you are running the time report for approval.
7. Select the first radio button "Calculate Cumulative Hours as of the end date selected above"
7. Select MSW Program
8. Select the remaining dropdown boxes as appropriate
9. Select the appropriate approvers. The time sheet should go to your agency supervisor (FI/TS first) and then to Swain as the Program Faculty/Staff. *You should not submit reports or assignments to the same person twice.*
10. Click Send for Signature(s)  
*Enter time at the end of each day*

*Submit timesheets for signatures/approval each Friday by 5 pm*

***Students must submit a time sheet each and every week. Submit the timesheet with zero hours if you did not report for a particular week. Once grades are recorded the professor will not update grades for late submissions, but students are still expected to have timesheets for each and every week.***

**Recording time which the student did not work or altering time without the approval of the Field Instructor is considered falsification of record and will result in the student being removed from Field with a grade of "F".**

## Graded Assessment #4: DIEP Journals

### ***Description***

DIEP Journals will be completed three times during the semester. The journal is intended to be reflective processing of field experiences. Students will complete DIEP Journals in September, at midterm, and at the end of the semester in November.

This assignment is completed in Tevera and can be accessed by:

1. Log into Tevera
2. Click the assignments tab
3. Select the DIEP Journal assignment
4. Click start
5. Respond to the prompts based on your personal experience(s)
6. Sign and submit

**D - Describe** objectively what occurred. Provide details. Answer the question: What did I do, read, observe, hear?

**I - Interpret** the events. Explain your learning: new insights, connections with other learning, your feelings, hypotheses, conclusions. Answer the questions: What was the purpose of this activity? What does it mean for the organization, its customers/clients/employees? What is the connection with what I have learned?

**E – Evaluate** what you learned. Make judgments connected to observations you have made. Answer the questions: How was this useful? What is my opinion about this experience? What is the value of this experience? Why do I think this?

**P – Plan** how this learning will be applied. Comment on its relevance to your course, program, future career and/or life. Answer the question: How might this learning apply in my future?

The DIEP Journal entries for September and November can pertain to any field experience the student feels is relevant. The DIEP Journal entry submitted in October should assess the students thoughts and feelings around their complete field experience up through the midterm. Journaling is not about doing things "right" but rather processing and learning from the experience.

*\*DIEP Journals are not routed to the FI/TS for review, this is to allow you to fully process your experiences in a safe space without fear of judgment/retaliation. You may choose to print or download and save to share with the FI/TS during supervision as appropriate.*

5 points will be deducted for each day the assignment is late.

Graded Assessment #5: Midterm Evaluation

### **Description**

The midterm evaluation is completed in Tevera. At midterm, the student will complete a self-assessment of their performance in the field agency. The midterm evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.

Students are responsible for routing the midterm evaluation to the FI/TS in Tevera for evaluation.

1. Log into Tevera
2. Click on Assignments
3. Locate the Midterm Evaluation
4. Click Start
5. Rate all 12 practice behaviors on a scale of 0 to 4
6. Sign the document
7. Submit to the FI/TS

*All midterm evaluations must be completed by the student and the FI/TS before midterm grades are due. It is recommended that you submit the evaluation to the FI/TS no less than one week before the established due date to allow the FI/TS ample time to complete the evaluation. The grade is calculated by adding all of the FI/TS ratings together. Midterm evaluations not completed by the due date will receive a grade of 0.*

5 points will be deducted each day the assignment is late.

Graded Assessment #6: Final Evaluation

### ***Description***

The final evaluation is completed in Tevera. At midterm, the student will complete a self-assessment of their performance in the field agency. The final evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.

Students are responsible for routing the midterm evaluation to the FI/TS in Tevera for evaluation.

1. Log into Tevera
2. Click on Assignments

3. Locate the Midterm Evaluation
4. Click Start
5. Rate all 12 practice behaviors on a scale of 0 to 4
6. Sign the document
7. Submit to the FI/TS

*All final evaluations must be completed by the student and the FI/TS before final grades are due. It is recommended that you submit the evaluation to the FI/TS no less than one week before the established due date to allow the FI/TS ample time to complete the evaluation. The grade is calculated by adding all of the FI/TS ratings together. Final evaluations not completed by the due date will receive a grade of 0.*

5 points will be deducted each day the assignment is late.

## Course Schedule

Course calendar and related activities

When	Topic	Notes
<b>Week 1</b> 8/15/2022 Agency	Foundation Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• GETTING STARTED IN THE AGENCY               <ul style="list-style-type: none"> <li>○ Agency expectations and orientation</li> <li>○ Developing relationships</li> <li>○ Student's role in the agency</li> <li>○ Understanding expectations of the agency</li> <li>○ Understanding expectations of the Field Instructor (FI)</li> <li>○ Student responsibilities and expectations</li> </ul> </li> <li>• LEARNING CONTRACT               <ul style="list-style-type: none"> <li>○ Aligning agency activities with Practice Behaviors (PB)</li> </ul> </li> </ul> <p><b>Activities/Lab to be completed in the Field Agency</b></p> <ul style="list-style-type: none"> <li>• Report to the field agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the Field Instructor</li> <li>• Read <a href="#">NASW Code of Ethics</a></li> <li>• Discussion with TS/FI to identify roles, tasks, and responsibilities that will be included in the learning contract</li> <li>• Negotiate days and hours that you will be present for the internship if this has not already been established; evaluate holidays during the semester and the impact they will have on obtaining hours</li> <li>• Establish a schedule for supervision hours</li> <li>• Obtain proper call-in procedures should you have an emergency or are ill. Obtain chain of command for reporting, method of reporting (phone, text, email), and gather relevant telephone numbers, emails, etc.</li> <li>• Interview agency staff for Agency Analysis</li> <li>• Conduct research as needed for the Agency Analysis and Learning Contract</li> <li>• Complete introductory field tasks in Tevera by the end of the week</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Read chapters 1 - 3 in the text</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Introductory field tasks in Tevera (insurance, field agreement, assumption of risk, personal details)</li> <li>• Agency Analysis</li> <li>• Timesheet</li> </ul>
<p><b>Week 2</b> 8/22/2022 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Agency Analysis               <ul style="list-style-type: none"> <li>○ Agency size and type (profit, non-profit, government, etc.)</li> <li>○ Type of staff employed and their respective roles</li> <li>○ Professional organizations within the agency</li> <li>○ Diversity, Equity, and Inclusivity programs and practices</li> <li>○ Agency programs and services provided                   <ul style="list-style-type: none"> <li>▪ Funding sources for programs (federal, state, grant, donation)</li> <li>▪ Treatments or service interventions</li> <li>▪ Technology utilized</li> <li>▪ Method of documentation</li> <li>▪ Model of practice</li> <li>▪ Procedures, policies, and evaluation as it relates to service provision</li> </ul> </li> <li>○ Types of clients served                   <ul style="list-style-type: none"> <li>▪ Presenting problems, number of clients, referral process</li> <li>▪ Average caseload of staff and intern</li> <li>▪ Populations most at risk</li> <li>▪ Changes in population served over last five years</li> <li>▪ Forms and mechanisms of oppression and/or discrimination</li> <li>▪ Agency policies that affect populations being served by the agency</li> </ul> </li> <li>○ Description of unit in which the FI works and the FI's views on field instruction</li> <li>○ The preferred method of teaching MSW students</li> <li>○ Student assessment of strengths</li> <li>○ Student assessment of personal limitations</li> <li>○ Student career goals</li> <li>○ Student desired field experiences</li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the field agency as scheduled for 16 hours</li> <li>• Continue to orient yourself with the agency, roles, and expectations for the internship</li> <li>• Continue to research and learn about the agency (funding sources, theory, population served, other professionals within the organization, primary services offered, etc.)</li> <li>• Read and learn agency policies and procedures</li> <li>• 1 hour of supervision with FI</li> <li>• Establish core functions of your role as an intern, think about these functions and how you can transfer these functions and roles as tangible tasks for the learning contract</li> <li>• Read chapters 4 &amp; 5 in the text</li> <li>• Submit timesheet for approval by 5 pm Friday</li> </ul> <p><i>Any additional tasks assigned by F/ITS based on the needs of the agency and student.</i></p>

Course calendar and related activities

When	Topic	Notes
		<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Agency Analysis</li> <li>• Timesheet</li> </ul>
<p><b>Week 3</b> 8/29/2022 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Field Supervision</li> <li>• Learning Contract</li> <li>• Other topics as deemed appropriate by the student and/or FI/TS</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Discuss expectations for supervision with the FI (chapter 5)</li> <li>• Continue learning about the different programs &amp; services offered within the agency (not just the unit/program you are assigned to)</li> <li>• Determine additional knowledge and skills needed to be successful in the agency &amp; conduct a literature review in these areas</li> <li>• Establish core functions of your role as an intern, think about these functions and how you can transfer these functions and roles as tangible tasks for the learning contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Timesheet</li> </ul>
<p><b>Week 4</b> 9/5/2022 Field Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Technology Standards for SW Practice</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Continue working on the learning contract and linking tasks in the agency with the social work goals, competencies, and behaviors</li> <li>• Review the learning contract with the FI/TS before submitting in Tevera</li> <li>• Read NASW, ASWB, CSWE, &amp; CSWA Standards for Technology in Social Work Practice</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Timesheet</li> <li>• Midterm Evaluation</li> </ul> <p>Labor Day is 09/05/2022 and the University will be closed. Students should report to their field agency if the agency is open and Monday is your scheduled day to be onsite.</p>
<p><b>Week 5</b> 9/12/2022 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Create time for self-reflection; What has gone well, and why? What has gone poorly and why? What can you do differently to improve outcomes?</li> <li>• Are there gaps in knowledge, skills, and abilities that need to be addressed?</li> <li>• DIEP Journal of a meaningful field experience</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• DIEP Journal</li> <li>• Midterm Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 6</b> 9/19/2022 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Midterm Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 7</b> 9/26/2022 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Midterm Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 8</b> 10/3/2022 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Midterm Evaluation</li> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• <b>Complete self-assessment on the midterm and progress midterm evaluation to FI/TS in Tevera for completion no later than 9/29/2022</b> <ul style="list-style-type: none"> <li>○ <b>Midterm grades are due in Banner by 10/06/2022, if your midterm is not completed by your FI/TS before this date you will receive a grade of 0.</b></li> </ul> </li> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI                             <ul style="list-style-type: none"> <li>○ Use this supervision session to get a better understanding of the ratings on the midterm, opportunities for continued growth, and steps and strategies for further growth.</li> </ul> </li> <li>• During supervision review the midterm evaluation with the FI/TS                             <ul style="list-style-type: none"> <li>○ ask for constructive feedback</li> </ul> </li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>○ adjust the learning contract tasks as needed and develop a plan to strengthen areas of growth</li> <li>● Conduct tasks as outlined in the Learning Contract</li> <li>● Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Learning Contract</li> <li>● Midterm Evaluation</li> <li>● Timesheet</li> </ul>
<b>Week 9</b> 10/10/2022 Agency	Foundation Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>● Report to the agency as scheduled for 16 hours</li> <li>● 1 hour of supervision with the FI</li> <li>● Conduct tasks as outlined in the Learning Contract</li> <li>● Reflect on your performance thus far in the semester and complete a DIEP Journal entry on what the semester has been like up until midterm and your plans and intentions for the remainder of the semester</li> <li>● Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Learning Contract</li> <li>● Final Evaluation</li> <li>● Timesheet</li> <li>● DIEP Journal</li> </ul> <p><b>**The last day to withdraw without academic penalty is 10/14/2022. Students should assess progress with hours, assignments, and grades. If there is no feasible way to complete internship hours before 12/01/2022 you may want to consider withdrawing. Please schedule a meeting with the Field Coordinator if you intend to drop field or if you want to discuss progress.</b></p>
<b>Week 10</b> 10/17/2022 Agency	Foundation Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>● Report to the agency as scheduled for 16 hours</li> <li>● 1 hour of supervision with the FI</li> <li>● Conduct tasks as outlined in the Learning Contract</li> <li>● Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Learning Contract</li> <li>● Final Evaluation</li> <li>● Timesheet</li> </ul>
<b>Week 11</b> 10/24/2022 Agency	Foundation Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>● Report to the agency as scheduled for 16 hours</li> <li>● 1 hour of supervision with the FI</li> <li>● Conduct tasks as outlined in the Learning Contract</li> <li>● Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p>



Course calendar and related activities

When	Topic	Notes
		<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 12</b> 10/31/2022 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 13</b> 11/7/2022 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 14</b> 11/14/2022 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> <li>• DIEP Journal entry on a meaningful field experience</li> <li>• Begin planning for a brief separation from the agency (12/1/22 - 01/09/23) <ul style="list-style-type: none"> <li>○ How will you prepare your colleagues, partners, clients? <ul style="list-style-type: none"> <li>▪ Consider continuity of care for clients</li> </ul> </li> <li>○ What remaining work needs to be completed?</li> <li>○ Have all tasks on the learning contract been satisfactorily completed and presented to the FI? If all tasks have not been completed, develop a plan for completion.</li> <li>○ How many field hours and supervision hours are remaining and what is the plan for completion by 12/01/22?</li> </ul> </li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> <li>• DIEP Journal</li> </ul>

Course calendar and related activities

When	Topic	Notes
<b>Week 15</b> 11/21/2022 Agency	Foundation Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<b>Week 16</b> 11/28/2022 Agency	Foundation Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Final Evaluation</li> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• <b>Complete self-assessment on the final evaluation and progress the final evaluation to FI/TS in Tevera for completion no later than 11/28/2022</b> <ul style="list-style-type: none"> <li>○ Final evaluations not completed by your FI/TS by the due date will receive a grade of 0.</li> </ul> </li> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• During supervision review the final evaluation with the FI/TS                             <ul style="list-style-type: none"> <li>○ ask for constructive feedback</li> <li>○ plan for the upcoming Spring Semester that begins 01/09/2023                                     <ul style="list-style-type: none"> <li>▪ Will your days at the agency remain the same?</li> <li>▪ Will you stay with the same unit or transition to a different unit/program?</li> <li>▪ Will there be added responsibility and more independence?</li> <li>▪ Go ahead and begin thinking about updates to the learning contract.</li> </ul> </li> </ul> </li> <li>• Terminate with any remaining clients/partners</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<b>Week 17</b> 12/05/2025 Agency	Foundation Field Experience Agency	<p>Final exams week</p> <p><b>Final field evaluations must be submitted no later than 12/5/2022</b></p> <p><b>Double check hours in Tevera and ensure 225 hours and 16 hours are accurately recorded</b></p>

## Method of Evaluation: Course Grading Policy, Assessment, Course Grades

### Criteria

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## Course Grading Policy

#	Assignment	Date Due	Maximum Possible Score
<b>Total Points</b>			<b>882</b>
1	<i>STUDENTS CANNOT REPORT TO THEIR FIELD AGENCY UNTIL THESE TASKS ARE COMPLETE</i> Introductory Tevera Tasks 1. Upload verification of professional liability coverage - 50 points 2. Sign the Field Education Agreement - 50 points 3. Sign the Informed Consent and Assumption of Risk - 50 points 4. Update all personal "details" to include mobile telephone number, demographics, languages, alternate phone numbers, and address - 50 points	8/15/2022	200
2	Learning Contract 31 practice behaviors evaluated on a scale of 0 to 4 31 x 4 = 124 total points	9/11/2022	124
3	Weekly Timesheets 16 weeks x 10 points = 160 total points	Every Friday by 5 pm	160
4	DIEP Journal	9/18/2022 10/16/2022 11/20/2022	50 50 50
5	Midterm Evaluation 31 practice behaviors evaluated on a scale of 0 to 4 31 x 4 = 124	10/02/2022	124
6	Final Evaluation 12 practice behaviors evaluated on a scale of 0 to 4 31 x 4 = 124	12/01/2022	124

## Assessment

All assignments are graded and calculated to determine the final grade. While the agency Field Instructor/Task Supervisor contributes to the final grade by completing evaluations, it is the Field Coordinator who will make the final grade determination.

Grades for assignments completed in Tevera will be recorded in GeorgiaVIEW so that students can monitor their performance.

All CSWE requirements MUST be met to successfully complete field. Students failing to meet any one requirement (total hours, supervision hours by a MSW, mastery of competencies, etc.) will have to complete both, Field Experience and Field Seminar.

The final grade in the course is defined as follows:

Types of evaluations and related weights

Type	Weight	Topic	Notes
Graded Assessment	5%	Introductory Tevera Tasks	Students cannot report to their field agency until all of these tasks are completed.

Types of evaluations and related weights

Type	Weight	Topic	Notes
Graded Assessment	15%	Learning Contract	Take the time to submit a quality document. There will not be an opportunity to make revisions to this assignment. 5 points will be deducted for each day the assignment is late.
Graded Assessment	20%	Timesheets	Due each Friday by 5 pm. Students are given Saturday and Sunday as a grace period. Points will be deducted daily for all timesheets submitted Monday and later. <a href="#">A minimum of 225 field hours with 16 supervision hours with a master's level social worker is required to successfully complete the course.</a>
Graded Assessment	10%	DIEP Journal	5 points will be deducted each day the assignment is late.
Graded Assessment	20	Midterm Evaluation	Evaluations submitted after grades are recorded will receive 0 points. It is the student's obligation to ensure the FI/TS has ample time to complete the evaluation by the due date.
Graded Assessment	30	Final Evaluation	Evaluations submitted after grades are recorded will receive 0 points. It is the student's obligation to ensure the FI/TS has ample time to complete the evaluation by the due date.

Breakdown

University System of Georgia Grading Policy

The final grade in the course is defined as follows:

Resulting grade and related performance levels

Grade	Range	Notes
A	90 to 100	To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.
B	80 to 89	To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.
C	70 to 79	For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.
D	60 to 69	A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.
F	Below 60	A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Resulting grade and related performance levels

Grade	Range	Notes
I	Incomplete	<b>The Grade of "I" (Incomplete):</b> The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Course Policies

### Professional Standards

Students are expected to adhere to the highest level of professionalism and demonstrate ethical and mature behavior in their field agencies. Students that are dismissed for poor performance (not reporting as scheduled, unethical behavior, falsifying documents, and any other actions deemed unacceptable by the agency) will receive a grade of F.

### NCWWI and Title IV-E Students

All Title IV-E students are expected to complete their internship within the Department of Family and Children Services unless the SEED Agreement makes provisions for a placement outside of DFCS. All practice tasks and course assignments must be relevant to child welfare and further knowledge, skills, abilities, values, cognitive, and affective processes with regard to the field of child welfare and best practices.

#### General Statement

This syllabus contains the policies and expectations that have been established for this course. These policies and expectations are intended to create a productive learning atmosphere for **all students**. Please bring any concerns you may have to my attention.

To create and preserve a course atmosphere that optimizes teaching and learning, all students share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning, and they are expected to follow these standards:

Course discussions should be civilized and respectful to everyone and relevant to the topic we are discussing. Discussion forums (online or face-to-face) are meant to allow for a variety of viewpoints. This can only happen if we respect one another and our differences.

I will begin in-class and/or online live sessions promptly at the designated time and students are expected to be on time to these sessions. In addition, class will end at the designated time. Please refrain from engaging in other tasks during the online session as it is disruptive to me and to others around you.

## Course Attendance Policy

Please refer to the current [Academic Catalog](#) for the attendance policy.

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working on projects.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to

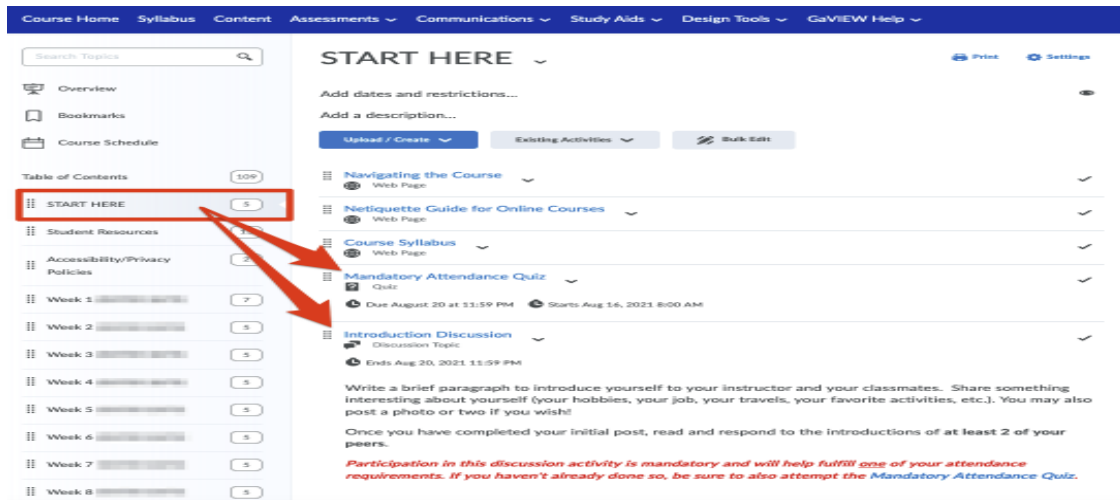
- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

### Attendance Verification & Semester Dates (For Online Courses)

**IMPORTANT** - In order to confirm your attendance and participation in this course, you must complete the Mandatory Syllabus Quiz AND the Introductions discussion activity by the first **Friday of the semester at noon**. BOTH of these activities are required and can be found within the START HERE module.

**Please note:** failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage. The participation activity is required and can be found within the Course Content's Syllabus and Start Items folder.



## Online Attendance

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Excused absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed.

Class Meeting	Allowed Excused Absences	Letter Grade Drop	Failure
Once per week	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"
Twice per week	Two excused absences; no penalty	Three absences; 1 letter grade drop	Four or more absences; Class grade of "F"
Summer	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"

Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate

actively in a class, and the student will receive a grade of “W” on their academic record.

- After midterm or “last day to drop without academic penalty,” faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of “WF” on their academic record.
- The Registrar’s office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of “F” for the course.

## Class Cancellation Policy

In the event that the Instructor must cancel a class, students will be informed either in the syllabus (for planned absences such as conference attendance, workshops, etc.) or via email (in the case of illness, etc.) through GeorgiaView. Students are reminded that they are responsible for any information sent to them at their ASU email address. The Instructor will inform the Social Work Department’s Administrative Assistant and the Chair of the Department of the class cancellation so a “Notification of Cancellation” may be placed on the classroom door and they can answer any questions or concerns that students might have.

## Online Privacy

This course may require you to work with other sites and entities beyond ASU and Georgia View where some personal information (e.g. your name, affiliation with ASU, or current employment) may be displayed. You have the right to regulate the display of information pertaining to yourself on the Internet. If you are uncomfortable displaying information you deem overly personal, you may take steps (such as posting online your first name and last initial only or other pseudonym) to post more anonymously. You also agree to respect other people’s wishes to remain anonymous.

## Links to and from Third-Party Sites

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or Albany State University (ASU). These links do not necessarily constitute an endorsement by your professor(s) or ASU, and ASU has no obligation to monitor such sites, and user agrees that neither your professor(s) nor ASU is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

## University Policies

### Academic Integrity

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Please see the ASU [Student Code of Conduct](#) for rules on academic honesty/integrity.

**The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment.**

### Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

### Plagiarism

**NOTE: TurnItIn, a plagiarism detection system, is often used by ASU faculty members.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Self-plagiarism is submitting your own work for multiple assignments or across multiple courses.

The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

### Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or

circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technical difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

**\*NOTE: “ASU RAMmail account is the university’s official means of electronic communication with students. Students are required to use the ASU website ([www.asurams.edu](http://www.asurams.edu)) and RAMmail for important university’s official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb.”**

## Student Services

### Technical Assistance:

Having a correctly configured computer will help ensure your success in your courses. Check the information at <http://www.usg.edu/usgweb/d2lchecker/> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact Albany State's Help Desk at 229-500-HELP (4357) Monday - Friday, between 8:00 a.m. and 8:00 p.m. or check out the frequently asked question knowledge base, available 24/7 at <https://d2lhelp.view.usg.edu/>. For live support after 8:00 p.m. EST Monday through Friday or during weekends and holidays, call 855-772-0423.

### ePortfolio Assistance:

As of July 2022, ASU has implemented a new ePortfolio system with our platform provider, **Digication**. An ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. Refer to [Ram Potential](#), ASU's metafolio, for

basic "getting started" information. Additional tutorials and videos are available on [Digication's Support site](#).

For technical assistance, contact Albany State's Distance Learning Department at 229.500.2907 Monday - Friday, between 8:00 a.m. and 5:00 p.m., or email [asuonline@asurams.edu](mailto:asuonline@asurams.edu). For support after 5:00 p.m. EST Monday through Friday or during weekends and holidays, email [support@digication.com](mailto:support@digication.com).

### Tutoring:

Online tutoring resources for ASU students are available 24/7. These resources provide tutoring in a variety of subjects including writing assistance, essay review, mathematics, nursing, and IT support for Microsoft Office. To access these resources, simply click the icon on the toolbar from within your online course and follow the prompts.

Additionally, Albany State offers on-campus tutoring in the [Centers for Academic Excellence](#), as well as Tutoring on Demand (TOD) during hours of operation. You can also access TOD from the Study Aids tab to join online tutoring via WebEx.

To connect with additional resources in classroom skills, major exploration, and degree planning, please schedule an appointment with your academic advisor by going to [EAB](#) or contact ASU Student Success at [studentsuccess@asurams.edu](mailto:studentsuccess@asurams.edu) or 229.500.2927.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office.

Please contact the Office of Accessibility Services (<https://www.asurams.edu/student-affairs/counseling-disability-services/index.php> or 229-500-2013) for additional information regarding accessibility services.

### Class Excuse Request

Currently, a student may request a class excuse from the Office of Student Support under qualifying circumstances that present an immediate crisis impeding a student's ability to attend classes. Upon a student's return to campus, he or she must provide the Office of Student Support supporting documentation that verifies his or her reason for being absent from classes. Once supporting documentation has been verified by the Office of Student Support, a class excuse will be sent to each professor of the requesting student via university email. Ultimately, class excuses issued by the Office

of Student Support only serve as **requests** for professors to allow students to make up missed assignments and quizzes.

- [Class Excuse Form](#)

## Class Cancellation Policy

Please refer to the current [Academic Catalog](#) for the class cancellation policy.  
Inclement Weather and Catastrophic/Pandemic Readiness Statement

In the event of a campus emergency due to unintended disturbances, the syllabi and course delivery are subject to change. This includes course requirements, deadlines and grading percentages. First, review all information on the ASU homepage for information and important announcements. Second, if the course is not able to meet face-to-face, students should immediately log onto GaVIEW and read any announcements and/or alternative assignments or by contacting your instructor (see contact information above).

## Important University Dates

Please refer to the [ASU Online Calendar](#) for additional information.

## Additional Campus Policies

Policies regarding the following areas can be located at: <http://www.asurams.edu/syllabi-links>

- Counseling and Accessibility Services
- Sexual Misconduct Information
- Student Code of Conduct
- Campus Carry Policy
- University Learning Centers

## Student Well-Being

I want you to succeed and your academic success depends heavily on your personal health and well-being. Stress is a normal part of the college experience, but it can sometimes be compounded by unexpected setbacks, events, or life changes. ASU offers counseling services on-campus at 229.500.2013 as well as through a 24/7 Support Line at 833.855.0083. ASU counseling services cost students nothing, are completely confidential, and in no way are connected to your academic record.

Counseling and Student Accessibility Services (CSAS) offers students of all backgrounds, races, religious beliefs, sexual orientations, gender identifies, abilities, ethnicities, and cultures a safe place to discuss and resolve issues that interfere with personal and academic goals. CSAS recognizes and honors the complex intersectionality of all aspects of a person's identity and presenting concerns. All

enrolled ASU students are eligible for free counseling services. You may call the 24/7 Support Line at 833.855.0083 to speak with or schedule in-person and virtual appointments with licensed mental health professionals. You may also schedule an appointment by calling 229.500.2013 or in person at their office: Suite 170, Billy C. Black Building. Office hours are Monday-Friday, 8:00 a.m. - 5:00 p.m. I strongly encourage you to take advantage of this valuable resource if you are interested or find yourself struggling and in need of additional support. You can also use the QR codes to contact CSAS as well as to access the ASU Wellness Hub.



*Student Health Services*

The Mission of Albany State University Student Health Services (ASU-SHS) is to provide a quality, cost-effective episodic health care delivery system to meet basic holistic health care needs to presently enrolled students. Further, the ASU-SHS provides current health promotional programs and medical counseling referrals for students as appropriate or when urgent situations occur. ASU-SHS is available on east and west campuses and you can access ASU-SHS at the following link and QR code.

<https://www.asurams.edu/student-affairs/health-services/index.php>



**ASU Student Health Services**

*Sexual Assault*

If you experience rape/sexual assault and think you might still be in danger, if you are on campus call 229.430.4711, if you are off campus call 911 and stay on the phone with them. For emotional support, advocacy, or information following a sexual assault, you can contact CSAS, contact the ASU Wellness Hub, or call the ASU Police Department at 229.430.4711. ASU PD has advocates with whom you can talk. If you are not comfortable calling ASU PD, you can call the RAINN National Sexual Assault Hotline 24/7 at 1.800.656.HOPE (1.800.656.4673).

*Suicidal thoughts*

If you are having suicidal thoughts, you can contact CSAS or the ASU Wellness Hub, but if you are not comfortable contacting CSAS, you can call, text, or chat the 988 Suicide and Crisis Lifeline at 988. You can also web chat with someone through Lifeline Chat at the following link or QR code <https://988lifeline.org>



**Lifeline Chat**

*LGBTQ Safe Zones*

Over the next few months, the university will be partnering with faculty and staff to house Safe Zone Spaces across the ASU campuses. The Safe Zone Project is to help educate people about sexual orientation and gender identity/expression issues and to create a visible network of allies to provide support to the ASU lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) community. However, until the training has been completed, we look for a heart shaped LGBTQ Progress Pride sticker to find those who are willing to help and support you as you navigate your life. If you see this sticker on an office door, you know you can feel safe with your questions.



**LGBTQ Safe**

*Student Food and Personal Items Pantry*

The mission of the Student Food and Personal Items Pantry (hereinafter the Buck Bank) is to alleviate food insecurity among ASU students by providing emergency food to ASU students in need. They aim to alleviate the barriers associated with food insecurity to support student success at ASU and to ensure that no student goes hungry because of a lack of income or access to food.

All currently enrolled ASU students are eligible to use the Student Food and Personal Items Pantry. Students confidentially can [“Make a Request for Goods”](#) online. In addition, students can schedule a date and time for pick-up that best meets their schedule using this online portal. The office is in the East Campus Student Center

(Green Zone) on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays and Fridays of each month between the hours of 8:30 a.m. – 12:00 p.m. and 1:30 p.m. 4:30 p.m. To access more information and request assistance visit the following link or QR code ([www.asurams.edu/pantry](http://www.asurams.edu/pantry))



**ASU Student Food and Personal Items Pantry**

## Rubrics and Additional Information

### Directions & Rubrics

Attached are the rubrics for each graded assignment:

- [Student Acknowledgement and Agreement](#)





ASU Online · College of Business, Education, and Professional Studies ·  
Social Work

## Generalist Practice Field Seminar II SOWK-6052

- Spring 2023
- Section 01
- 1 Credits
- 01/09/2023 to 05/04/2023

### Instructor

Assistant Professor/Field Coordinator: Mrs. Jamie Swain

- **Email:** [Jamie.Swain@asurams.edu](mailto:Jamie.Swain@asurams.edu)
- **Office:** CMH 115
- **Phone:** 229-500-5385 or 229-317-3494

### Office Hours

- Monday, Tuesday, 8:00 AM to 11:30 AM, CMH 115 or Webex
- Thursday, 5:00 PM to 8:00 PM, CMH 115 or Webex

The professor is available to meet outside of these hours by appointment and will respond to text messages. Please include your name in messages and limit communications after 9:00 pm.

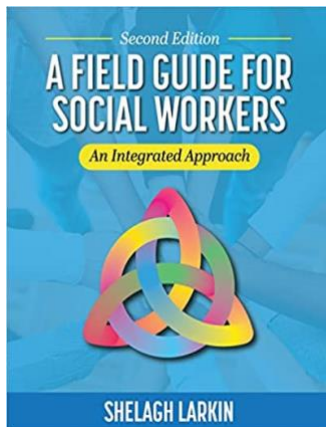
### Class Meeting Times, Class Meeting Location

Tuesday, 05:15PM - 06:15PM  
Location: WEB/Online

## Course Requirements

### A Field Guide for Social Workers: Applying Your Generalist Training

- **Author:** Larkin, Shelagh
- **Publisher:** Sage
- **Edition:** 1st
- **ISBN:** 9781506379241
- **Availability:** Bookstore



## Course Description

Connects the theoretical and conceptual contribution of the classroom with the practical world of the field practice setting.

### **Requisites**

#### **Prerequisites:**

Successful completion of SOWK 6051 and SOWK 6055; Successful completion of, or concurrent enrollment in SOWK 6032, SOWK 6033, and SOWK 6041

#### **Corequisites:**

SOWK 6056

## Program Learning Outcomes

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## MISSION STATEMENT

The mission of the Master of Social Work program is to advance social, economic, and environmental justice by preparing students for competent, empowering service with children, families, and vulnerable adults of diverse backgrounds across their lifespan.

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

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
2	<b>ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</b>	Ensure that MSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, characterizes and shapes human experience and identity formation.	Students will engage in competent and effective practice with diverse populations.	<p>(2a.) Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</p> <p>(2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences</p> <p>(2c.) Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
3	<b>ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE</b>	Ensure that MSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.	Students will advance human rights and social, economic and environmental justice.	(3a.) Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels  (3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice
4	<b>ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</b>	Ensure that MSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.	Students will engage in research-informed practice and practice-informed research.	(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research  (4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings  (4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
5	<b>ENGAGE IN POLICY PRACTICE</b>	<p>Ensure that MSW students possess an understanding of how human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, and local levels.</p> <p>Ensure that MSW students understand their role in policy formulation, analysis, implementation and evaluation within their practice settings at the micro, mezzo, and macro levels, and actively engaging in policy practice to affect change within those settings.</p>	Students will engage in effective policy practice to advance social, economic, and environmental well-being and to deliver effective social work services.	<p>(5a.) Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services</p> <p>(5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services</p> <p>(5c.) Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
6	<b>ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.	Students will effectively engage with diverse individuals, families, groups, organizations, and communities.	(6a.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies  (6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
7	<b>ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities.	Students will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.	<p>(7a.) Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p> <p>(7b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</p> <p>(7c.) Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p> <p>(7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>



<p><b>8 INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b></p>	<p>Ensure that MSW students are knowledgeable about evidence-informed interventions that are able to achieve the goals of clients and constituencies, including individuals, families, groups, organizations and communities.</p>	<p>Students will effectively intervene with individuals, families, groups, organizations, and communities.</p>	<p>(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p> <p>(8b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p> <p>(8c.) Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes</p> <p>(8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies</p> <p>(8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals</p>
	<p>Ensure that MSW students are able to identify, analyze, and implement theory-directed, evidence-informed interventions to achieve client and constituency goals.</p>		

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
9	<b>EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand the theories of human behavior and the social environment and can critically evaluate and apply that knowledge to evaluating processes and outcomes in order to advance practice effectiveness.	Students will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.	<p>(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes</p> <p>(9b.) Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <p>(9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes</p> <p>(9d.) Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

## Dimensions Addressed in Order to Obtain Practice Competencies

### Knowledge

The dimension of “knowledge” focuses on *knowledge acquisition and comprehension*. “Knowledge acquisition” refers to the recall of specific concepts and theories focused on in the readings and analyzed during lectures and classroom discussions. “Comprehension” refers to the accurate translation, interpretation, and extrapolation of these concepts, current research, theories, policies, and best practices necessary for gaining a thorough understanding of the social work profession.

### Values

The dimension of “values” focuses on the beliefs, standards of conduct, and principles specified by the *NASW Code of Ethics*. These values include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Social workers look to the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact social work practice at the micro, mezzo, and macro levels. Social workers understand how their personal experiences and affective reactions may influence their professional judgment and behavior and use reflection and self-regulation to manage those personal values to maintain professionalism in all practice situations.

## Skills

The dimension of “skills” focuses on the proficiency in the use of one’s knowledge, talents, personality and resources. Social work skills include being proficient in communication, effectively engaging with diverse client systems at the micro, mezzo, and macro levels; collecting relevant data needed for problem resolution; assessing problems accurately; using and translating research evidence to inform and improve practice, policy, and service delivery; planning for change; intervening to attain mutually-agreed upon goals; matching needs with resources; evaluating the change process to determine its effectiveness; developing needed resources, critically analyzing, formulating, and advocating for policies that advance human rights and social, economic and environmental justice.

## Cognitive and Affective Processes

Cognitive and Affective processes focus on *attending to, responding to and internalizing* the values of the profession, the ethical use of self in the professional setting, and the philosophical commitment of the MSW program. Attending, responding, and internalizing are encouraged through the development of the awareness of feelings and attitudes that arise within others and us in response to the value dimensions of the course content. These processes are promoted through in-class and out-of-class activities that involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions, and other forms of communication.

## Additional Program Information & Policies

- <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>
- <https://www.asurams.edu/student-affairs/student-handbook/>
- <https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf>
- <https://www.asurams.edu/student-affairs/student-conduct/>

- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/BSW-Student-Manual.pdf>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/MSW-Student-Manual.pdf>

## Course Objectives

### Institutional Learning Outcomes

#	Institutional Learning Outcome
1	The student will be able to demonstrate effective communication skills appropriate to the major field of study, depth of study, and degree level.
2	The student will be able to demonstrate effective analytical problem-solving skills that are appropriate to the major field of study, depth of study, and degree level.
3	The student will be able to demonstrate effective critical thinking skills appropriate to the major field of study, depth of study, and degree level.

### Expected Program Outcomes/Student Learner Outcomes

At the completion of the MSW program:

#### Program Outcomes

##### DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

The MSW student will apply social work ethical principles to guide professional behavior and practice.

##### ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

The MSW student will engage in competent and effective practice with diverse populations.

##### ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

The MSW student will advance human rights and social, economic, and environmental justice.

##### ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

The MSW student will engage in research-informed practice and practice-informed research.

##### ENGAGE IN POLICY PRACTICE

The MSW student will engage in effective policy practice to advance social, economic, and environmental well-being and to deliver effective social work services.

ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively engage with diverse individuals, families, groups, organizations, and communities.

ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.

INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively intervene with individuals, families, groups, organizations, and communities.

EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.

### Expected Course Objectives

At the completion of this course, the student will be able to:

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
1a	1	Demonstrate the ability to make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
1b	2	Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
1c	3	Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
1d	4	Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
1e	5	Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
2a	6	Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
2b	7	Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
2c	8	Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
3a	9	Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
3b	10	Demonstrate the ability to engage in practice that advances social, economic, and environmental justice	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
4a	11	Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
4b	12	Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
4c	13	Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.	

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
5a	14	Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
5b	15	Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
5c	16	Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
6a	17	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
6b	18	Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	



EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
7a	19	Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
7b	20	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
7c	21	Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
7d	22	Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
8a	23	Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
8b	24	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
8c	25	Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
8d	26	Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
8e	27	Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
9a	28	Demonstrate the ability to select and use appropriate methods for evaluation of outcomes	

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
9b	29	Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
9c	30	Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes
9d	31	Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Classroom Exercises	Knowledge, Values, Skills, Cognitive and Affective Processes

## Course Activities

### Description of Learner-Centered Activities, Exercises, Projects, Labs, Written Assignments, Etc.

Activity	Description of Activity
Activity 1: <a href="#">Integrative Activity 10.1</a>	Students will complete IA 10.1 on pages 178-179. The purpose of this activity is to (1) assist you in developing your understanding of the phases of the planned change process as they relate specifically to your agency; (2) identify the specific field-based learning asks that you will engage in to develop the ability to complete each phase; and (3) analyze the planned change process at your agency.

Activity	Description of Activity
Activity 2: <a href="#">Integrative Activity 10.2</a>	Students will complete IA 10.2 on pages 186-191. The purpose of this activity is to develop and conduct a multidimensional assessment of a client system in your field agency. This will help you develop your assessment skills as well as assist you as you consider developing multilevel plans and finally implement those plans.
Activity 3: <a href="#">Integrative Activity 10.3</a>	Students will complete IA 10.3 on page 195. The purpose of this activity is to assist you in developing your understanding of the theoretical perspectives and practice models used by your field instructor, peers, and agency and how those relate to the interventions commonly used at your agency. This will also help you begin to identify the theoretical perspectives and practice models that you are using or drawn to in your practice in field.
Activity 4: <a href="#">Integrative Activity 9.2</a>	Students will complete IA 9.2 on pages 168-169. The purpose of this activity is threefold. First, it will develop your ability to conduct a literature review that is grounded in your practice experiences, which will develop your understanding of how practice informs research. Second, by reflecting on the types of research (e.g., qualitative or quantitative), you will increase your understanding of evidence-based practice. Third, by applying your findings from the research to your practice in field, you are demonstrating your ability to engage in research-informed practice. Students will conduct a literature review on interventions, theoretical frameworks, and practice models used within the agency.
Activity 5: <a href="#">Integrative Activity 8.3</a>	Students will complete IA 8.3 on pages 153-154. The purpose of this activity is to help you identify specific instances of social, economic, and environmental injustice impacting the clients with whom you work and to help you consider strategies for practices that advance social and economic justice
Activity 6: <a href="#">Integrative Activity 8.4</a>	Students will complete IA 8.4 on pages 156-157. The purpose of this activity is to guide you in (1) conducting an analysis of an agency policy within the context of state or federal policy in order to better understand the link between policy and practice and (2) identify opportunities for policy practice in your field agency. Both of these will contribute to the development of competence in policy analysis and practice.
Activity 7: <a href="#">BPSA</a>	Students will complete a detailed and thorough BPSA or other relevant assessment on a client, organization, group, or community for the MSW Symposium Presentation
Activity 8: <a href="#">Symposium Presentation</a>	Students will create a presentation demonstrating competency in all 31 social work behaviors/learning outcomes. The presentation should build upon all IA's and the BPSA or other assessment completed in the internship agency.

## Graded Assessment #1: Syllabus Quiz

### **Description**

Students will review the syllabus in GeorgiaVIEW and complete a syllabus quiz in GeorgiaVIEW.

## Graded Assessment #2: Integrated Activities

### **Description**

Students will complete weekly integrated activities in the text that will guide and contribute to the MSW Symposium that will be presented at the end of the semester. IA's are to be uploaded in GeorgiaVIEW by the established due date. IA's will be discussed and debriefed each week in seminar.

### Graded Assessment #3: Biopsychosocial Spiritual Assessment or Other Relevant Assessment

Students will complete an in-depth biopsychosocial spiritual assessment or other relevant assessment tool approved by the professor on a client, group, organization, or community within the internship agency. Students will use the BPSA format provided in the course shell and will include a genogram and ecomap. Students should refer to the BPSA completed in Direct Practice and use feedback to ensure quality work is submitted.

### Graded Assessment #4: Symposium Presentation

Students will create a presentation demonstrating competency in all 31 social work behaviors/learning outcomes. The presentation should build upon all IA's and the BPSA or other assessment completed in the internship agency.

Select a creative title for the presentation that respects the client and agency confidentiality. Students must address how the client's confidentiality and privacy are maintained, and steps taken to gain client consent. Use a fictitious name for the agency, client, family members, and friends. Students may incorporate pictures when completing the presentation; however, no pictures of the client are to be used. The presentation and formatting must comply with APA formatting and include:

The presenting problem	History of the presenting problem
Biological components	Psychological components
Social components	Spiritual components
Genogram ( <a href="https://www.genopro.com/genogram/">https://www.genopro.com/genogram/</a> )	Eco-map
Intervention(s) [graph]	Theory
EBP	Outcomes
Graph noting outcomes	Policy
Ethical Issues or practice	Summary
Recommendations	Implications

Seminar time will be used during seminar for students to practice presenting their case presentation. Students will receive constructive feedback and are expected to make changes warranted. Students will present in alphabetical order according to students' last name. Please come prepared to present in case others are absent or not ready.

**Students MUST pass this assignment to pass field seminar and field experience. Final poster presentations must be uploaded in GeorgiaVIEW. Presentation date(s) TBD**

## Graded Assessment #5: Class Participation

### *Description*

The majority of the seminar grade is based on participation. Students are expected to login on time with their cameras on and centered on their faces. This means that your entire face should be lit and visible; no dark backgrounds, no ceilings or ceiling fans, no trees passing in the background, no skies.....your bright smiling face needs to be visible. Students should be sitting upright at a table, desk, or other appropriate workspace. It is unacceptable to be driving, shopping, folding clothes, lounging in bed or engaged in any other tasks while attending seminar. Engaging in outside activities and having your camera pointed at other objects is distracting for others. We will frequently break out into small groups in seminar and students are expected to keep their cameras on while in small groups.

Students will receive up to 20 points for attendance and participation in each seminar session. Students must be prepared for discussion topics outlined in the syllabus. This means that students must have completed the Integrated Activities in their field agencies by the date they are listed on the syllabus, read the assigned readings, and contribute to discussions.

Students opting to participate in seminar with the camera off will only receive 10 points. Receiving 10 points is contingent upon participating and adding to class discussion. Students logged in with the camera off and not contributing to discussions will receive 0 points for participation. Students may occasionally choose to have their cameras off for various personal or professional reasons. Regardless of the personal or professional reasons, points will still be deducted.

Seminars are short and our time together is valuable. Students logging in more than 15 minutes late will only receive 10 points. Students logging in more than 30 minutes late will receive 0 points.

Students are expected to be prepared to present their MSW Symposium Presentation on the established date in the course syllabus to receive full participation points. Students observing presentations are expected to provide peer feedback by the established due date to receive full participation credit.

Any student that is absent must submit documentation (medical excuse, jury notice, etc.) by Friday of the week the absence occurred. For example, if you miss seminar on Tuesday, your documentation must be submitted via email by Friday of that same week. Late documentation will not be accepted. Work and activities related to work are not considered excusable.

Seminar attendance and participation accounts for 30% of your grade, therefore it will be difficult to obtain an A if you miss seminar sessions and/or choose to have your camera off. I will periodically check cameras in breakout rooms and your grade will be based on my periodic and random checks.

## Course Schedule

Course calendar and related activities

When	Topic	Notes
<b>Week 1</b> 1/9/2023 Webex	Introduction to Field Seminar II and Field Experience II	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <p><b>Introduction to Field</b></p> <ul style="list-style-type: none"> <li>• Review of Syllabus</li> <li>• Seminar Expectations</li> <li>• Getting Started in the Practicum</li> <li>• Tevera Field Software</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Class discussion of syllabus and expectations</li> <li>• Introduction and discussion of Learning Objectives/Practice Behaviors (pg. 6-19) and learning contract <ul style="list-style-type: none"> <li>○ Students should be able to identify tangible tasks that will be completed in the field agency for each learning objective listed on pages 6 - 19 of the text.</li> </ul> </li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• Learning Contract</li> </ul>
<b>Week 2</b> 1/16/2023 Webex	The Planned Change Process in Field - Chapter 10	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <p><b>Phases of the Planned Change Process</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> <li>• Assessment</li> <li>• Planning</li> <li>• Implementation</li> <li>• Evaluation</li> <li>• Termination</li> <li>• Follow up</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Read pages 176-183 in Chapter 10</li> <li>• Complete Integrative Activity 10.1 on pages 178-181 of the text and upload in GeorgiaVIEW</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Class Participation</li> </ul>
<b>Week 3</b> 1/23/2023 Webex	Multilevel Assessment and Implementation of Multilevel Plans - Chapter 10	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <p><b>Phases of the Planned Change Process</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> <li>• Assessment</li> <li>• Planning</li> <li>• Implementation</li> <li>• Evaluation</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Termination</li> <li>• Follow up</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Read pages 183 - 192 in Chapter 10 - Stop reading at Developing and Implementing Multilevel Plans</li> <li>• Complete Integrative Activity 10.2 on pages 186 - 191 of the text and upload in GeorgiaVIEW</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• BPSA</li> <li>• Class Participation</li> </ul>
<p><b>Week 4</b> 1/30/2023 Webex</p>	<p>Identifying Theoretical Perspectives, Practice Models, and Commonly Used Interventions in Field - Chapter 10</p>	<p><b>Topics Aligned with Student Learning Outcomes</b> <b>Phases of the Planned Change Process</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> <li>• Assessment</li> <li>• Planning</li> <li>• Implementation</li> <li>• Evaluation</li> <li>• Termination</li> <li>• Follow up</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Read pages 192 - 196 in Chapter 10 - Stop reading at Reflection Question 10.2</li> <li>• Complete Integrative Activity 10.3 on page 195 of the text and upload in GeorgiaVIEW</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• BPSA</li> <li>• MSW Symposium</li> <li>• Class Participation</li> </ul>
<p><b>Week 5</b> 2/6/2023 Webex</p>	<p>Evidence-Based Practices in Field - Chapter 9</p>	<p><b>Topics Aligned with Student Learning Outcomes</b> <b>Evidence-Based Practices in Field</b></p> <ul style="list-style-type: none"> <li>• Identify practices and interventions utilized in the field agency</li> <li>• Critically analyze the literature to determine the appropriateness of the practice and/or intervention</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Read pages 166 - 170 in Chapter 9 - Stop reading at Case Presentation</li> <li>• Complete Integrative Activity 9.2 on pages 168-169 of the text and upload in GeorgiaVIEW</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• BPSA</li> <li>• MSW Symposium</li> <li>• Class Participation</li> </ul>
<p><b>Week 6</b> 2/13/2023 Webex</p>	<p>Evidence-Based Practices in Field - Chapter 9</p>	<p><b>Topics Aligned with Student Learning Outcomes</b> <b>Evidence-Based Practices in Field</b></p> <ul style="list-style-type: none"> <li>• Continue discussion of EBP's in field from last week</li> <li>• Identify practices and interventions utilized in the field agency</li> <li>• Critically analyze the literature to determine the appropriateness of the practice and/or intervention</li> </ul> <p><b>Activities/Lab</b></p>



Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Read pages 166 - 170 in Chapter 9 - Stop reading at Case Presentation</li> <li>• Complete Integrative Activity 9.2 on pages 168-169 of the text and upload in GeorgiaVIEW</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• BPSA</li> <li>• MSW Symposium</li> <li>• Class Participation</li> </ul>
<p><b>Week 7</b> 2/20/2023 Webex</p>	<p>Diversity and Social, Economic, and Environmental Justice in Field - Chapter 8</p>	<p><b>Topics Aligned with Student Learning Outcomes</b> <b>Understanding Social, Economic, and Environmental Justice in Field</b></p> <ul style="list-style-type: none"> <li>• Understanding Key Aspects of Diversity</li> <li>• Culture</li> <li>• Cultural Competence</li> <li>• Cultural Humility and Intersectionality</li> <li>• Developing Culturally Competent Practice Skills</li> <li>• Understanding Social, Economic, and Environmental Justice in Field</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Read pages 141 - 154 in Chapter 8</li> <li>• Complete Integrative Activity 8.3 on pages 153-154 of the text and upload in GeorgiaVIEW</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• BPSA</li> <li>• MSW Symposium</li> <li>• Class Participation</li> </ul>
<p><b>Week 8</b> 2/27/2023 Webex</p>	<p>Advancing Social, Economic, and Environmental Justice in Field - Chapter 8</p>	<p><b>Topics Aligned with Student Learning Outcomes</b> <b>Understanding Social, Economic, and Environmental Justice in Field</b></p> <ul style="list-style-type: none"> <li>• Understanding Social, Economic, and Environmental Justice in Field</li> <li>• Advocacy and Policy Practice</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Read pages 155 - 159 in Chapter 8</li> <li>• Complete Integrative Activity 8.4 on pages 156-157 of the text and upload in GeorgiaVIEW</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• BPSA</li> <li>• MSW Symposium</li> <li>• Class Participation</li> </ul>
<p><b>Week 9</b> 3/6/2023 Spring Break</p>	<p>No Classes the week of 3/6/2023</p>	<p>Spring break will be the week of 3/6/2023. Students should report to their agency as scheduled.</p>
<p><b>Week 10</b> 3/13/2023 Webex</p>	<p>MSW Field Symposium</p>	<p><b>Topics Aligned with Student Learning Outcomes</b> <b>MSW Field Symposium</b></p> <ul style="list-style-type: none"> <li>• Pulling all of the pieces together</li> <li>• Organizing data and information from weeks 1-8 into a presentation format</li> </ul> <p><b>Activities/Labs</b></p> <ul style="list-style-type: none"> <li>• Review presentation outline</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Discuss organizing data into provided outline</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• MSW Symposium</li> <li>• Class Participation</li> </ul>
<b>Week 11</b> 3/20/2023 Webex	MSW Field Symposium	<b>Topics Aligned with Student Learning Outcomes</b> <b>MSW Field Symposium</b> <ul style="list-style-type: none"> <li>• Pulling all of the pieces together</li> <li>• Organizing data and information from weeks 1-8 into a presentation format</li> </ul> <b>Activities/Labs</b> <ul style="list-style-type: none"> <li>• Mock Presentations               <ul style="list-style-type: none"> <li>○ Miranda Watkins</li> <li>○ Shayna Best</li> <li>○ Shundrekia Taylor</li> </ul> </li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• MSW Symposium</li> <li>• Class Participation</li> </ul>
<b>Week 12</b> 3/27/2023 Webex	MSW Symposium Presentation	<b>Topics Aligned with Student Learning Outcomes</b> <b>MSW Field Symposium</b> <ul style="list-style-type: none"> <li>• Pulling all of the pieces together</li> <li>• Organizing data and information from weeks 1-8 into a presentation format</li> </ul> <b>Activities/Labs</b> <ul style="list-style-type: none"> <li>• Mock Presentations               <ul style="list-style-type: none"> <li>○ Marcus Brown</li> <li>○ Lakendra Slade</li> <li>○ Michelle Byrdsong</li> </ul> </li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• MSW Symposium</li> <li>• Class Participation</li> </ul>
<b>Week 13</b> 4/3/2023 Webex	MSW Symposium Presentation	<b>Topics Aligned with Student Learning Outcomes</b> <b>MSW Field Symposium</b> <ul style="list-style-type: none"> <li>• Pulling all of the pieces together</li> <li>• Organizing data and information from weeks 1-8 into a presentation format</li> </ul> <b>Activities/Labs</b> <ul style="list-style-type: none"> <li>• Mock Presentations               <ul style="list-style-type: none"> <li>○ Kerry Kerns</li> <li>○ Ashley Crimley</li> <li>○ Teresa Hughes</li> </ul> </li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• MSW Symposium</li> <li>• Class Participation</li> </ul>
<b>Week 14</b> 4/10/2023 Webex	MSW Symposium Presentation	<b>Topics Aligned with Student Learning Outcomes</b> <b>MSW Field Symposium</b> <ul style="list-style-type: none"> <li>• Pulling all of the pieces together</li> <li>• Organizing data and information from weeks 1-8 into a presentation format</li> </ul> <b>Activities/Labs</b> <ul style="list-style-type: none"> <li>• Mock Presentations               <ul style="list-style-type: none"> <li>○ Siobhan Ming</li> </ul> </li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>○ Monique Dunn</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• MSW Symposium</li> <li>• Class Participation</li> </ul>
<b>Week 15</b> 4/17/2023 Webex	Termination and Reflection	<b>Topics Aligned with Student Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Preparing agency and clients for students departure from agency</li> <li>• Ethical practice and continuity of care</li> <li>• Termination</li> </ul> <b>Activities/Lab</b> <ul style="list-style-type: none"> <li>• Identify action steps</li> <li>• Identify ethical dilemmas and resolution with regard to continuity of care</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<b>Week 16</b> 4/24/2023 Webex	Semester Wrap Up	<b>Last day of classes is 4/27/2023</b> <b>Topics Aligned with Student Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Field Hours</li> <li>• Supervision Hours</li> <li>• Preparing for Spring 2023</li> </ul> <b>Activities/Lab</b> <ul style="list-style-type: none"> <li>• Review of evaluations</li> <li>• Review of timesheets and hours</li> <li>• Review Spring 2023 Calendar</li> </ul>
<b>Week 17</b> 5/1/2023	Final Exams	No final for seminar. Exams will be held 5/1/2023 - 5/4/2023

## Method of Evaluation: Course Grading Policy, Assessment, Course Grades

### Breakdown

#### University System of Georgia Grading Policy

The final grade in the course is defined as follows:

Resulting grade and related performance levels

Grade	Range	Notes
A	90 to 100	To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.
B	80 to 89	To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while

Resulting grade and related performance levels

Grade	Range	Notes
		being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.
C	70 to 79	For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.
D	60 to 69	A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.
F	Below 60	A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.
I	Incomplete	<b>The Grade of "I" (Incomplete):</b> The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

Criteria

Course Grading Policy

#	Assignment	Date Due	Maximum Possible Score
<b>Total Points</b>			<b>704</b>
1	Syllabus Quiz	1/15/23	30
2	Integrative Activities		
	1. IA 10.1	1. 1/15/23	1. 25
	2. IA 10.2	2. 1/22/23	2. 25
	3. IA 10.3	3. 1/29/23	3. 25
	4. IA 9.2	4. 2/12/23	4. 25
	5. IA 8.3	5. 2/19/23	5. 25
	6. IA 8.4	6. 2/27/23	6. 25
3	Biopsychosocial Spiritual Assessment or other assessment tool that has been approved by the professor	3/5/23	100
4	MSW Symposium Presentation	4/16/23 (this is the date the presentation must be submitted in GaVIEW and is subject to change) Actual presentation date(s) are TBD	124
5	Attendance & Participation	Weekly	300

## Assessment

Be mindful and attentive to your participation in seminar. Consistently having the camera off or not on your face will result in receiving a failing grade for the semester. If you receive a grade of C or lower you will have to repeat the seminar course AND the field experience course, as seminar and field experience have to be taken concurrently.

Once assignments are graded, there will be no opportunity to resubmit for additional points or credit. Read the assignment instructions, rubrics, and additional content/resources uploaded in GaVIEW carefully and ask questions BEFORE the due date.

The final grade in the course is defined as follows:

Types of evaluations and related weights

Type	Weight	Topic	Notes
Graded Assessment	5%	Syllabus Quiz	Students will complete an online quiz in GeorgiaVIEW
Graded Assessment	10%	Integrated Activities	Due in GaVIEW by the established deadline.
Graded Assessment	15%	BPSA	Students will upload the BPSA or other approved assessment tool by the established due date in GaVIEW.
Graded Assessment	30%	Attendance & Participation	Be prepared to login on time, in an appropriate workspace, with appropriate lighting, and the camera centered on your face. Complete the assigned readings and integrative activities so that you are prepared to contribute to discussions.
Graded Assessment	40	Symposium Presentation	The actual presentation date will be determined soon. Students must upload the final presentation in GaVIEW by the established due date.

## Course Policies

### Professional Standards

Students are expected to interact professionally and respectfully. We will be tolerant and respectful of differences and communicate in a manner to seek understanding. We will always be respectful when discussing clients and adhere to confidentiality. Under no circumstance should client's real names or other identifying information be shared in seminar or in group work.

### Late Assignments

All assignments submitted after the due date will have five points deducted for each day it is late. Once the professor concludes grading the assignment, no additional assignments will be accepted.

### Resubmitting Assignments

Students should read the course syllabus, utilize rubrics and additional materials uploaded in the course shell to ensure quality assignments are submitted. Contact the professor prior to the due date for clarification or questions. Once assignments are graded and grades are posted, there will not be an opportunity to resubmit the assignment for additional points or credit.

### General Statement

This syllabus contains the policies and expectations that have been established for this course. These policies and expectations are intended to create a productive learning atmosphere for **all students**. Please bring any concerns you may have to my attention.

To create and preserve a course atmosphere that optimizes teaching and learning, all students share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning, and they are expected to follow these standards:

Course discussions should be civilized and respectful to everyone and relevant to the topic we are discussing. Discussion forums (online or face-to-face) are meant to allow for a variety of viewpoints. This can only happen if we respect one another and our differences.

I will begin in-class and/or online live sessions promptly at the designated time and students are expected to be on time to these sessions. In addition, class will end at the designated time. Please refrain from engaging in other tasks during the online session as it is disruptive to me and to others around you.

### Course Attendance Policy

Please refer to the current [Academic Catalog](#) for the attendance policy.

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if

the seriousness of your problem warrants turning in an assignment late without penalty.

### Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working on projects.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to

- Log in regularly to check messages from your instructor and other students.
- Regularly access and check your ASU email for important updates and communications.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

### Attendance Verification & Semester Dates (For Online Courses)

**IMPORTANT** - In order to confirm your attendance and participation in this course, you must complete the Mandatory Syllabus Quiz AND the Introductions discussion activity by the first **Friday of the semester at noon**. BOTH of these activities are required and can be found within the START HERE module.

**Please note:** failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage. The participation activity is required and can be found within the Course Content's Syllabus and Start Items folder.

## Online Attendance

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Excused absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed.

Class Meeting	Allowed Excused Absences	Letter Grade Drop	Failure
Once per week	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"
Twice per week	Two excused absences; no penalty	Three absences; 1 letter grade drop	Four or more absences; Class grade of "F"
Summer	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"

Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate



actively in a class, and the student will receive a grade of “W” on their academic record.

- After midterm or “last day to drop without academic penalty,” faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of “WF” on their academic record.
- The Registrar’s office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of “F” for the course.

## Class Cancellation Policy

In the event that the Instructor must cancel a class, students will be informed either in the syllabus (for planned absences such as conference attendance, workshops, etc.) or via email (in the case of illness, etc.) through GeorgiaView. Students are reminded that they are responsible for any information sent to them at their ASU email address. The Instructor will inform the Social Work Department’s Administrative Assistant and the Chair of the Department of the class cancellation so a “Notification of Cancellation” may be placed on the classroom door and they can answer any questions or concerns that students might have.

## Online Privacy

This course may require you to work with other sites and entities beyond ASU and Georgia View where some personal information (e.g. your name, affiliation with ASU, or current employment) may be displayed. You have the right to regulate the display of information pertaining to yourself on the Internet. If you are uncomfortable displaying information you deem overly personal, you may take steps (such as posting online your first name and last initial only or other pseudonym) to post more anonymously. You also agree to respect other people’s wishes to remain anonymous.

## Links to and from Third-Party Sites

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or Albany State University (ASU). These links do not necessarily constitute an endorsement by your professor(s) or ASU, and ASU has no obligation to monitor such sites, and user agrees that neither your professor(s) nor ASU is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

## University Policies

## Academic Integrity

Please see the ASU [Student Code of Conduct](#) for rules on academic honesty/integrity.

**The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment.**

### Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

### Plagiarism

**NOTE: TurnItIn, a plagiarism detection system, is often used by ASU faculty members.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Self-plagiarism is submitting your own work for multiple assignments or across multiple courses.

The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of

the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

### Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technical difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

**\*NOTE: "ASU RAMmail account is the university's official means of electronic communication with students. Students are required to use the ASU website ([www.asurams.edu](http://www.asurams.edu)) and RAMmail for important university's official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb."**

### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in your courses. Check the information at <http://www.usg.edu/usgweb/d2lchecker/> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance, contact Albany State's Help Desk at 229-500-HELP (4357) Monday - Friday, between 8:00 a.m. and 8:00 p.m. or check out the frequently asked question knowledge base, available 24/7 at <https://d2lhelp.view.usg.edu/>. For live support after 8:00 p.m. EST Monday through Friday or during weekends and holidays, call 855-772-0423.

#### ePortfolio Assistance:

As of July 2022, ASU has implemented a new ePortfolio system with our platform provider, **Digication**. An ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. Refer to [Ram Potential](#), ASU's metafolio, for basic "getting started" information. Additional tutorials and videos are available on [Digication's Support site](#).

For technical assistance, contact Albany State's Distance Learning Department at 229.500.2907 Monday - Friday, between 8:00 a.m. and 5:00 p.m., or email [asuonline@asurams.edu](mailto:asuonline@asurams.edu). For support after 5:00 p.m. EST Monday through Friday or during weekends and holidays, email [support@digication.com](mailto:support@digication.com).

### Early Alert at ASU:

The purpose of this program is to give undergraduate students early academic assistance and advice so that they succeed in this class. Your instructors will submit the names of students who are absent from class, have late/missing assignments, or who fail quizzes/exams to Student Success for outreach and follow-up via phone, email, text, and class/residence hall visits. Resources may include one-on-one assistance with time management, developing a study plan, finding tutoring opportunities, and/or connecting with appropriate offices to address common barriers to success. You are encouraged to respond promptly and positively to these communication efforts.

### Tutoring:

Online tutoring resources for ASU students are available 24/7. These resources provide tutoring in a variety of subjects including writing assistance, essay review, mathematics, nursing, and IT support for Microsoft Office. To access these resources, simply click the icon on the toolbar from within your online course and follow the prompts.

Additionally, Albany State offers on-campus tutoring in the [Centers for Academic Excellence](#), as well as Tutoring on Demand (TOD) during hours of operation. You can also access TOD from the Study Aids tab to join online tutoring via WebEx.

To connect with additional resources in classroom skills, major exploration, and degree planning, please schedule an appointment with your academic advisor by going to [EAB](#) or contact ASU Student Success at [studentsuccess@asurams.edu](mailto:studentsuccess@asurams.edu) or 229.500.2927.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special

accommodations, students must provide documentation from the accessibility services office.

Please contact the Office of Accessibility Services (<https://www.asurams.edu/student-affairs/counseling-disability-services/index.php> or 229-500-2013) for additional information regarding accessibility services.

## Class Excuse Request

Currently, a student may request a class excuse from the Office of Student Support under qualifying circumstances that present an immediate crisis impeding a student's ability to attend classes. Upon a student's return to campus, he or she must provide the Office of Student Support supporting documentation that verifies his or her reason for being absent from classes. Once supporting documentation has been verified by the Office of Student Support, a class excuse will be sent to each professor of the requesting student via university email. Ultimately, class excuses issued by the Office of Student Support only serve as **requests** for professors to allow students to make up missed assignments and quizzes.

- [Class Excuse Form](#)

## Class Cancellation Policy

Please refer to the current [Academic Catalog](#) for the class cancellation policy.  
Inclement Weather and Catastrophic/Pandemic Readiness Statement

In the event of a campus emergency due to unintended disturbances, the syllabi and course delivery are subject to change. This includes course requirements, deadlines and grading percentages. First, review all information on the ASU homepage for information and important announcements. Second, if the course is not able to meet face-to-face, students should immediately log onto GaVIEW and read any announcements and/or alternative assignments or by contacting your instructor (see contact information above).

## Important University Dates

Please refer to the [ASU Online Calendar](#) for additional information.

## Additional Campus Policies

Policies regarding the following areas can be located at: <http://www.asurams.edu/syllabi-links>

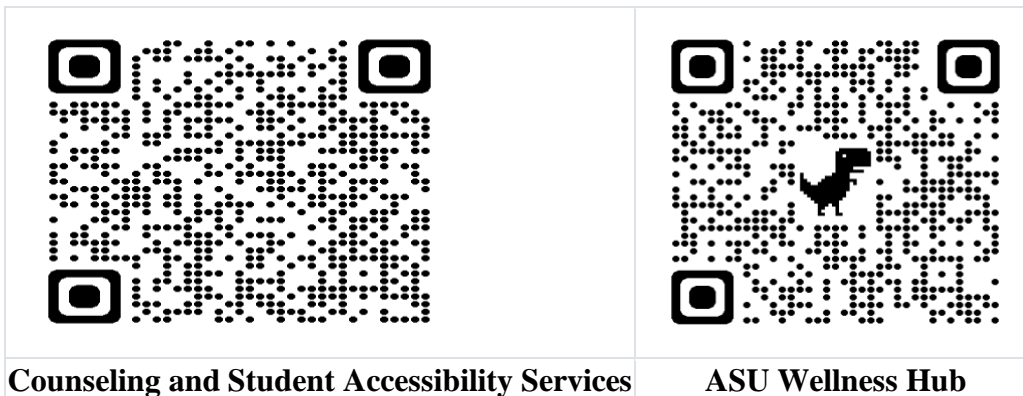
- Counseling and Accessibility Services
- Sexual Misconduct Information
- Student Code of Conduct
- Campus Carry Policy

- University Learning Centers

## Student Well-Being

I want you to succeed and your academic success depends heavily on your personal health and well-being. Stress is a normal part of the college experience, but it can sometimes be compounded by unexpected setbacks, events, or life changes. ASU offers counseling services on-campus at 229.500.2013 as well as through a 24/7 Support Line at 833.855.0083. ASU counseling services cost students nothing, are completely confidential, and in no way are connected to your academic record.

Counseling and Student Accessibility Services (CSAS) offers students of all backgrounds, races, religious beliefs, sexual orientations, gender identifies, abilities, ethnicities, and cultures a safe place to discuss and resolve issues that interfere with personal and academic goals. CSAS recognizes and honors the complex intersectionality of all aspects of a person's identity and presenting concerns. All enrolled ASU students are eligible for free counseling services. You may call the 24/7 Support Line at 833.855.0083 to speak with or schedule in-person and virtual appointments with licensed mental health professionals. You may also schedule an appointment by calling 229.500.2013 or in person at their office: Suite 170, Billy C. Black Building. Office hours are Monday-Friday, 8:00 a.m. - 5:00 p.m. I strongly encourage you to take advantage of this valuable resource if you are interested or find yourself struggling and in need of additional support. You can also use the QR codes to contact CSAS as well as to access the ASU Wellness Hub.



*Student Health Services*

The Mission of Albany State University Student Health Services (ASU-SHS) is to provide a quality, cost-effective episodic health care delivery system to meet basic holistic health care needs to presently enrolled students. Further, the ASU-SHS provides current health promotional programs and medical counseling referrals for students as appropriate or when urgent situations occur. ASU-SHS is available on east and west campuses and you can access ASU-SHS at the following link and QR code.

<https://www.asurams.edu/student-affairs/health-services/index.php>



**ASU Student Health Services**

*Sexual Assault*

If you experience rape/sexual assault and think you might still be in danger, if you are on campus call 229.430.4711, if you are off campus call 911 and stay on the phone with them. For emotional support, advocacy, or information following a sexual assault, you can contact CSAS, contact the ASU Wellness Hub, or call the ASU Police Department at 229.430.4711. ASU PD has advocates with whom you can talk. If you are not comfortable calling ASU PD, you can call the RAINN National Sexual Assault Hotline 24/7 at 1.800.656.HOPE (1.800.656.4673).

*Suicidal thoughts*

If you are having suicidal thoughts, you can contact CSAS or the ASU Wellness Hub, but if you are not comfortable contacting CSAS, you can call, text, or chat the 988 Suicide and Crisis Lifeline at 988. You can also web chat with someone through Lifeline Chat at the following link or QR code <https://988lifeline.org>



**Lifeline Chat**

*LGBTQ Safe Zones*

Over the next few months, the university will be partnering with faculty and staff to house Safe Zone Spaces across the ASU campuses. The Safe Zone Project is to help educate people about sexual orientation and gender identity/expression issues and to create a visible network of allies to provide support to the ASU lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) community. However, until the training has been completed, we look for a heart shaped LGBTQ Progress Pride sticker to find those who are willing to help and support you as you navigate your life. If you see this sticker on an office door, you know you can feel safe with your questions.





## LGBTQ Safe

### *Student Food and Personal Items Pantry*

The mission of the Student Food and Personal Items Pantry (hereinafter the Buck Bank) is to alleviate food insecurity among ASU students by providing emergency food to ASU students in need. They aim to alleviate the barriers associated with food insecurity to support student success at ASU and to ensure that no student goes hungry because of a lack of income or access to food.

All currently enrolled ASU students are eligible to use the Student Food and Personal Items Pantry. Students confidentially can [“Make a Request for Goods”](#) online. In addition, students can schedule a date and time for pick-up that best meets their schedule using this online portal. The office is in the East Campus Student Center (Green Zone) on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays and Fridays of each month between the hours of 8:30 a.m. – 12:00 p.m. and 1:30 p.m. 4:30 p.m. To access more information and request assistance visit the following link or QR code ([www.asurams.edu/pantry](http://www.asurams.edu/pantry))



**ASU Student Food and Personal Items Pantry**

## Rubrics and Additional Information

### Directions & Rubrics

Attached are the rubrics for each graded assignment:

- [Grading Sheet](#)
- [Bibliography and References](#)

[Student Acknowledgement and Agreement](#)



Off Campus · College of Business, Education, and Professional Studies · Social Work

## Generalist Practice Field Experience II SOWK-6056

- Spring 2023
- Section 01
- 3 Credits
- 01/09/2023 to 05/04/2023

### Instructor

Assistant Professor/Field Coordinator: Mrs. Jamie D Swain

- **Email:** [Jamie.Swain@asurams.edu](mailto:Jamie.Swain@asurams.edu)
- **Office:** CMH 115
- **Phone:** 229-500-2385 or 229-317-3494

### Office Hours

- Monday, Tuesday, 8:00 AM to 11:30 AM, CMH 115 or Webex
- Thursday, 5:00 PM to 8:00 PM, CMH 115 or Webex

The professor is available to meet outside of these hours by appointment will respond to text messages. Please include your name in messages and limit communications after 9:00 pm.

### Class Meeting Times, Class Meeting Location

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Location: Agency

## Course Requirements

### Tevera Field Software

Tevera, LLC. (2016). Tevera. Print ISBN- 978-0-692-90652-1

- **Availability:** Bookstore or Tevera
- **Price:** \$284.00 or \$208.00

Tevera is \$208.00 if purchased directly from Tevera. Tevera is \$293.00 if purchased directly from the bookstore. An email was sent to your ASU email account inviting you to set up your Tevera account.

### Professional Liability Insurance

Must join [NASW](#) as a student and then purchase insurance from [NASW Assurance Services](#).

NASW Student Membership is \$57.00 annually

Professional liability insurance through Assurance Services is \$15.00 annually

Total cost is \$72.00

- **Availability:** NASW Website
- **Price:** \$72.00

## Course Description

MSW-supervised field experience of 225 clock hours.

### Requisites

#### Prerequisites:

Successful completion of SOWK 6051 and SOWK 6055; successful completion of, or concurrent enrollment in, SOWK 6032, SOWK 6033, and SOWK 6041

#### Corequisites:

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## Program Learning Outcomes

### MISSION STATEMENT

The mission of the Master of Social Work program is to advance social, economic, and environmental justice by preparing students for competent, empowering service with children, families, and vulnerable adults of diverse backgrounds across their lifespan.

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

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
2	<b>ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</b>	Ensure that MSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, characterizes and shapes human experience and identity formation.	Students will engage in competent and effective practice with diverse populations.	<p>(2a.) Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</p> <p>(2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences</p> <p>(2c.) Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>
3	<b>ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE</b>	Ensure that MSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.	Students will advance human rights and social, economic and environmental justice.	<p>(3a.) Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p> <p>(3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice</p>

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
4	<b>ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</b>	Ensure that MSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.	Students will engage in research-informed practice and practice-informed research.	<p>(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research</p> <p>(4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</p> <p>(4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.</p>
5	<b>ENGAGE IN POLICY PRACTICE</b>	<p>Ensure that MSW students possess an understanding of how human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, and local levels.</p> <p>Ensure that MSW students understand their role in policy formulation, analysis, implementation and evaluation within their practice settings at the micro, mezzo, and macro levels, and actively engaging in policy practice to affect change within those settings.</p>	Students will engage in effective policy practice to advance social, economic, and environmental well-being and to deliver effective social work services.	<p>(5a.) Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services</p> <p>(5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services</p> <p>(5c.) Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</p>

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
6	<b>ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.	Students will effectively engage with diverse individuals, families, groups, organizations, and communities.	(6a.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies  (6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
7	<b>ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities.	Students will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.	<p>(7a.) Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p> <p>(7b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</p> <p>(7c.) Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p> <p>(7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>



#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors Generalist Year
8	<b>INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	<p>Ensure that MSW students are knowledgeable about evidence-informed interventions that are able to achieve the goals of clients and constituencies, including individuals, families, groups, organizations and communities.</p> <p>Ensure that MSW students are able to identify, analyze, and implement theory-directed, evidence-informed interventions to achieve client and constituency goals.</p>	Students will effectively intervene with individuals, families, groups, organizations, and communities.	<p>(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p> <p>(8b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p> <p>(8c.) Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes</p> <p>(8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies</p> <p>(8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals</p>

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Generalist Practice Behaviors <b>Generalist Year</b>
9	<b>EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand the theories of human behavior and the social environment and can critically evaluate and apply that knowledge to evaluating processes and outcomes in order to advance practice effectiveness.	Students will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.	(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes  (9b.) Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes  (9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes  (9d.) Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## Dimensions Addressed in Order to Obtain Practice Competencies

### Knowledge

The dimension of “knowledge” focuses on *knowledge acquisition and comprehension*. “Knowledge acquisition” refers to the recall of specific concepts and theories focused on in the readings and analyzed during lectures and classroom discussions. “Comprehension” refers to the accurate translation, interpretation, and extrapolation of these concepts, current research, theories, policies, and best practices necessary for gaining a thorough understanding of the social work profession.

### Values

The dimension of “values” focuses on the beliefs, standards of conduct, and principles specified by the *NASW Code of Ethics*. These values include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Social workers look to the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact social work practice at

the micro, mezzo, and macro levels. Social workers understand how their personal experiences and affective reactions may influence their professional judgment and behavior and use reflection and self-regulation to manage those personal values to maintain professionalism in all practice situations.

## Skills

The dimension of “skills” focuses on the proficiency in the use of one’s knowledge, talents, personality and resources. Social work skills include being proficient in communication, effectively engaging with diverse client systems at the micro, mezzo, and macro levels; collecting relevant data needed for problem resolution; assessing problems accurately; using and translating research evidence to inform and improve practice, policy, and service delivery; planning for change; intervening to attain mutually-agreed upon goals; matching needs with resources; evaluating the change process to determine its effectiveness; developing needed resources, critically analyzing, formulating, and advocating for policies that advance human rights and social, economic and environmental justice.

## Cognitive and Affective Processes

Cognitive and Affective processes focus on *attending to, responding to and internalizing* the values of the profession, the ethical use of self in the professional setting, and the philosophical commitment of the MSW program. Attending, responding, and internalizing are encouraged through the development of the awareness of feelings and attitudes that arise within others and us in response to the value dimensions of the course content. These processes are promoted through in-class and out-of-class activities that involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions, and other forms of communication.

## Additional Program Information & Policies

- <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>
- <https://www.asurams.edu/student-affairs/student-handbook/>
- <https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf>
- <https://www.asurams.edu/student-affairs/student-conduct/>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/BSW-Student-Manual.pdf>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/MSW-Student-Manual.pdf>

# Course Objectives

## Institutional Learning Outcomes

#	Institutional Learning Outcome
1	The student will be able to demonstrate effective communication skills appropriate to the major field of study, depth of study, and degree level.
2	The student will be able to demonstrate effective analytical problem-solving skills that are appropriate to the major field of study, depth of study, and degree level.
3	The student will be able to demonstrate effective critical thinking skills appropriate to the major field of study, depth of study, and degree level.

## Expected Program Outcomes/Student Learner Outcomes

At the completion of the MSW program:

### Program Outcomes

#### DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

The MSW student will apply social work ethical principles to guide professional behavior and practice.

#### ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

The MSW student will engage in competent and effective practice with diverse populations.

#### ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

The MSW student will advance human rights and social, economic, and environmental justice.

#### ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

The MSW student will engage in research-informed practice and practice-informed research.

#### ENGAGE IN POLICY PRACTICE

The MSW student will engage in effective policy practice to advance social, economic, and environmental well-being and to deliver effective social work services.

ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively engage with diverse individuals, families, groups, organizations, and communities.

ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.

INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively intervene with individuals, families, groups, organizations, and communities.

EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.

Expected Course Objectives

At the completion of this course, the student will be able to:

2015 EPAS Practi ce Beha vior #	Cours e Practi ce Beha vior #	EPAS Practice Behavior	
1a	1	Demonstrate the ability to make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context	
		Practice Behavior Outcome Measurement	(Knowledge, Values, Skills, Cognitive)
		Learning Contract	Knowledge, Values, Skills, Cognitive
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive
		Final Evaluation	Knowledge, Values, Skills, Cognitive
		Agency Site Visit	Knowledge, Values, Skills, Cognitive
1b	2	Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Pro
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Pro
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Pro
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Pro
1c	3	Demonstrate professional demeanor in behavior, appearance, and in oral, written, and electronic communication	
		Practice Behavior Outcome Measurement	D
		Learning Contract	Knowledge, Values, Skills, Cognitive
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive
		Final Evaluation	Knowledge, Values, Skills, Cognitive
		Agency Site Visit	Knowledge, Values, Skills, Cognitive
1d	4	Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes	
		Practice Behavior Outcome Measurement	D
		Learning Contract	Knowledge, Values, Skills, Cognitive
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive
		Final Evaluation	Knowledge, Values, Skills, Cognitive
		Agency Site Visit	Knowledge, Values, Skills, Cognitive
1e	5	Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior	
		Practice Behavior Outcome Measurement	D
		Learning Contract	Knowledge, Values, Skills, Cognitive
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Pro
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Pro
2a	6	Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	
		Practice Behavior Outcome Measurement	(Knowledge, Values, Skills
		Learning Contract	Knowledge, Values, Skills, Cognitive
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive
		Final Evaluation	Knowledge, Values, Skills, Cognitive
		Agency Site Visit	Knowledge, Values, Skills, Cognitive
2b	7	Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences	
		Practice Behavior Outcome Measurement	(Knowledge, Values, Skills
		Learning Contract	Knowledge, Values, Skills, Cognitive
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive
		Final Evaluation	Knowledge, Values, Skills, Cognitive
		Agency Site Visit	Knowledge, Values, Skills, Cognitive
2c	8	Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	
		Practice Behavior Outcome Measurement	(Knowledge, Values, Skills
		Learning Contract	Knowledge, Values, Skills, Cognitive &
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive &
		Final Evaluation	Knowledge, Values, Skills, Cognitive &
		Agency Site Visit	Knowledge, Values, Skills, Cognitive &
3a	9	Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	
		Practice Behavior Outcome Measurement	(Knowledge, Values, Skills
		Learning Contract	Knowledge, Values, Skills, Cognitive &
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive &
		Final Evaluation	Knowledge, Values, Skills, Cognitive &
		Agency Site Visit	Knowledge, Values, Skills, Cognitive &
3b	10	Demonstrate the ability to engage in a practice that advances social, economic, and environmental justice	

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Proc
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Proc
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Proc
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Proc
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Proc
4a	11	Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research	
		Practice Behavior Outcome Measurement	D (Knowledge, Values, Skills,
		Learning Contract	Knowledge, Values, Skills, Cognitive &
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive &
		Final Evaluation	Knowledge, Values, Skills, Cognitive &
		Agency Site Visit	Knowledge, Values, Skills, Cognitive &
4b	12	Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	
		Practice Behavior Outcome Measurement	D (Knowledge, Values, Skills,
		Learning Contract	Knowledge, Values, Skills, Cognitive &
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive &
		Final Evaluation	Knowledge, Values, Skills, Cognitive &
		Agency Site Visit	Knowledge, Values, Skills, Cognitive &
4c	13	Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.	
		Practice Behavior Outcome Measurement	D (Knowledge, Values, Skills,
		Learning Contract	Knowledge, Values, Skills, Cognitive &
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive &
		Final Evaluation	Knowledge, Values, Skills, Cognitive &



2015 EPAS Practi ce Beha vior #	Cours e Practi ce Beha vior #	EPAS Practice Behavior	
		Agency Site Visit	Knowledge, Values, Skills, Cognitive & Affective Proc
5a	14	Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services	
		Practice Behavior Outcome Measurement	Di (Knowledge, Values, Skills,
		Learning Contract	Knowledge, Values, Skills, Cognitive &
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive &
		Final Evaluation	Knowledge, Values, Skills, Cognitive &
		Agency Site Visit	Knowledge, Values, Skills, Cognitive &
5b	15	Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services	
		Practice Behavior Outcome Measurement	Di (Knowledge, Values, Skills,
		Learning Contract	Knowledge, Values, Skills, Cognitive &
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive &
		Final Evaluation	Knowledge, Values, Skills, Cognitive &
		Agency Site Visit	Knowledge, Values, Skills, Cognitive &
5c	16	Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
		Practice Behavior Outcome Measurement	Di (Knowledge, Values, Skills,
		Learning Contract	Knowledge, Values, Skills, Cognitive &
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive &
		Final Evaluation	Knowledge, Values, Skills, Cognitive &
		Agency Site Visit	Knowledge, Values, Skills, Cognitive &

2015 EPAS Practi ce Beha vior #	Cours e Practi ce Beha vior #	EPAS Practice Behavior	
6a	17	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
		Practice Behavior Outcome Measurement	Di (Knowledge, Values, Skills,
		Learning Contract	Knowledge, Values, Skills, Cognitive & A
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & A
		Final Evaluation	Knowledge, Values, Skills, Cognitive & A
Agency Site Visit	Knowledge, Values, Skills, Cognitive & A		
6b	18	Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	
		Practice Behavior Outcome Measurement	Di (Knowledge, Values, Skills,
		Learning Contract	Knowledge, Values, Skills, Cognitive & A
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & A
		Final Evaluation	Knowledge, Values, Skills, Cognitive & A
Agency Site Visit	Knowledge, Values, Skills, Cognitive & A		
7a	19	Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies	
		Practice Behavior Outcome Measurement	Di (Knowledge, Values, Skills, C
		Learning Contract	Knowledge, Values, Skills, Cognitive & A
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & A
		Final Evaluation	Knowledge, Values, Skills, Cognitive & A
Agency Site Visit	Knowledge, Values, Skills, Cognitive & A		
7b	20	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
7c	21	Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
7d	22	Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
8a	23	Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance the capacities of clients and constituencies	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
8b	24	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
8c	25	Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes

2015 EPAS Practi ce Beha vior #	Cours e Practi ce Beha vior #	EPAS Practice Behavior	
8d	26	Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies	
		Practice Behavior Outcome Measurement	Dimension (Knowledge, Values, Skills, C
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affe
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affe
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affe
8e	27	Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals	
		Practice Behavior Outcome Measurement	Dimension (Knowledge, Values, Skills, C
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affe
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affe
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affe
9a	28	Demonstrate the ability to select and use appropriate methods for evaluation of outcomes	
		Practice Behavior Outcome Measurement	Dimension (Knowledge, Values, Skills, C
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affe
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affe
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affe
9b	29	Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	
		Practice Behavior Outcome Measurement	Dimension (Knowledge, Values, Skills, C
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affe
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affe
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affe
9c	30	Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes	

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
9d	31	Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Learning Contract	Knowledge, Values, Skills, Cognitive & Affective Processes
		Midterm Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes
		Final Evaluation	Knowledge, Values, Skills, Cognitive & Affective Processes

## Course Activities

### Description of Learner-Centered Activities, Exercises, Projects, Labs, Written Assignments, Etc.

Activity	Description of Activity
Activity 1: <a href="#">Introductory Field Tasks</a>	<ol style="list-style-type: none"> <li>1. Sign the Field Education Agreement</li> <li>2. Sign the Informed Consent and Assumption of Risk</li> <li>3. Update all personal "details" to include mobile telephone number, demographics, languages, alternate phone numbers, and address</li> <li>4. If meeting with Swain for supervision, sign the Supervision Agreement in Tevera.</li> </ol>
Activity 2: <a href="#">Learning Contract</a>	The Learning Contract is the core of the field experience and will detail an action oriented plan of how the student will demonstrate competency and mastery of each of the 31 practice behaviors. Activities and tasks should be specific to each unique field agency and student role. A reviewer should be able to read the learning contract and know the type of agency the student is placed and the services being provided.
Activity 3: <a href="#">Weekly Time Sheets</a>	Time in the field agency will be recorded in Tevera. At the end of each day, the hours will be recorded in Tevera, notes captured summarizing the days activities. Supervision will be recorded separately and notes will reflect summaries of supervisory sessions. Timesheets will be submitted for approval each Friday by 5 pm. Instructions for entering time and submitted time are below. <i>*Drive time to the agency and lunch times are not considered agency hours and are not to be recorded at official field hours.</i>
Activity 4: <a href="#">Midterm Evaluation</a>	The midterm evaluation is completed in Tevera. At midterm, the student will complete a self-assessment of their performance in the field agency. The midterm evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.

Activity	Description of Activity
Activity 5: <a href="#">Final Evaluation</a>	The final evaluation is completed in Tevera. At the end of the semester, the student will complete a self-assessment of their performance in the field agency. The final evaluation will then be progressed to the FI/TIS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.

## Graded Assessment #1: Introductory Field Tasks

### ***Description***

#### 1. Sign the Field Education Agreement

- Log into Tevera
- Click on Assignments
- Locate the field education agreement assignment (assignments are listed by due date with most recent first)
- Read the statements and mark them as read as you go through the document
- Sign the bottom of the form (you can sign with a stylus or enter your password for a typed signature)
- Submit the document

#### 2. Sign the Informed Consent and Assumption of Risk

- Log into Tevera
- Click on Assignments
- Locate the informed consent and assumption of risk assignment (assignments are listed by due date with most recent first)
- Read the entire document
- Sign the bottom of the form (you can sign with a stylus or enter your password for a typed signature)
- Submit the document

#### 3. Update all personal "details" to include mobile telephone number, demographics, languages, alternate phone numbers, and address

- Log into Tevera
- In the top right, click on the blue round icon with your initials (next to the Help button)
- Update graduation date, all student details to include the telephone number in which you are accessible, demographics (that you are comfortable answering), address, and upload a profile picture
- If meeting with Swain for supervision, sign the Supervision Agreement in Tevera.

## Graded Assessment #2: Learning Contract

**ASSOCIATE (COPY) YOUR LEARNING CONTRACT FROM LAST SEMESTER TO SAVE TIME AND DUPLICATION.** You can COPY your learning contract from last semester and make revisions. Use the link below to learn how to COPY. DO NOT START THE ASSIGNMENT or the ability to copy will not be available.

[How do I Associate a Form from One Assignment to Another? \(tevera.com\)](https://tevera.com)

**Purpose:** Create a Learning Contract by developing Practice Tasks (using agency, best practice, and academic activities) for each of the 31 Practice Behaviors to guide student's practice in the agency.

**Skills to be used:** Critical thinking, writing, active listening, engagement, planning, observation, data collection, collaboration, problem-solving, application of knowledge, and communication of strategies.

**Preparation:** Students will review the LC and engage agency employees and Field Instructor (FI) in separate interviews to gain information about the agency, various resources, policy, agency 's best practices, and evidenced based practice. Information gleaned is used to develop practice tasks for all 31 Practice Behaviors (PB). Students can use assignments from other courses as well as specific tasks required for their assigned practicum site. [Chapter 3 of the foundation year text discusses the learning contract.](#) [At the end of each chapter in the text, there are suggestions for field tasks.](#)

\*\*Incorporate your integrated activities from seminar into your learning contract.

Meet with your agency supervisor and determine how your duties and responsibilities will change. Make those revisions on your learning contract

**Next Steps:** Link tasks completed in the agency to the appropriate practice behavior indicator. Practice tasks should be detailed enough so that any social worker reading the document knows the type of agency and unit in which you are placed.

Each practice task should be descriptive and as specific as possible. Each section for the practice tasks should begin with "Intern Swain will" and the details of what is intended to demonstrate master of the competency is numbered below in third person and future tense. See the example below:

Intern Swain will:

1. practice the reflective strategy of journaling once a week beginning 1/09/2023
2. present and discuss journal entries with the FI for deeper processing during supervision beginning 1/09/2023

*Additional resources for Learning Contracts are located in GeorgiaVIEW under the Learning Contract tab.*

Students should also refer to the feedback received last semester. If an item received a rating below 3, you should make enhancements to the tasks/duties or be more specific with how you will apply/implement in your agency.

There will not be an opportunity to re-submit or make revisions and re-submit for a higher grade.

Students should carefully complete this assignment. There will not be an opportunity to re-do this assignment or make revisions. 5 points will be deducted for each day the assignment is late.

### Graded Assessment #3: Weekly Timesheets

#### **Description**

**Entering time in Tevera and submitting time for approval are two different functions**

#### **To Enter Time:**

1. Log into Tevera
2. From the home page select "Timesheets"
3. Time can be entered from the month, week, or day view
4. If using the month view, select the day you would like to enter time (01/09/2023)
5. Enter the duration; for example if you were at your agency 4 hours, enter 4.
6. Enter the start time (i.e. 8:00 am). The end time will pre-populate
7. Select Activities, under MSW 1st Year, select Total Cumulative Hours and Field Hours, then OK
8. Under notes summarize the tasks completed that day
9. Click the X in the top right and time is saved

#### **To Enter Supervision Hours:**

1. Log into Tevera
2. From the home page select "Timesheets"



3. Supervision hours can be entered from the month, week, or day view
4. If using the month view, select the day you would like to enter time (01/09/2023)
5. Enter the duration; for example if you met with your FI for 2 hours, enter 2 and the start time.
6. Enter the start time (i.e. 8:00 am). The end time will pre-populate
7. Select Activities, under MSW 1st Year, select Total Cumulative Hours and Supervisory Hours, then OK
8. Under activities, summarize the supervision session. If you were tasked with activities to complete document them and the time frame for completion. If it was just a discussion, summarize. NEVER violate confidentiality.

#### **To Submit Timesheets for Approval:**

1. Log into Tevera
2. Go to the Assignments page/tab
3. Select the timesheet that is due (they will be listed in date order by due date)
4. Click Start
5. Select the date that you want the report to start. The first time sheet the date will be 8/15/2022. For future submissions it will be the previous Saturday if you report to your agency on the weekends. If you do not report on weekends it is fine to start your next submission on the following Monday.
6. Select the end date. This will always be the Friday that you are running the time report for approval.
7. Select the first radio button "Calculate Cumulative Hours as of the end date selected above"
7. Select MSW Program
8. Select the remaining dropdown boxes as appropriate
9. Select the appropriate approvers. The time sheet should go to your agency supervisor (FI/TS first) and then to Swain as the Program Faculty/Staff. *You should not submit reports or assignments to the same person twice.*
10. Click Send for Signature(s)

*Enter time at the end of each day*

*Submit timesheets for signatures/approval each Friday by 5 pm*

***Students must submit a time sheet each and every week. Submit the timesheet with zero hours if you did not report for a particular week. Once grades are recorded the professor will not update grades for late submissions, but students are still expected to have timesheets for each and every week.***

**Recording time which the student did not work or altering time without the approval of the Field Instructor is considered falsification of record and will result in the student being removed from Field with a grade of “F”.**

## Graded Assessment #5: Midterm Evaluation

### ***Description***

The midterm evaluation is completed in Tevera. At midterm, the student will complete a self-assessment of their performance in the field agency. The midterm evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.

Students are responsible for routing the midterm evaluation to the FI/TS in Tevera for evaluation.

1. Log into Tevera
2. Click on Assignments
3. Locate the Midterm Evaluation
4. Click Start
5. Rate all 12 practice behaviors on a scale of 0 to 4
6. Sign the document
7. Submit to the FI/TS

*All midterm evaluations must be completed by the student and the FI/TS before midterm grades are due. It is recommended that you submit the evaluation to the FI/TS no less than one week before the established due date to allow the FI/TS ample time to complete the evaluation. The grade is calculated by adding all of the FI/TS ratings together. Midterm evaluations not completed by the due date will receive a grade of 0.*

5 points will be deducted each day the assignment is late.

Note there is a total possible points of 124 for the midterm evaluation.

111 - 124 points = A

99 - 110 points = B

87 - 98 points = C

74 - 86 points = D

73 and below = F

### Graded Assessment #6: Final Evaluation

#### ***Description***

The final evaluation is completed in Tevera. At midterm, the student will complete a self-assessment of their performance in the field agency. The final evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.

Students are responsible for routing the midterm evaluation to the FI/TS in Tevera for evaluation.

1. Log into Tevera
2. Click on Assignments
3. Locate the Midterm Evaluation
4. Click Start
5. Rate all 12 practice behaviors on a scale of 0 to 4
6. Sign the document
7. Submit to the FI/TS

*All final evaluations must be completed by the student and the FI/TS before final grades are due. It is recommended that you submit the evaluation to the FI/TS no less than one week before the established due date to allow the FI/TS ample time to complete the evaluation. The grade is calculated by adding all of the FI/TS ratings together. Final evaluations not completed by the due date will receive a grade of 0.*

5 points will be deducted each day the assignment is late.

Note there is a total possible points of 124 for the final evaluation.

111 - 124 points = A

99 - 110 points = B

87 - 98 points = C

74 - 86 points = D

73 and below = F

## Course Schedule

Course calendar and related activities

When	Topic	Notes
<b>Week 1</b> 1/09/2023 Agency	Foundation Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• <b>GETTING STARTED IN THE AGENCY</b> <ul style="list-style-type: none"> <li>○ Agency expectations and orientation and any changes from the Fall semester</li> <li>○ Student's role in the agency</li> <li>○ Understanding expectations of the agency</li> <li>○ Understanding expectations of the Field Instructor (FI)</li> <li>○ Student responsibilities and expectations</li> </ul> </li> <li>• <b>LEARNING CONTRACT</b> <ul style="list-style-type: none"> <li>○ Aligning agency activities with Practice Behaviors (PB)</li> </ul> </li> </ul> <p><b>Activities/Lab to be completed in the Field Agency</b></p> <ul style="list-style-type: none"> <li>• Report to the field agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the Field Instructor</li> <li>• Discussion with TS/FI to identify roles, tasks, and responsibilities that will be included in the learning contract</li> <li>• Negotiate days and hours that you will be present for the internship if this has not already been established; evaluate holidays during the semester and the impact they will have on obtaining hours</li> <li>• Establish a schedule for supervision hours</li> <li>• Obtain proper call-in procedures should you have an emergency or are ill. Obtain chain of command for reporting, method of reporting (phone, text, email), and gather relevant telephone numbers, emails, etc.</li> <li>• Complete introductory field tasks in Tevera by the end of the week</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p>Read pages 175-183 of the text and complete Integrative Activity 10.1 on pages 178-181. Your submission can be typed in a Word document and should address the following (see purpose, directions, and table in the text for additional detail on the assignment):</p> <ol style="list-style-type: none"> <li>1. Engagement - Agency Practice and Field-Based Learning Tasks</li> <li>2. Assessment - Agency Practice and Field-Based Learning Tasks</li> <li>3. Planning/Contracting - Agency Practice and Field-Based Learning Tasks</li> </ol>

Course calendar and related activities

When	Topic	Notes
		<p>4. Implementation - Agency Practice and Field-Based Learning Tasks                      5. Evaluation - Agency Practice and Field-Based Learning Tasks                      6. Termination - Agency Practice and Field-Based Learning Tasks                      7. Documentation/Record Keeping - Agency Practice and Field-Based Learning Tasks</p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Introductory field tasks in Tevera (field agreement, assumption of risk, personal details)</li> <li>• Timesheet</li> </ul>
<p><b>Week 2</b>                      1/15/2023                      Agency</p>	<p>Foundation                      Field                      Experience                      Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the BPSA to the agency assessment tool</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the field agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with FI</li> <li>• Submit timesheet for approval by 5 pm Friday</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Timesheet</li> </ul>
<p><b>Week 3</b>                      1/23/2023                      Agency</p>	<p>Foundation                      Field                      Experience                      Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Theory, Models of Practice, and Perspectives within the agency</li> <li>• Learning Contract</li> <li>• Other topics as deemed appropriate by the student and/or FI/TS</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> <li>• Determine theories, practice models, and perspectives utilized in the agency</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Timesheet</li> </ul>
<p><b>Week 4</b>                      1/30/2023                      Field                      Agency</p>	<p>Foundation                      Field                      Experience                      Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Evidence-Based Interventions (IA 9.2)</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Continue working on the learning contract and linking tasks in the agency with the social work goals, competencies, and behaviors</li> <li>• Review the learning contract with the FI/TS before submitting in Tevera</li> <li>• Identify at least four articles that support the evidence-based interventions in the agency, theoretical framework, and/or model of practice</li> <li>• Analyze the articles</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Timesheet</li> <li>• Midterm Evaluation</li> </ul>

Course calendar and related activities

When	Topic	Notes
<b>Week 5</b> 2/6/2023 Agency	Foundation Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Continue analyzing articles that support the work being done in the agency (IA 9.2)</li> <li>Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>Report to the agency as scheduled for 16 hours</li> <li>1 hour of supervision with the FI</li> <li>Conduct tasks as outlined in the Learning Contract</li> <li>Create time for self-reflection; What has gone well, and why? What has gone poorly and</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Learning Contract</li> <li>Midterm Evaluation</li> <li>Timesheet</li> </ul>
<b>Week 6</b> 2/13/2023 Agency	Foundation Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Social, Economic, and Environmental Justice (IA 8.3)</li> <li>Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>Report to the agency as scheduled for 16 hours</li> <li>1 hour of supervision with the FI</li> <li>Conduct tasks as outlined in the Learning Contract</li> <li>Submit timesheet for approval by 5 pm in Tevera</li> <li>Identify social injustices that clients within the agency face and complete assignment for seminar</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Learning Contract</li> <li>Midterm Evaluation</li> <li>Timesheet</li> </ul>
<b>Week 7</b> 2/20/2023 Agency	Foundation Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Policy Practice (IA 8.4)</li> <li>Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>Report to the agency as scheduled for 16 hours</li> <li>1 hour of supervision with the FI</li> <li>Conduct tasks as outlined in the Learning Contract</li> <li>Submit timesheet for approval by 5 pm in Tevera</li> <li>Identify agency policies that impact clients and the work. Link the agency policy with state or federal policy</li> <li>Complete the policy analysis</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Learning Contract</li> <li>Midterm Evaluation</li> <li>Timesheet</li> </ul>
<b>Week 8</b> 2/27/2023 Agency	Foundation Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Midterm Evaluation</li> <li>Complete BPSA or other approved assessment tool on assigned client</li> <li>Topics selected by FI/TS or student based on events within the agency</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Complete self-assessment on the midterm and progress midterm evaluation to the agency supervisor in Tevera for completion no later than 2/26/2023               <ul style="list-style-type: none"> <li>○ Midterm grades are due in Banner by 3/10/2023, if your midterm is not completed by your FI/TS before this date you will receive a grade of 0 and this grade will not be updated at a later date</li> <li>○ Review hours. You should have 112 agency hours, with approximately 8 hours being devoted to supervision. Develop a plan to get caught up if behind.</li> </ul> </li> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI               <ul style="list-style-type: none"> <li>○ Use this supervision session to get a better understanding of the ratings on the midterm, opportunities for continued growth, and steps and strategies for further growth.</li> </ul> </li> <li>• During supervision review the midterm evaluation with the FI/TS               <ul style="list-style-type: none"> <li>○ ask for constructive feedback</li> <li>○ adjust the learning contract tasks as needed and develop a plan to strengthen areas of growth</li> </ul> </li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> <li>• Finish BPSA or other approved assessment tool and upload in GaVIEW.</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Midterm Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 9</b> 3/6/2023 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• University Spring Break - report as scheduled and request additional hours if you have less than 112 hours</li> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Reflect on your performance thus far in the semester and complete a DIEP Journal entry on what the semester has been like up until midterm and your plans and intentions for the remainder of the semester</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 10</b> 3/13/2023 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul> <p><b>**The last day to withdraw without academic penalty is 03/17/2023. Students should assess progress with hours, assignments, and grades. If there is no feasible way to complete internship hours before 04/27/2023 you may want to consider withdrawing. Please schedule a meeting with the Field Coordinator if you intend to drop field or if you want to discuss progress.</b></p>
<p><b>Week 11</b> 3/20/2023 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 12</b> 3/27/2023 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 13</b> 4/03/2023 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 14</b> 4/10/2023 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p>



Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> <li>• Begin planning for termination from the agency                             <ul style="list-style-type: none"> <li>○ How will you prepare your colleagues, partners, clients?                                     <ul style="list-style-type: none"> <li>▪ Consider continuity of care for clients</li> </ul> </li> <li>○ What remaining work needs to be completed?</li> <li>○ Have all tasks on the learning contract been satisfactorily completed and presented to the FI? If all tasks have not been completed, develop a plan for completion.</li> <li>○ How many field hours and supervision hours are remaining and what is the plan for completion by 4/27/22?</li> </ul> </li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 15</b> 4/17/2023 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> <li>• <b>Complete self-assessment on the final evaluation and progress the final evaluation to FI/TS in Tevera for completion no later than 4/23/2023</b> <ul style="list-style-type: none"> <li>○ <b>Final evaluations not completed by your FI/TS by the due date will receive a grade of 0.</b></li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> <li>• <b>Meet with your FI and discuss your final evaluation, ratings, and final grade</b></li> <li>• <b>Double check hours in Tevera and ensure you will have 225 total hours with 16 hours being devoted to supervision.</b></li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 16</b> 4/24/2023 Agency</p>	<p>Foundation Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Final Evaluation</li> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• During supervision review the final evaluation with the FI/TS                             <ul style="list-style-type: none"> <li>○ ask for constructive feedback</li> </ul> </li> <li>• Terminate with any remaining clients/partners</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> </ul>

Course calendar and related activities

When	Topic	Notes
		• Timesheet
<b>Week 17</b> 12/05/2025	Foundation Field Agency Experience Agency	Final exams week <a href="#">Final field evaluations must be received from the agency supervisor no later than 4/30/2023</a> <a href="#">Double check hours in Tevera and ensure 225 hours and 16 hours are accurately recorded</a>

## Method of Evaluation: Course Grading Policy, Assessment, Course Grades

### Criteria

#### Course Grading Policy

#	Assignment	Date Due	Maximum Possible Score
<b>Total Points</b>			<b>567</b>
1	Introductory Tevera Tasks  1. Sign the Field Education Agreement  2. Sign the Informed Consent and Assumption of Risk  3. Update all personal "details" to include mobile telephone number, demographics, languages, alternate phone numbers, and address  4. Sign the supervision agreement if Swain is providing supervision	1/15/23	30
2	Learning Contract  31 practice behaviors evaluated on a scale of 0 to 4  31 x 4 = 124 total points	2/05/23	124
3	Weekly Timesheets  16 weeks x 10 points = 160 total points	Every Friday by 5 pm	160
4	Midterm Evaluation  31 practice behaviors evaluated on a scale of 0 to 4	2/26/23	124

#	Assignment	Date Due	Maximum Possible Score
	<p>31 x 4 = 124</p> <p>Note there is a total possible points of 124 for the midterm evaluation.</p> <p>111 - 124 points = A</p> <p>99 - 110 points = B</p> <p>87 - 98 points = C</p> <p>74 - 86 points = D</p> <p>73 and below = F</p>		
5	<p>Final Evaluation</p> <p>12 practice behaviors evaluated on a scale of 0 to 4</p> <p>31 x 4 = 124</p> <p>Note there is a total possible points of 124 for the final evaluation.</p> <p>111 - 124 points = A</p> <p>99 - 110 points = B</p> <p>87 - 98 points = C</p> <p>74 - 86 points = D</p> <p>73 and below = F</p>	4/23/23	124

### Assessment

All assignments are graded and calculated to determine the final grade. While the agency Field Instructor/Task Supervisor contributes to the final grade by completing evaluations, it is the Field Coordinator who will make the final grade determination.

Grades for assignments completed in Tevera will be recorded in GeorgiaVIEW so that students can monitor their performance.

All CSWE requirements MUST be met to successfully complete field. Students failing to meet any one requirement (total hours, supervision hours by a MSW, mastery of competencies, etc.) will have to complete both, Field Experience and Field Seminar.

The final grade in the course is defined as follows:

Types of evaluations and related weights

Type	Weight	Topic	Notes
Graded Assessment	5%	Introductory Tevera Tasks	Due date 1/15/23 <a href="#">IN TEVERA</a>
Graded Assessment	25%	Learning Contract	Take the time to submit a quality document. There will not be an opportunity to make revisions to this assignment. 5 points will be deducted for each day the assignment is late.  <a href="#">REVIEW FEEDBACK FROM LAST SEMESTER. ANY ITEM RATE 2 OR BELOW MUST BE REVISED.</a>
Graded Assessment	20%	Timesheets	Due each Friday by 5 pm. Students are given Saturday and Sunday as a grace period. Points will be deducted daily for all timesheets submitted Monday and later. <a href="#">A minimum of 225 field hours with 16 supervision hours with a master's level social worker is required to successfully complete the course.</a>
Graded Assessment	20%	Midterm Evaluation	Evaluations submitted after grades are recorded will receive 0 points. It is the student's obligation to ensure the FI/TS has ample time to complete the evaluation by the due date. Students should meet with the agency supervisor to discuss ratings. It is the students responsibility to meet with the FI to discuss dissatisfaction with grading.
Graded Assessment	30%	Final Evaluation	Evaluations submitted after grades are recorded will receive 0 points. It is the student's obligation to ensure the FI/TS has ample time to complete the evaluation by the due date. Students should meet with the agency supervisor to discuss ratings. It is the students responsibility to meet with the FI to discuss dissatisfaction with grading.

## Breakdown

### University System of Georgia Grading Policy

The final grade in the course is defined as follows:

Resulting grade and related performance levels

Grade	Range	Notes
A	90 to 100	To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.
B	80 to 89	To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

#### Resulting grade and related performance levels

Grade	Range	Notes
C	70 to 79	For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.
D	60 to 69	A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.
F	Below 60	A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.
I	Incomplete	<b>The Grade of "I" (Incomplete):</b> The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Course Policies

### Professional Standards

Students are expected to adhere to the highest level of professionalism and demonstrate ethical and mature behavior in their field agencies. Students that are dismissed for poor performance (not reporting as scheduled, unethical behavior, falsifying documents, and any other actions deemed unacceptable by the agency) will receive a grade of F.

### NCWWI and Title IV-E Students

All Title IV-E students are expected to complete their internship within the Department of Family and Children Services unless the SEED Agreement makes provisions for a placement outside of DFCS. All practice tasks and course assignments must be relevant to child welfare and further knowledge, skills, abilities, values, cognitive, and affective processes with regard to the field of child welfare and best practices.

### General Statement

This syllabus contains the policies and expectations that have been established for this course. These policies and expectations are intended to create a productive learning atmosphere for ***all students***. Please bring any concerns you may have to my attention.

To create and preserve a course atmosphere that optimizes teaching and learning, all students share the responsibility of creating a positive learning environment. Students

are expected to conduct themselves in a manner that does not disrupt teaching or learning, and they are expected to follow these standards:

Course discussions should be civilized and respectful to everyone and relevant to the topic we are discussing. Discussion forums (online or face-to-face) are meant to allow for a variety of viewpoints. This can only happen if we respect one another and our differences.

I will begin in-class and/or online live sessions promptly at the designated time and students are expected to be on time to these sessions. In addition, class will end at the designated time. Please refrain from engaging in other tasks during the online session as it is disruptive to me and to others around you.

### Course Attendance Policy

Please refer to the current [Academic Catalog](#) for the attendance policy.

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working on projects.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to

- Log in regularly to check messages from your instructor and other students.
- Check ASU email regularly
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.

- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Attendance Verification & Semester Dates (For Online Courses)

**IMPORTANT** - In order to confirm your attendance and participation in this course, you must complete the Mandatory Syllabus Quiz AND the Introductions discussion activity by the first **Friday of the semester at noon**. BOTH of these activities are required and can be found within the START HERE module.

**Please note:** failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage. The participation activity is required and can be found within the Course Content's Syllabus and Start Items folder.



## Online Attendance

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Excused absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed.

Class Meeting	Allowed Excused Absences	Letter Grade Drop	Failure
Once per week	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"
Twice per week	Two excused absences; no penalty	Three absences; 1 letter grade drop	Four or more absences; Class grade of "F"

Class Meeting	Allowed Excused Absences	Letter Grade Drop	Failure
Summer	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"

Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

## Class Cancellation Policy

In the event that the Instructor must cancel a class, students will be informed either in the syllabus (for planned absences such as conference attendance, workshops, etc.) or via email (in the case of illness, etc.) through GeorgiaView. Students are reminded that they are responsible for any information sent to them at their ASU email address. The Instructor will inform the Social Work Department's Administrative Assistant and the Chair of the Department of the class cancellation so a "Notification of Cancellation" may be placed on the classroom door and they can answer any questions or concerns that students might have.

## Online Privacy

This course may require you to work with other sites and entities beyond ASU and Georgia View where some personal information (e.g. your name, affiliation with ASU, or current employment) may be displayed. You have the right to regulate the display of information pertaining to yourself on the Internet. If you are uncomfortable displaying information you deem overly personal, you may take steps (such as posting online your first name and last initial only or other pseudonym) to post more anonymously. You also agree to respect other people's wishes to remain anonymous.

## Links to and from Third-Party Sites



There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or Albany State University (ASU). These links do not necessarily constitute an endorsement by your professor(s) or ASU, and ASU has no obligation to monitor such sites, and user agrees that neither your professor(s) nor ASU is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

## University Policies

### Academic Integrity

Please see the ASU [Student Code of Conduct](#) for rules on academic honesty/integrity.

**The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment.**

#### Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

### Plagiarism

**NOTE: TurnItIn, a plagiarism detection system, is often used by ASU faculty members.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Self-plagiarism is submitting your own work for multiple assignments or across multiple courses.

The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work

may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

### Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technical difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

**\*NOTE: "ASU RAMmail account is the university's official means of electronic communication with students. Students are required to use the ASU website ([www.asurams.edu](http://www.asurams.edu)) and RAMmail for important university's official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb."**

Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in your courses. Check the information at <http://www.usg.edu/usgweb/d2lchecker/> to be sure that your

computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance, contact Albany State's Help Desk at 229-500-HELP (4357) Monday - Friday, between 8:00 a.m. and 8:00 p.m. or check out the frequently asked question knowledge base, available 24/7 at <https://d2lhelp.view.usg.edu/>. For live support after 8:00 p.m. EST Monday through Friday or during weekends and holidays, call 855-772-0423.

### ePortfolio Assistance:

As of July 2022, ASU has implemented a new ePortfolio system with our platform provider, **Digication**. An ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. Refer to [Ram Potential](#), ASU's metafolio, for basic "getting started" information. Additional tutorials and videos are available on [Digication's Support site](#).

For technical assistance, contact Albany State's Distance Learning Department at 229.500.2907 Monday - Friday, between 8:00 a.m. and 5:00 p.m., or email [asuonline@asurams.edu](mailto:asuonline@asurams.edu). For support after 5:00 p.m. EST Monday through Friday or during weekends and holidays, email [support@digication.com](mailto:support@digication.com).

### Early Alert at ASU:

The purpose of this program is to give undergraduate students early academic assistance and advice so that they succeed in this class. Your instructors will submit the names of students who are absent from class, have late/missing assignments, or who fail quizzes/exams to Student Success for outreach and follow-up via phone, email, text, and class/residence hall visits. Resources may include one-on-one assistance with time management, developing a study plan, finding tutoring opportunities, and/or connecting with appropriate offices to address common barriers to success. You are encouraged to respond promptly and positively to these communication efforts.

### Tutoring:

Online tutoring resources for ASU students are available 24/7. These resources provide tutoring in a variety of subjects including writing assistance, essay review, mathematics, nursing, and IT support for Microsoft Office. To access these resources, simply click the icon on the toolbar from within your online course and follow the prompts.

Additionally, Albany State offers on-campus tutoring in the [Centers for Academic Excellence](#), as well as Tutoring on Demand (TOD) during hours of operation. You can also access TOD from the Study Aids tab to join online tutoring via WebEx.

To connect with additional resources in classroom skills, major exploration, and degree planning, please schedule an appointment with your academic advisor by going to [EAB](#) or contact ASU Student Success at [studentsuccess@asurams.edu](mailto:studentsuccess@asurams.edu) or 229.500.2927.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office.

Please contact the Office of Accessibility Services (<https://www.asurams.edu/student-affairs/counseling-disability-services/index.php> or 229-500-2013) for additional information regarding accessibility services.

### Class Excuse Request

Currently, a student may request a class excuse from the Office of Student Support under qualifying circumstances that present an immediate crisis impeding a student's ability to attend classes. Upon a student's return to campus, he or she must provide the Office of Student Support supporting documentation that verifies his or her reason for being absent from classes. Once supporting documentation has been verified by the Office of Student Support, a class excuse will be sent to each professor of the requesting student via university email. Ultimately, class excuses issued by the Office of Student Support only serve as **requests** for professors to allow students to make up missed assignments and quizzes.

- [Class Excuse Form](#)

### Class Cancellation Policy

Please refer to the current [Academic Catalog](#) for the class cancellation policy. Inclement Weather and Catastrophic/Pandemic Readiness Statement

In the event of a campus emergency due to unintended disturbances, the syllabi and course delivery are subject to change. This includes course requirements, deadlines and grading percentages. First, review all information on the ASU homepage for information and important announcements. Second, if the course is not able to meet face-to-face, students should immediately log onto GaVIEW and read any announcements and/or alternative assignments or by contacting your instructor (see contact information above).

### Important University Dates

Please refer to the [ASU Online Calendar](#) for additional information.  
Additional Campus Policies

Policies regarding the following areas can be located at: <http://www.asurams.edu/syllabi-links>

- Counseling and Accessibility Services
- Sexual Misconduct Information
- Student Code of Conduct
- Campus Carry Policy
- University Learning Centers

## Student Well-Being

I want you to succeed and your academic success depends heavily on your personal health and well-being. Stress is a normal part of the college experience, but it can sometimes be compounded by unexpected setbacks, events, or life changes. ASU offers counseling services on-campus at 229.500.2013 as well as through a 24/7 Support Line at 833.855.0083. ASU counseling services cost students nothing, are completely confidential, and in no way are connected to your academic record.

Counseling and Student Accessibility Services (CSAS) offers students of all backgrounds, races, religious beliefs, sexual orientations, gender identifies, abilities, ethnicities, and cultures a safe place to discuss and resolve issues that interfere with personal and academic goals. CSAS recognizes and honors the complex intersectionality of all aspects of a person's identity and presenting concerns. All enrolled ASU students are eligible for free counseling services. You may call the 24/7 Support Line at 833.855.0083 to speak with or schedule in-person and virtual appointments with licensed mental health professionals. You may also schedule an appointment by calling 229.500.2013 or in person at their office: Suite 170, Billy C. Black Building. Office hours are Monday-Friday, 8:00 a.m. - 5:00 p.m. I strongly encourage you to take advantage of this valuable resource if you are interested or find yourself struggling and in need of additional support. You can also use the QR codes to contact CSAS as well as to access the ASU Wellness Hub.

	
<b>Counseling and Student Accessibility Services</b> <i>Student Health Services</i>	<b>ASU Wellness Hub</b>

The Mission of Albany State University Student Health Services (ASU-SHS) is to provide a quality, cost-effective episodic health care delivery system to meet basic

holistic health care needs to presently enrolled students. Further, the ASU-SHS provides current health promotional programs and medical counseling referrals for students as appropriate or when urgent situations occur. ASU-SHS is available on east and west campuses and you can access ASU-SHS at the following link and QR code.

<https://www.asurams.edu/student-affairs/health-services/index.php>



**ASU Student Health Services**

*Sexual Assault*

If you experience rape/sexual assault and think you might still be in danger, if you are on campus call 229.430.4711, if you are off campus call 911 and stay on the phone with them. For emotional support, advocacy, or information following a sexual assault, you can contact CSAS, contact the ASU Wellness Hub, or call the ASU Police Department at 229.430.4711. ASU PD has advocates with whom you can talk. If you are not comfortable calling ASU PD, you can call the RAINN National Sexual Assault Hotline 24/7 at 1.800.656.HOPE (1.800.656.4673).

*Suicidal thoughts*

If you are having suicidal thoughts, you can contact CSAS or the ASU Wellness Hub, but if you are not comfortable contacting CSAS, you can call, text, or chat the 988 Suicide and Crisis Lifeline at 988. You can also web chat with someone through Lifeline Chat at the following link or QR code <https://988lifeline.org>



**Lifeline Chat**

*LGBTQ Safe Zones*

Over the next few months, the university will be partnering with faculty and staff to house Safe Zone Spaces across the ASU campuses. The Safe Zone Project is to help educate people about sexual orientation and gender identity/expression issues and to create a visible network of allies to provide support to the ASU lesbian, gay, bisexual,

transgender, queer, and questioning (LGBTQ) community. However, until the training has been completed, we look for a heart shaped LGBTQ Progress Pride sticker to find those who are willing to help and support you as you navigate your life. If you see this sticker on an office door, you know you can feel safe with your questions.



*Student Food and Personal Items Pantry*

The mission of the Student Food and Personal Items Pantry (hereinafter the Buck Bank) is to alleviate food insecurity among ASU students by providing emergency food to ASU students in need. They aim to alleviate the barriers associated with food insecurity to support student success at ASU and to ensure that no student goes hungry because of a lack of income or access to food.

All currently enrolled ASU students are eligible to use the Student Food and Personal Items Pantry. Students confidentially can [“Make a Request for Goods”](#) online. In addition, students can schedule a date and time for pick-up that best meets their schedule using this online portal. The office is in the East Campus Student Center (Green Zone) on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays and Fridays of each month between the hours of 8:30 a.m. – 12:00 p.m. and 1:30 p.m. 4:30 p.m. To access more information and request assistance visit the following link or QR code ([www.asurams.edu/pantry](http://www.asurams.edu/pantry))



**ASU Student Food and Personal Items Pantry**

## Rubrics and Additional Information



## Directions & Rubrics

Attached are the rubrics for each graded assignment:

- [Student Acknowledgement and Agreement](#)



ASU Online · College of Business, Education, and Professional Studies ·  
Social Work

# Advanced Field Seminar I

## SOWK-7051

- Fall 2022
- Section 01
- 1 Credits
- 08/15/2022 to 12/08/2022

### Instructor

Assistant Professor/Field Coordinator: Mrs. Jamie Swain

- **Email:** [Jamie.Swain@asurams.edu](mailto:Jamie.Swain@asurams.edu)
- **Office:** CMH 115
- **Phone:** 229-500-2385 or 229-317-3494

### Office Hours

- Monday, Tuesday, 8:00 AM to 11:30 AM, CMH 115 or Webex
- Thursday, 5:00 PM to 8:00 PM, CMH 115 or Webex

The professor is available to meet outside of these hours by appointment will respond to text messages. Please include your name in messages and limit communications after 9:00 pm.

### Class Meeting Times, Class Meeting Location

Wednesday, 05:15PM - 06:15PM  
Location: WEB/Online

## Course Requirements

### Case Studies

Case studies will be provided for use in seminar.

## Course Description

Opportunity to connect advanced coursework to social work practice with vulnerable children, families and adults in the field.

### **Requisites**

#### Prerequisites:

None

#### Corequisites:

None

## Program Learning Outcomes

### MISSION STATEMENT

The mission of the Master of Social Work program is to advance social, economic, and environmental justice by preparing students for competent, empowering service with children, families, and vulnerable adults of diverse backgrounds across their lifespan.

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Specialized Clinical Practice Behaviors <i>Specialized Practice Year</i>
1	<b>DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR</b>	<p>With an understanding of the profession's historical development, ensure that MSW students, as representatives of the profession, its mission and its historical values, commit themselves to the profession's enhancement and to their own ongoing professional conduct and growth.</p> <p>Ensure that MSW students critically apply the ethical principles of the profession to their practice, utilizing frameworks of ethical decision-making, as well as relevant laws and regulations to their practice at the micro, mezzo, and macro levels.</p>	<p>The MSW Student will apply social work ethical principles to guide professional behavior and practice.</p>	<p>(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the <i>NASW Code of Ethics</i>, the <i>NASW Standards for Clinical Social Work in Social Work Practice</i>, the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, <i>Code of Ethics</i>, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional codes of ethics, as appropriate to the context.</p> <p>(1bSP.) Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.</p>

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Specialized Clinical Practice Behaviors <b>Specialized Practice Year</b>
2	<b>ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</b>	Ensure that MSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, characterizes and shapes human experience and identity formation.	Students will engage in competent and effective practice with diverse populations.	(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults (2bSP.) Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations
3	<b>ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE</b>	Ensure that MSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.	Students will advance human rights and social, economic and environmental justice.	(3aSP.) Demonstrate the ability to engage in practice with children, families and/or vulnerable adults in a manner that advances social, economic and/or environmental justice

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Specialized Clinical Practice Behaviors <b>Specialized Practice Year</b>
4	<b>ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</b>	Ensure that MSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.	Students will engage in research-informed practice and practice-informed research.	(4aSP.) Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults
5	<b>ENGAGE IN POLICY PRACTICE</b>	Ensure that MSW students possess an understanding of how human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, and local levels. Ensure that MSW students understand their role in policy formulation, analysis, implementation and evaluation within their practice settings at the micro, mezzo, and macro levels, and actively engaging in policy practice to affect change within those settings.	Students will engage in effective policy practice to advance social, economic, and environmental well-being and to deliver effective social work services.	(5aSP.) Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Specialized Clinical Practice Behaviors <b>Specialized Practice Year</b>
6	<b>ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.	Students will effectively engage with diverse individuals, families, groups, organizations, and communities.	(6aSP.) Demonstrate the ability to develop a culturally responsive professional relationship with children, families and/or vulnerable adult clients
7	<b>ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities.	Students will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.	(7aSP.) Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families and/or vulnerable adult clients
8	<b>INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students are knowledgeable about evidence-informed interventions that are able to achieve the goals of clients and constituencies, including individuals, families, groups, organizations and communities. Ensure that MSW students are able to identify, analyze, and implement theory-directed, evidence-informed interventions to achieve client and constituency goals.	Students will effectively intervene with individuals, families, groups, organizations, and communities.	(8aSP.) Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients (8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Specialized Clinical Practice Behaviors <i>Specialized Practice Year</i>
9	<b>EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand the theories of human behavior and the social environment and can critically evaluate and apply that knowledge to evaluating processes and outcomes in order to advance practice effectiveness.	Students will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients

## Dimensions Addressed in Order to Obtain Practice Competencies

### Knowledge

The dimension of “knowledge” focuses on *knowledge acquisition and comprehension*. “Knowledge acquisition” refers to the recall of specific concepts and theories focused on in the readings and analyzed during lectures and classroom discussions. “Comprehension” refers to the accurate translation, interpretation, and extrapolation of these concepts, current research, theories, policies, and best practices necessary for gaining a thorough understanding of the social work profession.

### Values

The dimension of “values” focuses on the beliefs, standards of conduct, and principles specified by the *NASW Code of Ethics*. These values include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Social workers look to the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact social work practice at the micro, mezzo, and macro levels. Social workers understand how their personal experiences and affective reactions may influence their professional judgment and behavior and use reflection and self-regulation to manage those personal values to maintain professionalism in all practice situations.

### Skills

The dimension of “skills” focuses on the proficiency in the use of one’s knowledge, talents, personality and resources. Social work skills include being proficient in communication, effectively engaging with diverse client systems at the micro, mezzo, and macro levels; collecting relevant data needed for problem resolution; assessing



problems accurately; using and translating research evidence to inform and improve practice, policy, and service delivery; planning for change; intervening to attain mutually-agreed upon goals; matching needs with resources; evaluating the change process to determine its effectiveness; developing needed resources, critically analyzing, formulating, and advocating for policies that advance human rights and social, economic and environmental justice.

### Cognitive and Affective Processes

Cognitive and Affective processes focus on *attending to, responding to and internalizing* the values of the profession, the ethical use of self in the professional setting, and the philosophical commitment of the MSW program. Attending, responding, and internalizing are encouraged through the development of the awareness of feelings and attitudes that arise within others and us in response to the value dimensions of the course content. These processes are promoted through in-class and out-of-class activities that involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions, and other forms of communication.

### Additional Program Information & Policies

- <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>
- <https://www.asurams.edu/student-affairs/student-handbook/>
- <https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf>
- <https://www.asurams.edu/student-affairs/student-conduct/>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/BSW-Student-Manual.pdf>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/MSW-Student-Manual.pdf>

## Course Objectives

### Institutional Learning Outcomes

#	Institutional Learning Outcome
1	The student will be able to demonstrate effective communication skills appropriate to the major field of study, depth of study, and degree level.

#	Institutional Learning Outcome
2	The student will be able to demonstrate effective analytical problem-solving skills that are appropriate to the major field of study, depth of study, and degree level.
3	The student will be able to demonstrate effective critical thinking skills appropriate to the major field of study, depth of study, and degree level.

## Expected Program Outcomes/Student Learner Outcomes

At the completion of the MSW program:

### Program Outcomes

#### DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

The MSW Student will apply social work ethical principles to guide professional behavior and practice.

#### ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

The MSW student will engage in competent and effective practice with diverse populations.

#### ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

The MSW student will advance human rights and social, economic, and environmental justice.

#### ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

The MSW student will engage in research-informed practice and practice-informed research.

#### ENGAGE IN POLICY PRACTICE

The MSW student will engage in effective policy practice to advance social, economic, and environmental well-being and to deliver effective social work services.

#### ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively engage with diverse individuals, families, groups, organizations, and communities.

#### ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.

INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively intervene with individuals, families, groups, organizations, and communities.

EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.

Expected Course Objectives

At the completion of this course, the student will be able to:

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
1aSP	1	(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the NASW <i>Code of Ethics</i> , the NASW <i>Standards for Clinical Social Work in Social Work Practice</i> , the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics, as appropriate to the context	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency</i>  <i>Case Studies</i>	Knowledge, values, Skills, C/A Processes
1bSP	2	(1bSP.) Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency</i>  <i>Case Studies</i>	Knowledge, values, Skills, C/A Processes

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
2aSP	3	(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families, and/or vulnerable adults	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency</i>  <i>Case Studies</i>	Knowledge, values, Skills, C/A Processes
2bSP	4	(2bSP.) Demonstrate the ability to effectively work with children, families, and/or vulnerable adults from diverse populations	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency</i>  <i>Case Studies</i>	Knowledge, values, Skills, C/A Processes
3aSP	5	(3aSP.) Demonstrate the ability to engage in practice with children, families, and/or vulnerable adults in a manner that advances social, economic, and/or environmental justice	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency</i>  <i>Case Studies</i>	Knowledge, values, Skills, C/A Processes
4aSP	6	(4aSP.) Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency</i>  <i>Case Studies</i>	Knowledge, values, Skills, C/A Processes
5aSP	7	(5aSP.) Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults	

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency</i>	Knowledge, values, Skills, C/A Processes
		<i>Case Studies</i>	
6aSP	8	(6aSP.) Demonstrate the ability to develop a culturally responsive professional relationship with children, families, and/or vulnerable adult clients	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency</i>	Knowledge, values, Skills, C/A Processes
		<i>Case Studies</i>	
7aSP	9	(7aSP.) Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families, and/or vulnerable adult clients	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency</i>	Knowledge, values, Skills, C/A Processes
		<i>Case Studies</i>	
8aSP	10	(8aSP.) Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency</i>	Knowledge, values, Skills, C/A Processes
		<i>Case Studies</i>	
8bSP	11	(8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.	

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency</i>	Knowledge, values, Skills, C/A Processes
		<i>Case Studies</i>	
9aSP	12	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families, and/or vulnerable adult clients	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency</i>	Knowledge, values, Skills, C/A Processes
		<i>Case Studies</i>	

## Course Activities

### Description of Learner-Centered Activities, Exercises, Projects, Labs, Written Assignments, Etc.

Activity	Description of Activity
Activity 1: <a href="#">Agency Analysis</a>	<p>Students will complete a detailed agency analysis of their field agency. The purpose of this assignment is to assist you in learning about and analyzing your field agency. It is very important to have a complete understanding of your agency, including the programs and services, funding, and history. It is also helpful to think critically about the purpose, structure, and function of your organization.</p> <p>Chapter 2 of your text covers the agency analysis. The process recording must reflect graduate-level writing, and thought processes, and be written in complete sentences and paragraphs. APA format is required and citations must be provided where relevant. This assignment is located in Tevera and can be accessed by:</p> <ol style="list-style-type: none"> <li>1. Log into Tevera</li> <li>2. Go to the assignments tab</li> <li>3. Locate the Agency Analysis assignment (in order by due date).</li> <li>4. Click Start to launch the assignment</li> <li>5. Save your work as you go. You can come back as many times as needed. Once the assignment is complete, sign</li> <li>6. Progress to the Field Coordinator and TS/FI for review</li> </ol>
Activity 2: <a href="#">Practice Tasks for Learning Contract</a>	<p>Students will identify relevant and meaningful tasks to demonstrate mastery of the practice behaviors in their field agency. We will devote a good deal of time in seminar identifying tasks and linking those tasks to the social work goals, competencies, and practice behaviors. This task will be formally assessed by the learning contract.</p>

Activity	Description of Activity
Activity 3: <a href="#">Field Safety Assessment/Self Care</a>	Students will conduct a safety assessment of their physical, psychological, and professional safety within their field agency. Students will develop a plan for self-care to monitor stress and prevent burnout.
Activity 4: <a href="#">Diaz Case Study</a>	Students will take a complex case study and apply the social work goals, competencies, behaviors.
Activity 5: <a href="#">Peterson Case Study</a>	Students will take a complex case study and apply the social work goals, competencies, behaviors.

## Graded Assessment #1: Syllabus Quiz

### ***Description***

Students will review the syllabus in GeorgiaVIEW and complete a syllabus quiz in GeorgiaVIEW.

## Graded Assessment #2: Agency Analysis

### ***Description***

Students will complete a detailed agency analysis of their field agency. The purpose of this assignment is to assist you in learning about and analyzing your field agency. It is very important to have a complete understanding of your agency, including the programs and services, funding, and history. It is also helpful to think critically about the purpose, structure, and function of your organization.

Chapter 2 of your text covers the agency analysis. The process recording must reflect graduate-level writing, and thought processes, and be written in complete sentences and paragraphs. APA format is required and citations must be provided where relevant.

This assignment is located in Tevera and can be accessed by:

1. Log into Tevera
2. Go to the assignments tab
3. Locate the Agency Analysis assignment (in order by due date).
4. Click Start to launch the assignment
5. Save your work as you go. You can come back as many times as needed. Once the assignment is complete, sign
6. Progress to the Field Coordinator and TS/FI for review

## Graded Assessment #3: Class Participation

### **Description**

The majority of the seminar grade is based on participation. Students are expected to login on time with their cameras on and centered on their faces. This means that your entire face should be lit and visible; no dark backgrounds, no ceilings or ceiling fans, no trees passing in the background, no skies.....your bright smiling face needs to be visible. Students should be sitting upright at a table, desk, or other appropriate workspace. It is unacceptable to be driving, shopping, folding clothes, or engaged in any other tasks while attending seminar. We will frequently break out into small groups in seminar and students are expected to keep their cameras on while in small groups.

Students will receive up to 20 points for attendance and participation in each seminar session. Students must be prepared for discussion topics outlined in the syllabus. This means that students must have completed the case study reading and task detailed on the syllabus.

Students opting to participate in seminar with the camera off will only receive 10 points. Receiving 10 points is contingent upon participating and adding to class discussion. Students logged in with the camera off and not contributing to discussions will receive 0 points for participation.

Seminars are short and our time together is valuable. Students logging in more than 15 minutes late will only receive 10 points. Students logging in more than 30 minutes late will receive 0 points.

**Seminar attendance and participation accounts for 60% of your grade. You will not pass seminar if you do not have your camera on and participate. I will periodically check cameras and your grade will be based on my periodic and random checks.**

## Course Schedule

Course calendar and related activities

When	Topic	Notes
<b>Week 1</b> 8/15/2022 Webex	Introduction to Field	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Review of Syllabus</li> <li>• Seminar Expectations</li> <li>• Getting Stated in the Practicum</li> <li>• Tevera Field Software</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Class discussion of syllabus and expectations</li> <li>• Introduction and discussion of Learning Objectives/Practice Behaviors (pg. 6-19) and learning contract</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Syllabus Quiz</li> </ul>



Course calendar and related activities

When	Topic	Notes
<b>Week 2</b> 8/22/2022 Webex	Agency Analysis & Learning Contract	<ul style="list-style-type: none"> <li>• Learning Contract</li> </ul> <p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Agency Orientation</li> <li>• Agency Analysis</li> <li>• Supervision</li> <li>• Learning Contract</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Review Agency Analysis in Detail</li> <li>• Discuss Supervision and Develop a Plan for Supervision</li> <li>• Students should review all course syllabi for courses in which they are currently enrolled. Identify the practice behaviors and assignments from other courses that can be applied in the field agency and included in the learning contract.</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Agency Analysis</li> <li>• Learning Contract</li> <li>• Class Discussion</li> </ul>
<b>Week 3</b> 8/29/2022 Webex	Learning Contract	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• The learning plan</li> <li>• Elements of the learning plan</li> <li>• Developing your learning plan</li> <li>• The pace of learning</li> <li>• Suggested field tasks</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• In small groups develop practice tasks for the learning contract</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Class Discussion</li> </ul>
<b>Week 4</b> 9/5/2022 Webex	Learning Contract	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• The learning plan</li> <li>• Elements of the learning plan</li> <li>• Developing your learning plan</li> <li>• The pace of learning</li> <li>• Suggested field tasks</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• In small groups develop practice tasks for the learning contract</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Class Discussion</li> </ul>
<b>Week 5</b> 9/12/2022 Webex	Safety in Field and Self-Care	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Safety in the Agency Setting</li> <li>• Self-Care in Social Work</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Identify safety strategies in the field agency</li> <li>• Develop plans for self-care to monitor stress and prevent burnout</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Discussion</li> </ul>

Course calendar and related activities

When	Topic	Notes
<p><b>Week 6</b> 9/19/2022 Webex</p>	<p>Diaz Case Study</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Ethical and Professional Behavior                             <ul style="list-style-type: none"> <li>○ 1aSP. The MSW Student makes ethical decisions in clinical social work practice by applying the standards of the NASW <i>Code of Ethics</i>, the NASW Standards for Clinical Social Work in Social Work Practice, the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists, Rules and Regulations Chapter 135-7, Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics, as appropriate to the context.</li> <li>○ 1bSP. The MSW Student comprehends and can articulate how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.</li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Apply 1aSP and 1bSP to the Diaz Case Study</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<p><b>Week 7</b> 9/26/2022 Webex</p>	<p>Diaz Case Study</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Diversity and Difference in Practice                             <ul style="list-style-type: none"> <li>○ 2aSP. The MSW Student researches culturally sensitive and effective services and interventions with children, families and/or vulnerable adults.</li> <li>○ 2bSP. The MSW Student effectively works with children, families and/or vulnerable adults from diverse populations in clinical social work practice.</li> </ul> </li> <li>• Human Rights and Social, Economic, and Environmental Justice                             <ul style="list-style-type: none"> <li>○ 3aSP. The MSW Student engages in practice with children, families, and/or vulnerable adults in a manner that advances social, economic, and/or environmental justice.</li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Apply 2sSP, 2bSP, and 3aSP to the Diaz family</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<p><b>Week 8</b> 10/3/2022 Webex</p>	<p>Diaz Case Study</p>	<p><b>No Seminar on 10/5/2022. An online discussion will be held in lieu of Seminar.</b></p> <p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Practice-Informed Research and Research-Informed Practice                             <ul style="list-style-type: none"> <li>○ 4aSP. The MSW Student translates research findings into effective practice with children, families, and/or vulnerable adults.</li> </ul> </li> <li>• Policy Practice                             <ul style="list-style-type: none"> <li>○ 5aSP. The MSW Student advocates with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families and/or vulnerable adults.</li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Apply 4aSP and 5aSP to the Diaz family</li> </ul> <p><b>Assessments</b></p>

Course calendar and related activities

When	Topic	Notes
<b>Week 9</b> 10/10/2022 Webex	Diaz Case Study	<ul style="list-style-type: none"> <li>• Class Discussion</li> </ul> <p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Engagement with Families, Groups, Organizations, and Communities                             <ul style="list-style-type: none"> <li>○ 6aSP. The MSW Student develops a culturally responsive professional relationship with children, families, and/or vulnerable adult clients.</li> </ul> </li> <li>• Assessment with Individuals, Families, Groups, and Communities                             <ul style="list-style-type: none"> <li>○ 7aSP. The MSW Student uses multi-dimensional assessment tools with children, families, and/or vulnerable adult clients.</li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Apply 6aSP and 7aSP to the Diaz family</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<b>Week 10</b> 10/17/2022 Webex	Diaz Case Study	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Intervention with Individuals, Families, Groups, and Communities                             <ul style="list-style-type: none"> <li>○ 8aSP. The MSW Student critically evaluates, selects, and applies evidence-based interventions with children, families, and/or vulnerable adult clients.</li> <li>○ 8bSP. The MSW Student collaborates with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.</li> </ul> </li> <li>• Evaluation of Practice with Individuals, Families, Groups, and Communities                             <ul style="list-style-type: none"> <li>○ 9aSP. The MSW Student evaluates the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients.</li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Apply 8aSP, 8bSP, and 9aSP to the Diaz family</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<b>Week 11</b> 10/24/2022 Webex	Peterson Case Study	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Ethical and Professional Behavior                             <ul style="list-style-type: none"> <li>○ 1aSP. The MSW Student makes ethical decisions in clinical social work practice by applying the standards of the NASW <i>Code of Ethics</i>, the NASW Standards for Clinical Social Work in Social Work Practice, the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists, Rules and Regulations Chapter 135-7, Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics, as appropriate to the context.</li> <li>○ 1bSP. The MSW Student comprehends and can articulate how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.</li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Apply 1aSP and 1bSP to the Peterson family</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>

Course calendar and related activities

When	Topic	Notes
<b>Week 12</b> 10/31/2022 Webex	Peterson Case Study	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Diversity and Difference in Practice                             <ul style="list-style-type: none"> <li>○ 2aSP. The MSW Student researches culturally sensitive and effective services and interventions with children, families and/or vulnerable adults.</li> <li>○ 2bSP. The MSW Student effectively works with children, families and/or vulnerable adults from diverse populations in clinical social work practice.</li> </ul> </li> <li>• Human Rights and Social, Economic, and Environmental Justice                             <ul style="list-style-type: none"> <li>○ 3aSP. The MSW Student engages in practice with children, families, and/or vulnerable adults in a manner that advances social, economic, and/or environmental justice.</li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Apply 2sSP, 2bSP, and 3aSP to the Diaz family</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<b>Week 13</b> 11/7/2022 Webex	Peterson Case Study	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Practice-Informed Research and Research-Informed Practice                             <ul style="list-style-type: none"> <li>○ 4aSP. The MSW Student translates research findings into effective practice with children, families, and/or vulnerable adults.</li> </ul> </li> <li>• Policy Practice                             <ul style="list-style-type: none"> <li>○ 5aSP. The MSW Student advocates with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families and/or vulnerable adults.</li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Apply 4aSP and 5aSP to the Peterson family</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<b>Week 14</b> 11/14/2022 Webex	Peterson Case Study	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Engagement with Families, Groups, Organizations, and Communities                             <ul style="list-style-type: none"> <li>○ 6aSP. The MSW Student develops a culturally responsive professional relationship with children, families, and/or vulnerable adult clients.</li> </ul> </li> <li>• Assessment with Individuals, Families, Groups, and Communities                             <ul style="list-style-type: none"> <li>○ 7aSP. The MSW Student uses multi-dimensional assessment tools with children, families, and/or vulnerable adult clients.</li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Apply 6aSP and 7aSP to the Peterson family</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<b>Week 15</b> 11/21/2022 Webex	Field Break/Temporary Termination & Reflection Peterson Case Study	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Preparing agency and clients for a temporary break between semesters</li> <li>• Ethical practice and continuity of care</li> <li>• Intervention with Individuals, Families, Groups, and Communities</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>○ 8aSP. The MSW Student critically evaluates, selects, and applies evidence-based interventions with children, families, and/or vulnerable adult clients.</li> <li>○ 8bSP. The MSW Student collaborates with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.</li> <li>• Evaluation of Practice with Individuals, Families, Groups, and Communities                             <ul style="list-style-type: none"> <li>○ 9aSP. The MSW Student evaluates the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients.</li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Identify steps to take to prepare for break</li> <li>• Identify ethical dilemmas and resolution with regards to continuity of care</li> <li>• Apply 8aSP, 8bSP, and 9aSP to the Peterson family</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<b>Week 16</b> Semester Wrap Up Webex		<p><b>Last day of classes is 12/1/2022</b></p> <p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Field Hours</li> <li>• Supervision Hours</li> <li>• Preparing for Spring 2023</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Review of evaluations</li> <li>• Review of timesheets and hours</li> <li>• Review Spring 2023 Calendar</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Class Discussion</li> </ul>
<b>Week 17</b> 12/5/2022	Final Exams	No final for seminar Exams will be held 12/5/2022 - 12/8/2022

## Method of Evaluation: Course Grading Policy, Assessment, Course Grades

### Criteria

#### Course Grading Policy

#	Assignment	Date Due	Maximum Possible Score
<b>Total Points</b>			<b>480</b>
1	Syllabus Quiz	8/19/2022	50
2	Agency Analysis	8/28/2022	110
3	Attendance & Participation	Weekly	320

## Assessment

Be mindful and attentive to your participation in seminar. Consistently having the camera off or not on your face will result in receiving a failing grade for the semester. If you receive a grade of C or lower you will have to repeat the seminar course AND the field experience course, as seminar and field experience have to be taken concurrently.

The final grade in the course is defined as follows:

Types of evaluations and related weights

Type	Weight	Topic	Notes
Graded Assessment	15%	Syllabus Quiz	Students will complete an online quiz in GeorgiaVIEW
Graded Assessment	25%	Agency Analysis	Due in Tevera by 8/28/2022
Graded Assessment	60%	Attendance & Participation	Be prepared to login on time, in an appropriate workspace, with appropriate lighting, and the camera centered on your face. Pay attention to the subject matter so that you are prepared for discussions.

## Breakdown

### University System of Georgia Grading Policy

The final grade in the course is defined as follows:

Resulting grade and related performance levels

Grade	Range	Notes
A	90 to 100	To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.
B	80 to 89	To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.
C	70 to 79	For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.
D	60 to 69	A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student

Resulting grade and related performance levels

Grade	Range	Notes
		performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.
F	Below 60	A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.
I	Incomplete	<b>The Grade of "I" (Incomplete):</b> The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Course Policies

Students are expected to interact professionally and respectfully. We will be tolerant and respectful of differences and communicate in a manner to seek understanding. We will always be respectful when discussing clients and adhere to confidentiality. Under no circumstance should client's real names or other identifying information be shared in seminar or in group work.

### General Statement

This syllabus contains the policies and expectations that have been established for this course. These policies and expectations are intended to create a productive learning atmosphere for **all students**. Please bring any concerns you may have to my attention.

To create and preserve a course atmosphere that optimizes teaching and learning, all students share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning, and they are expected to follow these standards:

Course discussions should be civilized and respectful to everyone and relevant to the topic we are discussing. Discussion forums (online or face-to-face) are meant to allow for a variety of viewpoints. This can only happen if we respect one another and our differences.

I will begin in-class and/or online live sessions promptly at the designated time and students are expected to be on time to these sessions. In addition, class will end at the designated time. Please refrain from engaging in other tasks during the online session as it is disruptive to me and to others around you.

### Course Attendance Policy

Please refer to the current [Academic Catalog](#) for the attendance policy.

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working on projects.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

### Attendance Verification & Semester Dates (For Online Courses)

**IMPORTANT** - In order to confirm your attendance and participation in this course, you must complete the Mandatory Syllabus Quiz AND the Introductions discussion activity by the first **Friday of the semester at noon**. BOTH of these activities are required and can be found within the START HERE module.

**Please note:** failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage. The participation activity is required and can be found within the Course Content's Syllabus and Start Items folder.



## On-Campus Attendance

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible, whether in class or online. Some justified and unavoidable absences are expected. Absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed. Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

## Online Attendance

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Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Excused absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed.

Class Meeting	Allowed Excused Absences	Letter Grade Drop	Failure
Once per week	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"
Twice per week	Two excused absences; no penalty	Three absences; 1 letter grade drop	Four or more absences; Class grade of "F"
Summer	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"

Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

## Class Cancellation Policy

In the event that the Instructor must cancel a class, students will be informed either in the syllabus (for planned absences such as conference attendance, workshops, etc.) or via email (in the case of illness, etc.) through GeorgiaView. Students are reminded that they are responsible for any information sent to them at their ASU email address. The Instructor will inform the Social Work Department's Administrative Assistant and the Chair of the Department of the class cancellation so a "Notification of

Cancellation” may be placed on the classroom door and they can answer any questions or concerns that students might have.

## Online Privacy

This course may require you to work with other sites and entities beyond ASU and Georgia View where some personal information (e.g. your name, affiliation with ASU, or current employment) may be displayed. You have the right to regulate the display of information pertaining to yourself on the Internet. If you are uncomfortable displaying information you deem overly personal, you may take steps (such as posting online your first name and last initial only or other pseudonym) to post more anonymously. You also agree to respect other people’s wishes to remain anonymous.

## Links to and from Third-Party Sites

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or Albany State University (ASU). These links do not necessarily constitute an endorsement by your professor(s) or ASU, and ASU has no obligation to monitor such sites, and user agrees that neither your professor(s) nor ASU is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

# University Policies

## Academic Integrity

Please see the ASU [Student Code of Conduct](#) for rules on academic honesty/integrity.

**The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment.**

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However,

there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: TurnItIn, a plagiarism detection system, is often used by ASU faculty members.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Self-plagiarism is submitting your own work for multiple assignments or across multiple courses.

The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

### Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technical difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

**\*NOTE: “ASU RAMmail account is the university’s official means of electronic communication with students. Students are required to use the ASU website ([www.asurams.edu](http://www.asurams.edu)) and RAMmail for important university’s official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb.”**

Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in your courses. Check the information at <http://www.usg.edu/usgweb/d2lchecker/> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact Albany State's Help Desk at 229-500-HELP (4357) Monday - Friday, between 8:00 a.m. and 8:00 p.m. or check out the frequently asked question knowledge base, available 24/7 at <https://d2lhelp.view.usg.edu/>. For live support after 8:00 p.m. EST Monday through Friday or during weekends and holidays, call 855-772-0423.

#### ePortfolio Assistance:

As of July 2022, ASU has implemented a new ePortfolio system with our platform provider, **Digication**. An ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. Refer to [Ram Potential](#), ASU's metafolio, for basic "getting started" information. Additional tutorials and videos are available on [Digication's Support site](#).

For technical assistance, contact Albany State's Distance Learning Department at 229.500.2907 Monday - Friday, between 8:00 a.m. and 5:00 p.m., or email [asuonline@asurams.edu](mailto:asuonline@asurams.edu). For support after 5:00 p.m. EST Monday through Friday or during weekends and holidays, email [support@digication.com](mailto:support@digication.com).

#### Tutoring:

Online tutoring resources for ASU students are available 24/7. These resources provide tutoring in a variety of subjects including writing assistance, essay review, mathematics, nursing, and IT support for Microsoft Office. To access these resources, simply click the icon on the toolbar from within your online course and follow the prompts.

Additionally, Albany State offers on-campus tutoring in the [Centers for Academic Excellence](#), as well as Tutoring on Demand (TOD) during hours of operation. You can also access TOD from the Study Aids tab to join online tutoring via WebEx.

To connect with additional resources in classroom skills, major exploration, and degree planning, please schedule an appointment with your academic advisor by going to [EAB](#) or contact ASU Student Success at [studentsuccess@asuarams.edu](mailto:studentsuccess@asuarams.edu) or 229.500.2927.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office.

Please contact the Office of Accessibility Services (<https://www.asurams.edu/student-affairs/counseling-disability-services/index.php> or 229-500-2013) for additional information regarding accessibility services.

### Class Excuse Request

Currently, a student may request a class excuse from the Office of Student Support under qualifying circumstances that present an immediate crisis impeding a student's ability to attend classes. Upon a student's return to campus, he or she must provide the Office of Student Support supporting documentation that verifies his or her reason for being absent from classes. Once supporting documentation has been verified by the Office of Student Support, a class excuse will be sent to each professor of the requesting student via university email. Ultimately, class excuses issued by the Office of Student Support only serve as **requests** for professors to allow students to make up missed assignments and quizzes.

- [Class Excuse Form](#)

### Class Cancellation Policy

Please refer to the current [Academic Catalog](#) for the class cancellation policy. Inclement Weather and Catastrophic/Pandemic Readiness Statement

In the event of a campus emergency due to unintended disturbances, the syllabi and course delivery are subject to change. This includes course requirements, deadlines and grading percentages. First, review all information on the ASU homepage for information and important announcements. Second, if the course is not able to meet face-to-face, students should immediately log onto GaVIEW and read any announcements and/or alternative assignments or by contacting your instructor (see contact information above).

### Important University Dates

Please refer to the [ASU Online Calendar](#) for additional information.  
Additional Campus Policies

Policies regarding the following areas can be located at: <http://www.asurams.edu/syllabi-links>

- Counseling and Accessibility Services
- Sexual Misconduct Information
- Student Code of Conduct
- Campus Carry Policy
- University Learning Centers

## Student Well-Being

I want you to succeed and your academic success depends heavily on your personal health and well-being. Stress is a normal part of the college experience, but it can sometimes be compounded by unexpected setbacks, events, or life changes. ASU offers counseling services on-campus at 229.500.2013 as well as through a 24/7 Support Line at 833.855.0083. ASU counseling services cost students nothing, are completely confidential, and in no way are connected to your academic record.

Counseling and Student Accessibility Services (CSAS) offers students of all backgrounds, races, religious beliefs, sexual orientations, gender identifies, abilities, ethnicities, and cultures a safe place to discuss and resolve issues that interfere with personal and academic goals. CSAS recognizes and honors the complex intersectionality of all aspects of a person's identity and presenting concerns. All enrolled ASU students are eligible for free counseling services. You may call the 24/7 Support Line at 833.855.0083 to speak with or schedule in-person and virtual appointments with licensed mental health professionals. You may also schedule an appointment by calling 229.500.2013 or in person at their office: Suite 170, Billy C. Black Building. Office hours are Monday-Friday, 8:00 a.m. - 5:00 p.m. I strongly encourage you to take advantage of this valuable resource if you are interested or find yourself struggling and in need of additional support. You can also use the QR codes to contact CSAS as well as to access the ASU Wellness Hub.

	
<b>Counseling and Student Accessibility Services</b> <i>Student Health Services</i>	<b>ASU Wellness Hub</b>



The Mission of Albany State University Student Health Services (ASU-SHS) is to provide a quality, cost-effective episodic health care delivery system to meet basic holistic health care needs to presently enrolled students. Further, the ASU-SHS provides current health promotional programs and medical counseling referrals for students as appropriate or when urgent situations occur. ASU-SHS is available on east and west campuses and you can access ASU-SHS at the following link and QR code.

<https://www.asurams.edu/student-affairs/health-services/index.php>



**ASU Student Health Services**  
*Sexual Assault*

If you experience rape/sexual assault and think you might still be in danger, if you are on campus call 229.430.4711, if you are off campus call 911 and stay on the phone with them. For emotional support, advocacy, or information following a sexual assault, you can contact CSAS, contact the ASU Wellness Hub, or call the ASU Police Department at 229.430.4711. ASU PD has advocates with whom you can talk. If you are not comfortable calling ASU PD, you can call the RAINN National Sexual Assault Hotline 24/7 at 1.800.656.HOPE (1.800.656.4673).

#### *Suicidal thoughts*

If you are having suicidal thoughts, you can contact CSAS or the ASU Wellness Hub, but if you are not comfortable contacting CSAS, you can call, text, or chat the 988 Suicide and Crisis Lifeline at 988. You can also web chat with someone through Lifeline Chat at the following link or QR code <https://988lifeline.org>



**Lifeline Chat**  
*LGBTQ Safe Zones*

Over the next few months, the university will be partnering with faculty and staff to house Safe Zone Spaces across the ASU campuses. The Safe Zone Project is to help

educate people about sexual orientation and gender identity/expression issues and to create a visible network of allies to provide support to the ASU lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) community. However, until the training has been completed, we look for a heart shaped LGBTQ Progress Pride sticker to find those who are willing to help and support you as you navigate your life. If you see this sticker on an office door, you know you can feel safe with your questions.



*Student Food and Personal Items Pantry*

The mission of the Student Food and Personal Items Pantry (hereinafter the Buck Bank) is to alleviate food insecurity among ASU students by providing emergency food to ASU students in need. They aim to alleviate the barriers associated with food insecurity to support student success at ASU and to ensure that no student goes hungry because of a lack of income or access to food.

All currently enrolled ASU students are eligible to use the Student Food and Personal Items Pantry. Students confidentially can [“Make a Request for Goods”](#) online. In addition, students can schedule a date and time for pick-up that best meets their schedule using this online portal. The office is in the East Campus Student Center (Green Zone) on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays and Fridays of each month between the hours of 8:30 a.m. – 12:00 p.m. and 1:30 p.m. 4:30 p.m. To access more information and request assistance visit the following link or QR code ([www.asurams.edu/pantry](http://www.asurams.edu/pantry))



**ASU Student Food and Personal Items Pantry**

## Rubrics and Additional Information

### Directions & Rubrics

Attached are the rubrics for each graded assignment:

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- [Grading Sheet](#)
- [Bibliography and References](#)
- [Student Acknowledgement and Agreement](#)



ASU Online · College of Business, Education, and Professional Studies ·  
Social Work

## Advanced Field Experience I

### SOWK-7055

- Fall 2022
- Section 01
- 3 Credits

#### Instructor

Assistant Professor/Field Coordinator: Mrs. Jamie Swain

- **Email:** [Jamie.Swain@asurams.edu](mailto:Jamie.Swain@asurams.edu)
- **Office:** CMH 115
- **Phone:** 229-500-2385 or 229-317-3494

#### Class Meeting Times, Class Meeting Location

Thursday, 08:00AM - 04:00PM

Location: Agency

#### Course Requirements

Tevera Field Software

Tevera, LLC. (2016). Tevera. Print ISBN- 978-0-692-90652-1

- **Availability:** Bookstore or Tevera
- **Price:** \$293.00 or \$208.00

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Tevera is \$208.00 if purchased directly from Tevera. Tevera is \$293.00 if purchased directly from the bookstore. An email was sent to your ASU email account inviting you to set up your Tevera account.

## Professional Liability Insurance

Must join NASW

Must join [NASW](#) as a student and then purchase insurance from [NASW Assurance Services](#).

NASW Student Membership is \$57.00 annually

Professional liability insurance through Assurance Services is \$15.00 annually

Total cost is \$72.00

- **Availability:** NASW Website
- **Price:** \$72.00

## Course Description

Advanced MSW-supervised placement of 225 clock hours.

### Requisites

#### Prerequisites:

Admission to the MSW program; successful completion of SOWK 6056 and SOWK 6052; completion of, or concurrent enrollment in, SOWK 7021, SOWK 7031, SOWK 7041, and SOWK 7131.

#### Corequisites:

SOWK 6051

## Program Learning Outcomes

### MISSION STATEMENT

The mission of the Master of Social Work program is to advance social, economic, and environmental justice by preparing students for competent, empowering service with children, families, and vulnerable adults of diverse backgrounds across their lifespan.

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Specialized Clinical Practice Behaviors <i>Specialized Practice Year</i>
1	<b>DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR</b>	<p>With an understanding of the profession's historical development, ensure that MSW students, as representatives of the profession, its mission and its historical values, commit themselves to the profession's enhancement and to their own ongoing professional conduct and growth.</p> <p>Ensure that MSW students critically apply the ethical principles of the profession to their practice, utilizing frameworks of ethical decision-making, as well as relevant laws and regulations to their practice at the micro, mezzo, and macro levels.</p>	<p>The MSW Student will apply social work ethical principles to guide professional behavior and practice.</p>	<p>(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the <i>NASW Code of Ethics</i>, the <i>NASW Standards for Clinical Social Work in Social Work Practice</i>, the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, <i>Code of Ethics</i>, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional codes of ethics, as appropriate to the context.</p> <p>(1bSP.) Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.</p>

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Specialized Clinical Practice Behaviors <b>Specialized Practice Year</b>
2	<b>ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</b>	Ensure that MSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, characterizes and shapes human experience and identity formation.	Students will engage in competent and effective practice with diverse populations.	(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults  (2bSP.) Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations
3	<b>ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE</b>	Ensure that MSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.	Students will advance human rights and social, economic and environmental justice.	(3aSP.) Demonstrate the ability to engage in practice with children, families and/or vulnerable adults in a manner that advances social, economic and/or environmental justice

#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Specialized Clinical Practice Behaviors <b>Specialized Practice Year</b>
4	<b>ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</b>	Ensure that MSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.	Students will engage in research-informed practice and practice-informed research.	(4aSP.) Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults
5	<b>ENGAGE IN POLICY PRACTICE</b>	<p>Ensure that MSW students possess an understanding of how human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, and local levels.</p> <p>Ensure that MSW students understand their role in policy formulation, analysis, implementation and evaluation within their practice settings at the micro, mezzo, and macro levels, and actively engaging in policy practice to affect change within those settings.</p>	Students will engage in effective policy practice to advance social, economic, and environmental well-being and to deliver effective social work services.	(5aSP.) Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults



#	MSW Program Goals Areas	MSW Program Goals	MSW Competencies	Specialized Clinical Practice Behaviors <i>Specialized Practice Year</i>
6	<b>ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.	Students will effectively engage with diverse individuals, families, groups, organizations, and communities.	(6aSP.) Demonstrate the ability to develop a culturally responsive professional relationship with children, families and/or vulnerable adult clients
7	<b>ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities.	Students will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.	(7aSP.) Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families and/or vulnerable adult clients
8	<b>INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	<p>Ensure that MSW students are knowledgeable about evidence-informed interventions that are able to achieve the goals of clients and constituencies, including individuals, families, groups, organizations and communities.</p> <p>Ensure that MSW students are able to identify, analyze, and implement theory-directed, evidence-informed interventions to achieve client and constituency goals.</p>	Students will effectively intervene with individuals, families, groups, organizations, and communities.	<p>(8aSP.) Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients</p> <p>(8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.</p>
9	<b>EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	Ensure that MSW students understand the theories of human behavior and the social environment and can critically evaluate and apply that knowledge to evaluating processes and outcomes in order to advance practice effectiveness.	Students will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients

## Dimensions Addressed in Order to Obtain Practice Competencies

### Knowledge

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The dimension of “knowledge” focuses on *knowledge acquisition and comprehension*. “Knowledge acquisition” refers to the recall of specific concepts and theories focused on in the readings and analyzed during lectures and classroom discussions. “Comprehension” refers to the accurate translation, interpretation, and extrapolation of these concepts, current research, theories, policies, and best practices necessary for gaining a thorough understanding of the social work profession.

## Values

The dimension of “values” focuses on the beliefs, standards of conduct, and principles specified by the *NASW Code of Ethics*. These values include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Social workers look to the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact social work practice at the micro, mezzo, and macro levels. Social workers understand how their personal experiences and affective reactions may influence their professional judgment and behavior and use reflection and self-regulation to manage those personal values to maintain professionalism in all practice situations.

## Skills

The dimension of “skills” focuses on the proficiency in the use of one’s knowledge, talents, personality and resources. Social work skills include being proficient in communication, effectively engaging with diverse client systems at the micro, mezzo, and macro levels; collecting relevant data needed for problem resolution; assessing problems accurately; using and translating research evidence to inform and improve practice, policy, and service delivery; planning for change; intervening to attain mutually-agreed upon goals; matching needs with resources; evaluating the change process to determine its effectiveness; developing needed resources, critically analyzing, formulating, and advocating for policies that advance human rights and social, economic and environmental justice.

## Cognitive and Affective Processes

Cognitive and Affective processes focus on *attending to, responding to and internalizing* the values of the profession, the ethical use of self in the professional setting, and the philosophical commitment of the MSW program. Attending, responding, and internalizing are encouraged through the development of the awareness of feelings and attitudes that arise within others and us in response to the value dimensions of the course content. These processes are promoted through in-class and out-of-class activities that involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions, and other forms of communication.

## Additional Program Information & Policies

- <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>
- <https://www.asurams.edu/student-affairs/student-handbook/>
- <https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf>
- <https://www.asurams.edu/student-affairs/student-conduct/>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/BSW-Student-Manual.pdf>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/MSW-Student-Manual.pdf>

## Course Objectives

### Institutional Learning Outcomes

1. The student will be able to demonstrate effective communication skills appropriate to the major field of study, depth of study, and degree level.
2. The student will be able to demonstrate effective analytical problem solving skills that are appropriate to the major field of study, depth of study, and degree level.
3. The student will be able to demonstrate effective critical thinking skills appropriate to the major field of study, depth of study, and degree level.

### Expected Student Learner Outcomes

As a result of successfully completing this class, students will be able to:

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
1aSP	1	(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the NASW <i>Code of Ethics</i> , the NASW <i>Standards for Clinical Social Work in Social Work Practice</i> , the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		research, and additional code of ethics, as appropriate to the context		
1bSP	2	(1bSP.) Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.	<i>Learning Contract</i> <i>Mid-Term &amp; Final Field Evaluation</i> <i>Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
2aSP	3	(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults	<i>Learning Contract</i> <i>Mid-Term &amp; Final Field Evaluation</i> <i>Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
2bSP	4	(2bSP.) Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations	<i>Learning Contract</i> <i>Mid-Term &amp; Final Field Evaluation</i> <i>Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
3aSP	5	(3aSP.) Demonstrate the ability to engage in practice with children, families and/or vulnerable adults in a manner that advances social, economic and/or environmental justice	<i>Learning Contract</i> <i>Mid-Term &amp; Final Field Evaluation</i> <i>Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
4aSP	6	(4aSP.) Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults	<i>Learning Contract</i> <i>Mid-Term &amp; Final Field Evaluation</i> <i>Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
5aSP	7	(5aSP.) Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults	<i>Learning Contract</i> <i>Mid-Term &amp; Final Field Evaluation</i>	Knowledge, values, Skills, C/A Processes

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
			<i>Agency Site Visit</i>	
6aSP	8	(6aSP.) Demonstrate the ability to develop a culturally responsive professional relationship with children, families and/or vulnerable adult clients	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
7aSP	9	(7aSP.) Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families and/or vulnerable adult clients	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
8aSP	10	(8aSP.) Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
8bSP	11	(8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
9aSP	12	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes

## Course Activities

## Description of Learner-Centered Activities, Exercises, Projects, Labs, Written Assignments, Etc.

Activity	Description of Activity
Activity 1: <a href="#">Introductory Field Tasks</a>	<p><i>STUDENTS CANNOT REPORT TO THEIR FIELD AGENCY UNTIL THESE TASKS ARE COMPLETE</i></p> <p>Students will be required to complete four separate tasks in Tevera:</p> <ol style="list-style-type: none"> <li>1. Upload verification of professional liability coverage</li> <li>2. Sign the Field Education Agreement</li> <li>3. Sign the Informed Consent and Assumption of Risk</li> <li>4. Update all personal "details" to include mobile tel</li> </ol>
Activity 2: <a href="#">Learning Contract</a>	<p>The Learning Contract is the core of the field experience and will detail an action oriented plan of how the student will demonstrate competency and mastery of each of the 12 practice behaviors. Activities and tasks should be specific to each unique field agency and student role. A reviewer should be able to read the learning contract and know the type of agency the student is placed and the services being provided.</p>
Activity 3: <a href="#">Weekly Time Sheets</a>	<p>Time in the field agency will be recorded in Tevera. At the end of each day, the hours will be recorded in Tevera, notes captured summarizing the days activities. Supervision will be recorded separately and notes will reflect summaries of supervisory sessions. Timesheets will be submitted for approval each Friday by 5 pm.</p> <p>Instructions for entering time and submitted time are below.</p> <p><i>*Drive time to the agency and lunch times are not considered agency hours and are not to be recorded at official field hours.</i></p>
Activity 4: <a href="#">DIEP Journal Entry</a>	<p>DIEP Journals will be completed three times during the semester. The journal is intended to be reflective processing of field experiences.</p> <p><b>D - Describe</b> objectively what occurred. Provide details. Answer the question: What did I do, read, observe, hear?</p> <p><b>I - Interpret</b> the events. Explain your learning: new insights, connections with other learning, your feelings, hypotheses, conclusions. Answer the questions: What was the purpose of this activity? What does it mean for the organization, its customers/clients/employees? What is the connection with what I have learned?</p> <p><b>E – Evaluate</b> what you learned. Make judgments connected to observations you have made. Answer the questions: How was this useful? What is my opinion about this experience? What is the value of this experience? Why do I think this?</p> <p><b>P – Plan</b> how this learning will be applied. Comment on its relevance to your course, program, future career and/or life. Answer the question: How might this learning apply in my future?</p>
Activity 5: <a href="#">Midterm Evaluation</a>	<p>The midterm evaluation is completed in Tevera. At midterm, the student will complete a self-assessment of their performance in the field agency. The midterm evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.</p>

Activity	Description of Activity
Activity 6: <a href="#">Final Evaluation</a>	The final evaluation is completed in Tevera. At the end of the semester, the student will complete a self-assessment of their performance in the field agency. The final evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.

## Graded Assessment #1: Introductory Field Tasks

### *Description*

### ***STUDENTS CANNOT REPORT TO THEIR FIELD AGENCY UNTIL THESE TASKS ARE COMPLETE***

#### 1. Upload verification of professional liability coverage

- Log into Tevera
- Click on Assignments
- Locate the professional liability coverage assignment (assignments are listed by due date with most recent first)
- Click the + on the left or click Not Started on the right to open the assignment
- Click Start
- Enter the start date, end date, and then upload the insurance file

#### 2. Sign the Field Education Agreement

- Log into Tevera
- Click on Assignments
- Locate the field education agreement assignment (assignments are listed by due date with most recent first)
- Read the statements and mark them as read as you go through the document
- Sign the bottom of the form (you can sign with a stylus or enter your password for a typed signature)
- Submit the document

#### 3. Sign the Informed Consent and Assumption of Risk

- Log into Tevera
- Click on Assignments
- Locate the informed consent and assumption of risk assignment (assignments are listed by due date with most recent first)
- Read the entire document
- Sign the bottom of the form (you can sign with a stylus or enter your password for a typed signature)
- Submit the document

4. Update all personal "details" to include mobile telephone number, demographics, languages, alternate phone numbers, and address

- Log into Tevera
- In the top right, click on the blue round icon with your initials (next to the Help button)
- Update graduation date, all student details to include the telephone number in which you are accessible, demographics (that you are comfortable answering), address, and upload a profile picture

## Graded Assessment #2: Learning Contract

### ***Description***

**Purpose:** Create a Learning Contract by developing Practice Tasks (using agency, best practice, and academic activities) for each of the 12 Practice Behaviors to guide student's practice in the agency.

**Skills to be used:** Critical thinking, writing, active listening, engagement, planning, observation, data collection, collaboration, problem-solving, application of knowledge, and communication of strategies.

**Preparation:** Students will review the LC and engage agency employees and Field Instructor (FI) in separate interviews to gain information about the agency, various resources, policy, agency 's best practices, and evidenced based practice. Information gleaned is used to develop practice tasks for all 12 Practice Behaviors (PB). Students can use assignments from other courses as well as specific tasks required for their assigned practicum site. [Chapter 3 of the text discusses the learning contract. At the end of each chapter in the text, there are suggestions for field tasks.](#)

**Next Steps:** Link tasks completed in the agency to the appropriate practice behavior indicator. Practice tasks should be detailed enough so that any social worker reading the document knows the type of agency and unit in which you are placed.

Each practice task should be descriptive and as specific as possible. Each section for the practice tasks should begin with "Intern Swain will" and the details of what is intended to demonstrate master of the competency is numbered below in third person and future tense. See the example below:

Intern Swain will:

1. practice the reflective strategy of journaling once a week beginning 9/01/2022
2. present and discuss journal entries with the FI for deeper processing during supervision beginning 9/07/2022



*Additional resources for Learning Contracts are located in GeorgiaVIEW under the Learning Contract tab.*

Students should carefully complete this assignment. There will not be an opportunity to re-do this assignment or make revisions. 5 points will be deducted for each day the assignment is late.

### Graded Assessment #3: Weekly Timesheets

#### **Description**

Entering time in Tevera and submitting time for approval are two different functions

#### To Enter Time:

1. Log into Tevera
2. From the home page select "Timesheets"
3. Time can be entered from the month, week, or day view
4. If using the month view, select the day you would like to enter time (08/15/2022)
5. Enter the duration; for example if you were at your agency 4 hours, enter 4.
6. Enter the start time (i.e. 8:00 am). The end time will pre-populate
7. Select Activities, under MSW 1st Year, select Total Cumulative Hours and Field Hours, then OK
8. Under notes summarize the tasks completed that day
9. Click the X in the top right and time is saved

#### To Enter Supervision Hours:

1. Log into Tevera
2. From the home page select "Timesheets"
3. Supervision hours can be entered from the month, week, or day view
4. If using the month view, select the day you would like to enter time (08/15/2022)
5. Enter the duration; for example if you met with your FI for 2 hours, enter 2 and the start time.

6. Enter the start time (i.e. 8:00 am). The end time will pre-populate
7. Select Activities, under MSW 1st Year, select Total Cumulative Hours and Supervisory Hours, then OK
8. Under activities, summarize the supervision session. If you were tasked with activities to complete document them and the time frame for completion. If it was just a discussion, summarize. NEVER violate confidentiality.

**To Submit Timesheets for Approval:**

1. Log into Tevera
2. Go to the Assignments page/tab
3. Select the timesheet that is due (they will be listed in date order by due date)
4. Click Start
5. Select the date that you want the report to start. The first timesheet the date will be 8/15/2022. For future submissions it will be the previous Saturday if you report to your agency on the weekends. If you do not report on weekends it is fine to start your next submission on the following Monday.
6. Select the end date. This will always be the Friday that you are running the time report for approval.
7. Select the first radio button "Calculate Cumulative Hours as of the end date selected above"
7. Select MSW Program
8. Select the remaining dropdown boxes as appropriate
9. Select the appropriate approvers. The time sheet should go to your agency supervisor (FI/TS first) and then to Swain as the Program Faculty/Staff. *You should not submit reports or assignments to the same person twice.*
10. Click Send for Signature(s)

*Enter time at the end of each day*

*Submit timesheets for signatures/approval each Friday by 5 pm*

***Students must submit a time sheet each and every week. Submit the timesheet with zero hours if you did not report for a particular week. Once grades are***

*recorded the professor will not update grades for late submissions, but students are still expected to have timesheets for each and every week.*

**Recording time which the student did not work or altering time without the approval of the Field Instructor is considered falsification of record and will result in the student being removed from Field with a grade of "F".**

## Graded Assessment #4: DIEP Journals

### **Description**

DIEP Journals will be completed three times during the semester. The journal is intended to be reflective processing of field experiences. Students will complete DIEP Journals in September, at midterm, and at the end of the semester in November.

This assignment is completed in Tevera and can be accessed by:

1. Log into Tevera
2. Click the assignments tab
3. Select the DIEP Journal assignment
4. Click start
5. Respond to the prompts based on your personal experience(s)
6. Sign and submit

**D - Describe** objectively what occurred. Provide details. Answer the question: What did I do, read, observe, hear?

**I - Interpret** the events. Explain your learning: new insights, connections with other learning, your feelings, hypotheses, conclusions. Answer the questions: What was the purpose of this activity? What does it mean for the organization, its customers/clients/employees? What is the connection with what I have learned?

**E – Evaluate** what you learned. Make judgments connected to observations you have made. Answer the questions: How was this useful? What is my opinion about this experience? What is the value of this experience? Why do I think this?

**P – Plan** how this learning will be applied. Comment on its relevance to your course, program, future career and/or life. Answer the question: How might this learning apply in my future?

The DIEP Journal entries for September and November can pertain to any field experience the student feels is relevant. The DIEP Journal entry submitted in October should assess the students thoughts and feelings around their complete field experience up through the midterm. Journaling is not about doing things "right" but rather processing and learning from the experience.

*\*DIEP Journals are not routed to the FI/TS for review, this is to allow you to fully process your experiences in a safe space without fear of judgment/retaliation. You may choose to print or download and save to share with the FI/TS during supervision as appropriate.*

5 points will be deducted for each day the assignment is late.

### Graded Assessment #5: Midterm Evaluation

#### **Description**

The midterm evaluation is completed in Tevera. At midterm, the student will complete a self-assessment of their performance in the field agency. The midterm evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.

Students are responsible for routing the midterm evaluation to the FI/TS in Tevera for evaluation.

1. Log into Tevera
2. Click on Assignments
3. Locate the Midterm Evaluation
4. Click Start
5. Rate all 31 practice behaviors on a scale of 0 to 4
6. Sign the document
7. Submit to the FI/TS

*All midterm evaluations must be completed by the student and the FI/TS before midterm grades are due. It is recommended that you submit the evaluation to the FI/TS no less than one week before the established due date to allow the FI/TS ample time to complete the evaluation. The grade is calculated by adding all of the FI/TS ratings together. Midterm evaluations not completed by the due date will receive a grade of 0.*

5 points will be deducted each day the assignment is late.

## Graded Assessment #6: Final Evaluation

### **Description**

The final evaluation is completed in Tevera. At the end of the semester, the student will complete a self-assessment of their performance in the field agency. The final evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.

Students are responsible for routing the midterm evaluation to the FI/TS in Tevera for evaluation.

1. Log into Tevera
2. Click on Assignments
3. Locate the Midterm Evaluation
4. Click Start
5. Rate all 31 practice behaviors on a scale of 0 to 4
6. Sign the document
7. Submit to the FI/TS

*All final evaluations must be completed by the student and the FI/TS before final grades are due. It is recommended that you submit the evaluation to the FI/TS no less than one week before the established due date to allow the FI/TS ample time to complete the evaluation. The grade is calculated by adding all of the FI/TS ratings together. Final evaluations not completed by the due date will receive a grade of 0.*

5 points will be deducted each day the assignment is late.

## Course Schedule

Course calendar and related activities

When	Topic	Notes
<b>Week 1</b> 8/15/2022 Agency	Advanced Field Experience Agency	<b>Topics Aligned with Student Learning Outcomes</b> <ul style="list-style-type: none"><li>• GETTING STARTED IN THE AGENCY<ul style="list-style-type: none"><li>○ Agency expectations and orientation</li><li>○ Developing relationships</li><li>○ Student's role in the agency</li><li>○ Understanding expectations of the agency</li></ul></li></ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>○ Understanding expectations of the Field Instructor (FI)</li> <li>○ Student responsibilities and expectations</li> <li>● LEARNING CONTRACT               <ul style="list-style-type: none"> <li>○ Aligning agency activities with Practice Behaviors (PB)</li> </ul> </li> </ul> <p><b>Activities/Lab to be completed in the Field Agency</b></p> <ul style="list-style-type: none"> <li>● Report to the field agency as scheduled for 16 hours</li> <li>● 1 hour of supervision with the Field Instructor</li> <li>● Read <a href="#">NASW Code of Ethics</a></li> <li>● Discussion with TS/FI to identify roles, tasks, and responsibilities that will be included in the learning contract</li> <li>● Negotiate days and hours that you will be present for the internship if this has not already been established; evaluate holidays during the semester and the impact they will have on obtaining hours</li> <li>● Establish a schedule for supervision hours</li> <li>● Obtain proper call-in procedures should you have an emergency or are ill. Obtain chain of command for reporting, method of reporting (phone, text, email), and gather relevant telephone numbers, emails, etc.</li> <li>● Interview agency staff for Agency Analysis</li> <li>● Conduct research as needed for the Agency Analysis and Learning Contract</li> <li>● Complete introductory field tasks in Tevera by the end of the week</li> <li>● Read chapters 1 - 3 in the text</li> <li>● Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Introductory field tasks in Tevera (insurance, field agreement, assumption of risk, personal details)</li> <li>● Agency Analysis</li> <li>● Timesheet</li> </ul>
<p><b>Week 2</b> 8/22/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Agency Analysis               <ul style="list-style-type: none"> <li>○ Agency size and type (profit, non-profit, government, etc.)</li> <li>○ Type of staff employed and their respective roles</li> <li>○ Professional organizations within the agency</li> <li>○ Diversity, Equity, and Inclusivity programs and practices</li> <li>○ Agency programs and services provided                   <ul style="list-style-type: none"> <li>▪ Funding sources for programs (federal, state, grant, donation)</li> <li>▪ Treatments or service interventions</li> <li>▪ Technology utilized</li> <li>▪ Method of documentation</li> <li>▪ Model of practice</li> <li>▪ Procedures, policies, and evaluation as it relates to service provision</li> </ul> </li> <li>○ Types of clients served                   <ul style="list-style-type: none"> <li>▪ Presenting problems, number of clients, referral process</li> <li>▪ Average caseload of staff and intern</li> </ul> </li> </ul> </li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>▪ Populations most at risk</li> <li>▪ Changes in population served over last five years</li> <li>▪ Forms and mechanisms of oppression and/or discrimination</li> <li>▪ Agency policies that affect populations being served by the agency</li> </ul> <ul style="list-style-type: none"> <li>○ Description of unit in which the FI works and the FI's views on field instruction</li> <li>○ The preferred method of teaching MSW students</li> <li>○ Student assessment of strengths</li> <li>○ Student assessment of personal limitations</li> <li>○ Student career goals</li> <li>○ Student desired field experiences</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the field agency as scheduled for 16 hours</li> <li>• Continue to orient yourself with the agency, roles, and expectations for the internship</li> <li>• Continue to research and learn about the agency (funding sources, theory, population served, other professionals within the organization, primary services offered, etc.)</li> <li>• Read and learn agency policies and procedures</li> <li>• 1 hour of supervision with FI</li> <li>• Establish core functions of your role as an intern, think about these functions and how you can transfer these functions and roles as tangible tasks for the learning contract</li> <li>• Read chapters 4 &amp; 5 in the text</li> <li>• Submit timesheet for approval by 5 pm Friday</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Agency Analysis</li> <li>• Timesheet</li> </ul>
<p><b>Week 3</b> 8/29/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Field Supervision</li> <li>• Learning Contract</li> <li>• Other topics as deemed appropriate by the student and/or FI/TS</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Discuss expectations for supervision with the FI (chapter 5)</li> <li>• Continue learning about the different programs &amp; services offered within the agency (not just the unit/program you are assigned to)</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Determine additional knowledge and skills needed to be successful in the agency &amp; conduct a literature review in these areas</li> <li>• Establish core functions of your role as an intern, think about these functions and how you can transfer these functions and roles as tangible tasks for the learning contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Timesheet</li> </ul>
<p><b>Week 4</b> 9/5/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Technology Standards for SW Practice</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Continue working on the learning contract and linking tasks in the agency with the social work goals, competencies, and behaviors</li> <li>• Review the learning contract with the FI/TS before submitting in Tevera</li> <li>• Read NASW, ASWB, CSWE, &amp; CSWA Standards for Technology in Social Work Practice</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Timesheet</li> <li>• Midterm Evaluation</li> </ul> <p>Labor Day is 09/05/2022 and the University will be closed. Students should report to their field agency if the agency is open and Monday is your scheduled day to be onsite.</p>
<p><b>Week 5</b> 9/12/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> </ul>



Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Create time for self-reflection; What has gone well, and why? What has gone poorly and why? What can you do differently to improve outcomes?</li> <li>• Are there gaps in knowledge, skills, and abilities that need to be addressed?</li> <li>• DIEP Journal of a meaningful field experience</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• DIEP Journal</li> <li>• Midterm Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 6</b> 9/19/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Midterm Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 7</b> 9/26/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p>

Course calendar and related activities

When	Topic	Notes
		<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Midterm Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 8</b> 10/3/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Midterm Evaluation</li> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Complete self-assessment on the midterm and progress midterm evaluation to FI/TS in Tevera for completion no later than 9/29/2022                             <ul style="list-style-type: none"> <li>○ Midterm grades are due in Banner by 10/06/2022, if your midterm is not completed by your FI/TS before this date you will receive a grade of 0.</li> </ul> </li> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI                             <ul style="list-style-type: none"> <li>○ Use this supervision session to get a better understanding of the ratings on the midterm, opportunities for continued growth, and steps and strategies for further growth.</li> </ul> </li> <li>• During supervision review the midterm evaluation with the FI/TS                             <ul style="list-style-type: none"> <li>○ ask for constructive feedback</li> <li>○ adjust the learning contract tasks as needed and develop a plan to strengthen areas of growth</li> </ul> </li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Midterm Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 9</b> 10/10/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Reflect on your performance thus far in the semester and complete a DIEP Journal entry on what the semester has been like up until midterm and your plans and intentions for the remainder of the semester</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> <li>• DIEP Journal</li> </ul> <p><i>**The last day to withdraw without academic penalty is 10/14/2022. Students should assess progress with hours, assignments, and grades. If there is no feasible way to complete internship hours before 12/01/2022 you may want to consider withdrawing. Please schedule a meeting with the Field Coordinator if you intend to drop field or if you want to discuss progress.</i></p>
<p><b>Week 10</b> 10/17/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 11</b> 10/24/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 12</b> 10/31/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 13</b> 11/7/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>

Course calendar and related activities

When	Topic	Notes
<p><b>Week 14</b> 11/14/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> <li>• DIEP Journal entry on a meaningful field experience</li> <li>• Begin planning for a brief separation from the agency (12/1/22 - 01/09/23)                             <ul style="list-style-type: none"> <li>○ How will you prepare your colleagues, partners, clients?                                     <ul style="list-style-type: none"> <li>▪ Consider continuity of care for clients</li> </ul> </li> <li>○ What remaining work needs to be completed?</li> <li>○ Have all tasks on the learning contract been satisfactorily completed and presented to the FI? If all tasks have not been completed, develop a plan for completion.</li> <li>○ How many field hours and supervision hours are remaining and what is the plan for completion by 12/01/22?</li> </ul> </li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> <li>• DIEP Journal</li> </ul>
<p><b>Week 15</b> 11/21/2022 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>

Course calendar and related activities

When	Topic	Notes
<b>Week 16</b> 11/28/2022 Agency	Advanced Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Final Evaluation</li> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• <b>Complete self-assessment on the final evaluation and progress the final evaluation to FI/TS in Tevera for completion no later than 11/28/2022</b> <ul style="list-style-type: none"> <li>○ <b>Final evaluations not completed by your FI/TS by the due date will receive a grade of 0.</b></li> </ul> </li> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• During supervision review the final evaluation with the FI/TS                             <ul style="list-style-type: none"> <li>○ ask for constructive feedback</li> <li>○ plan for the upcoming Spring Semester that begins 01/09/2023                                     <ul style="list-style-type: none"> <li>▪ Will your days at the agency remain the same?</li> <li>▪ Will you stay with the same unit or transition to a different unit/program?</li> <li>▪ Will there be added responsibility and more independence?</li> <li>▪ Go ahead and begin thinking about updates to the learning contract.</li> </ul> </li> </ul> </li> <li>• Terminate with any remaining clients/partners</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<b>Week 17</b> 12/05/2025 Agency	Advanced Field Experience Agency	<p>Final exams week</p> <p><b>Final field evaluations must be submitted no later than 12/5/2022</b></p> <p><b>Double check hours in Tevera and ensure 225 hours and 16 hours are accurately recorded</b></p>

## Method of Evaluation: Course Grading Policy, Assessment, Course Grades

### Criteria

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## Course Grading Policy

#	Assignment	Date Due	Maximum Possible Score
<b>Total Points</b>			
1	<b><i>STUDENTS CANNOT REPORT TO THEIR FIELD AGENCY UNTIL THESE TASKS ARE COMPLETE</i></b> Introductory Tevera Tasks 1. Upload verification of professional liability coverage - 50 points 2. Sign the Field Education Agreement - 50 points 3. Sign the Informed Consent and Assumption of Risk - 50 points 4. Update all personal "details" to include mobile telephone number, demographics, languages, alternate phone numbers, and address - 50 points	8/15/2022	200
2	Learning Contract 12 practice behaviors evaluated on a scale of 0 to 4 12 x 4 = 48 total points	9/04/2022	48
3	Weekly Timesheets 16 weeks x 10 points = 160 total points	Every Friday by 5 pm	160
4	DIEP Journal	9/18/2022 10/16/2022 11/20/2022	50 50 50
5	Midterm Evaluation 12 practice behaviors evaluated on a scale of 0 to 4 12 x 4 = 48 total points	10/02/2022	48
6	Final Evaluation 12 practice behaviors evaluated on a scale of 0 to 4 12 x 4 = 48 total points	12/01/2022	124

### Assessment

All assignments are graded and calculated to determine the final grade. While the agency Field Instructor/Task Supervisor contributes to the final grade by completing evaluations, it is the Field Coordinator who will make the final grade determination.

Grades for assignments completed in Tevera will be recorded in GeorgiaVIEW so that students can monitor their performance.

All CSWE requirements MUST be met to successfully complete field. Students failing to meet any one requirement (total hours, supervision hours by a MSW, mastery of competencies, etc.) will have to complete both, Field Experience and Field Seminar.

The final grade in the course is defined as follows:

### Types of evaluations and related weights

Type	Weight	Topic	Notes
Graded Assessment	5%	Introductory Tevera Tasks	Students cannot report to their field agency until all of these tasks are completed.
Graded Assessment	15%	Learning Contract	Take the time to submit a quality document. There will not be an opportunity to make revisions to this assignment. 5 points will be deducted for each day the assignment is late.
Graded Assessment	20%	Timesheets	Due each Friday by 5 pm. Students are given Saturday and Sunday as a grace period. Points will be deducted daily for all timesheets submitted Monday and later. <a href="#">A minimum of 225 field hours with 16 supervision hours with a master's level social worker is required to successfully complete the course.</a>
Graded Assessment	10%	DIEP Journal	5 points will be deducted each day the assignment is late.
Graded Assessment	20%	Midterm Evaluation	Evaluations submitted after grades are recorded will receive 0 points. It is the student's obligation to ensure the FI/TS has ample time to complete the evaluation by the due date.
Graded Assessment	30%	Final Evaluation	Evaluations submitted after grades are recorded will receive 0 points. It is the student's obligation to ensure the FI/TS has ample time to complete the evaluation by the due date.

### Breakdown

### University System of Georgia Grading Policy

The final grade in the course is defined as follows:

Resulting grade and related performance levels

Grade	Range	Notes
A	90 to 100	To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.
B	80 to 89	To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.
C	70 to 79	For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.



Resulting grade and related performance levels

Grade	Range	Notes
D	60 to 69	A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.
F	Below 60	A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.
I	Incomplete	<b>The Grade of "I" (Incomplete):</b> The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Course Policies

### Professional Standards

Students are expected to adhere to the highest level of professionalism and demonstrate ethical and mature behavior in their field agencies. Students that are dismissed for poor performance (not reporting as scheduled, unethical behavior, falsifying documents, and any other actions deemed unacceptable by the agency) will receive a grade of F.

### NCWWI and Title IV-E Students

All Title IV-E students are expected to complete their internship within the Department of Family and Children Services unless the SEED Agreement makes provisions for a placement outside of DFCS. All practice tasks and course assignments must be relevant to child welfare and further knowledge, skills, abilities, values, cognitive, and affective processes with regard to the field of child welfare and best practices.

#### General Statement

This syllabus contains the policies and expectations that have been established for this course. These policies and expectations are intended to create a productive learning atmosphere for ***all students***. Please bring any concerns you may have to my attention.

To create and preserve a course atmosphere that optimizes teaching and learning, all students share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning, and they are expected to follow these standards:

Course discussions should be civilized and respectful to everyone and relevant to the topic we are discussing. Discussion forums (online or face-to-face) are meant to allow for a variety of viewpoints. This can only happen if we respect one another and our differences.

I will begin in-class and/or online live sessions promptly at the designated time and students are expected to be on time to these sessions. In addition, class will end at the designated time. Please refrain from engaging in other tasks during the online session as it is disruptive to me and to others around you.

### Course Attendance Policy

Please refer to the current [Academic Catalog](#) for the attendance policy.

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working on projects.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to

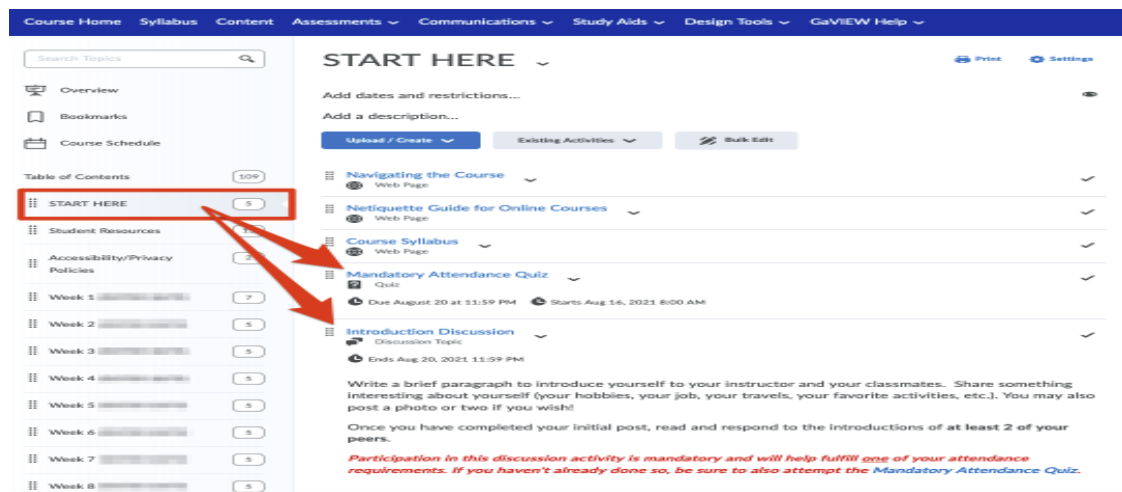
- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Attendance Verification & Semester Dates (For Online Courses)

**IMPORTANT** - In order to confirm your attendance and participation in this course, you must complete the Mandatory Syllabus Quiz AND the Introductions discussion activity by the first **Friday of the semester at noon**. BOTH of these activities are required and can be found within the START HERE module.

**Please note:** failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage. The participation activity is required and can be found within the Course Content's Syllabus and Start Items folder.



The screenshot displays a course management system interface. At the top, there is a navigation bar with links for Course Home, Syllabus, Content, Assessments, Communications, Study Aids, Design Tools, and GaVIEW Help. Below this is a search bar and a sidebar with navigation options like Overview, Bookmarks, and Course Schedule. The main content area is titled 'START HERE' and contains a list of items: Navigating the Course, Netiquette Guide for Online Courses, Course Syllabus, Mandatory Attendance Quiz, and Introduction Discussion. The 'Mandatory Attendance Quiz' item is highlighted with a red box, and three red arrows point from the 'START HERE' link in the sidebar to this quiz and the 'Introduction Discussion' item below it.

## On-Campus Attendance

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible, whether in class or online. Some justified and unavoidable absences are expected. Absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed. Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate

actively in a class, and the student will receive a grade of “W” on their academic record.

- After midterm or “last day to drop without academic penalty,” faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of “WF” on their academic record.
- The Registrar’s office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of “F” for the course.

## Online Attendance

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Excused absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed.

Class Meeting	Allowed Excused Absences	Letter Grade Drop	Failure
Once per week	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of “F”
Twice per week	Two excused absences; no penalty	Three absences; 1 letter grade drop	Four or more absences; Class grade of “F”
Summer	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of “F”

Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students’ permanent academic records.
- Up until midterm or “last day to drop without academic penalty,” the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of “W” on their academic record.
- After midterm or “last day to drop without academic penalty,” faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of “WF” on their academic record.

- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

## Class Cancellation Policy

In the event that the Instructor must cancel a class, students will be informed either in the syllabus (for planned absences such as conference attendance, workshops, etc.) or via email (in the case of illness, etc.) through GeorgiaView. Students are reminded that they are responsible for any information sent to them at their ASU email address. The Instructor will inform the Social Work Department's Administrative Assistant and the Chair of the Department of the class cancellation so a "Notification of Cancellation" may be placed on the classroom door and they can answer any questions or concerns that students might have.

## Online Privacy

This course may require you to work with other sites and entities beyond ASU and Georgia View where some personal information (e.g. your name, affiliation with ASU, or current employment) may be displayed. You have the right to regulate the display of information pertaining to yourself on the Internet. If you are uncomfortable displaying information you deem overly personal, you may take steps (such as posting online your first name and last initial only or other pseudonym) to post more anonymously. You also agree to respect other people's wishes to remain anonymous.

## Links to and from Third-Party Sites

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or Albany State University (ASU). These links do not necessarily constitute an endorsement by your professor(s) or ASU, and ASU has no obligation to monitor such sites, and user agrees that neither your professor(s) nor ASU is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

## University Policies

### Academic Integrity

Please see the ASU [Student Code of Conduct](#) for rules on academic honesty/integrity.

**The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment.**

### Definitions and Examples

-

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: TurnItIn, a plagiarism detection system, is often used by ASU faculty members.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Self-plagiarism is submitting your own work for multiple assignments or across multiple courses.

The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically

approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technical difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

**\*NOTE: "ASU RAMmail account is the university's official means of electronic communication with students. Students are required to use the ASU website ([www.asurams.edu](http://www.asurams.edu)) and RAMmail for important university's official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb."**

Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in your courses. Check the information at <http://www.usg.edu/usgweb/d2lchecker/> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact Albany State's Help Desk at 229-500-HELP (4357) Monday - Friday, between 8:00 a.m. and 8:00 p.m. or check out the frequently asked question knowledge base, available 24/7 at <https://d2lhelp.view.usg.edu/>. For live support after 8:00 p.m. EST Monday through Friday or during weekends and holidays, call 855-772-0423.

#### ePortfolio Assistance:

As of July 2022, ASU has implemented a new ePortfolio system with our platform provider, **Digication**. An ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. Refer to [Ram Potential](#), ASU's metafolio, for basic "getting started" information. Additional tutorials and videos are available on [Digication's Support site](#).



For technical assistance, contact Albany State's Distance Learning Department at 229.500.2907 Monday - Friday, between 8:00 a.m. and 5:00 p.m., or email [asuonline@asurams.edu](mailto:asuonline@asurams.edu). For support after 5:00 p.m. EST Monday through Friday or during weekends and holidays, email [support@digication.com](mailto:support@digication.com).

### Tutoring:

Online tutoring resources for ASU students are available 24/7. These resources provide tutoring in a variety of subjects including writing assistance, essay review, mathematics, nursing, and IT support for Microsoft Office. To access these resources, simply click the icon on the toolbar from within your online course and follow the prompts.

Additionally, Albany State offers on-campus tutoring in the [Centers for Academic Excellence](#), as well as Tutoring on Demand (TOD) during hours of operation. You can also access TOD from the Study Aids tab to join online tutoring via WebEx.

To connect with additional resources in classroom skills, major exploration, and degree planning, please schedule an appointment with your academic advisor by going to [EAB](#) or contact ASU Student Success at [studentsuccess@asaurams.edu](mailto:studentsuccess@asaurams.edu) or 229.500.2927.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office.

Please contact the Office of Accessibility Services (<https://www.asurams.edu/student-affairs/counseling-disability-services/index.php> or 229-500-2013) for additional information regarding accessibility services.

### Class Excuse Request

Currently, a student may request a class excuse from the Office of Student Support under qualifying circumstances that present an immediate crisis impeding a student's ability to attend classes. Upon a student's return to campus, he or she must provide the Office of Student Support supporting documentation that verifies his or her reason for being absent from classes. Once supporting documentation has been verified by the Office of Student Support, a class excuse will be sent to each professor of the requesting student via university email. Ultimately, class excuses issued by the Office of Student Support only serve as **requests** for professors to allow students to make up missed assignments and quizzes.

- [Class Excuse Form](#)

## Class Cancellation Policy

Please refer to the current [Academic Catalog](#) for the class cancellation policy.  
Inclement Weather and Catastrophic/Pandemic Readiness Statement

In the event of a campus emergency due to unintended disturbances, the syllabi and course delivery are subject to change. This includes course requirements, deadlines and grading percentages. First, review all information on the ASU homepage for information and important announcements. Second, if the course is not able to meet face-to-face, students should immediately log onto GaVIEW and read any announcements and/or alternative assignments or by contacting your instructor (see contact information above).

## Important University Dates

Please refer to the [ASU Online Calendar](#) for additional information.

## Additional Campus Policies

Policies regarding the following areas can be located at: <http://www.asurams.edu/syllabi-links>

- Counseling and Accessibility Services
- Sexual Misconduct Information
- Student Code of Conduct
- Campus Carry Policy
- University Learning Centers

## Student Well-Being

I want you to succeed and your academic success depends heavily on your personal health and well-being. Stress is a normal part of the college experience, but it can sometimes be compounded by unexpected setbacks, events, or life changes. ASU offers counseling services on-campus at 229.500.2013 as well as through a 24/7 Support Line at 833.855.0083. ASU counseling services cost students nothing, are completely confidential, and in no way are connected to your academic record.

Counseling and Student Accessibility Services (CSAS) offers students of all backgrounds, races, religious beliefs, sexual orientations, gender identifies, abilities, ethnicities, and cultures a safe place to discuss and resolve issues that interfere with personal and academic goals. CSAS recognizes and honors the complex intersectionality of all aspects of a person's identity and presenting concerns. All enrolled ASU students are eligible for free counseling services. You may call the 24/7 Support Line at 833.855.0083 to speak with or schedule in-person and virtual appointments with licensed mental health professionals. You may also schedule an

appointment by calling 229.500.2013 or in person at their office: Suite 170, Billy C. Black Building. Office hours are Monday-Friday, 8:00 a.m. - 5:00 p.m. I strongly encourage you to take advantage of this valuable resource if you are interested or find yourself struggling and in need of additional support. You can also use the QR codes to contact CSAS as well as to access the ASU Wellness Hub.

	
<b>Counseling and Student Accessibility Services</b> <i>Student Health Services</i>	<b>ASU Wellness Hub</b>

The Mission of Albany State University Student Health Services (ASU-SHS) is to provide a quality, cost-effective episodic health care delivery system to meet basic holistic health care needs to presently enrolled students. Further, the ASU-SHS provides current health promotional programs and medical counseling referrals for students as appropriate or when urgent situations occur. ASU-SHS is available on east and west campuses and you can access ASU-SHS at the following link and QR code.

<https://www.asurams.edu/student-affairs/health-services/index.php>


<b>ASU Student Health Services</b> <i>Sexual Assault</i>

If you experience rape/sexual assault and think you might still be in danger, if you are on campus call 229.430.4711, if you are off campus call 911 and stay on the phone with them. For emotional support, advocacy, or information following a sexual assault, you can contact CSAS, contact the ASU Wellness Hub, or call the ASU Police Department at 229.430.4711. ASU PD has advocates with whom you can talk. If you are not comfortable calling ASU PD, you can call the RAINN National Sexual Assault Hotline 24/7 at 1.800.656.HOPE (1.800.656.4673).

*Suicidal thoughts*

If you are having suicidal thoughts, you can contact CSAS or the ASU Wellness Hub, but if you are not comfortable contacting CSAS, you can call, text, or chat the 988

Suicide and Crisis Lifeline at 988. You can also web chat with someone through Lifeline Chat at the following link or QR code <https://988lifeline.org>



**Lifeline Chat**

*LGBTQ Safe Zones*

Over the next few months, the university will be partnering with faculty and staff to house Safe Zone Spaces across the ASU campuses. The Safe Zone Project is to help educate people about sexual orientation and gender identity/expression issues and to create a visible network of allies to provide support to the ASU lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) community. However, until the training has been completed, we look for a heart shaped LGBTQ Progress Pride sticker to find those who are willing to help and support you as you navigate your life. If you see this sticker on an office door, you know you can feel safe with your questions.



**LGBTQ Safe**

*Student Food and Personal Items Pantry*

The mission of the Student Food and Personal Items Pantry (hereinafter the Buck Bank) is to alleviate food insecurity among ASU students by providing emergency food to ASU students in need. They aim to alleviate the barriers associated with food insecurity to support student success at ASU and to ensure that no student goes hungry because of a lack of income or access to food.

All currently enrolled ASU students are eligible to use the Student Food and Personal Items Pantry. Students confidentially can [“Make a Request for Goods”](#) online. In addition, students can schedule a date and time for pick-up that best meets their schedule using this online portal. The office is in the East Campus Student Center (Green Zone) on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays and Fridays of each month between the hours of 8:30 a.m. – 12:00 p.m. and 1:30 p.m. 4:30 p.m. To access more information and request assistance visit the following link or QR code ([www.asurams.edu/pantry](http://www.asurams.edu/pantry))



**ASU Student Food and Personal Items Pantry**

## Rubrics and Additional Information

### Directions & Rubrics

Attached are the rubrics for each graded assignment:

- [Grading Sheet](#)
- [Bibliography and References](#)
- [Student Acknowledgement and Agreement](#)



ASU Online · College of Business, Education, and Professional Studies ·  
Social Work

# Specialized Clinical Practice Field Seminar II

## SOWK-7052

- Spring 2023
- Section 02
- 1 Credits
- 01/09/2023 to 05/04/2023

### Instructor

Assistant Professor/Field Coordinator: Mrs. Jamie Swain

- **Email:** [Jamie.Swain@asurams.edu](mailto:Jamie.Swain@asurams.edu)
- **Office:** CMH 115
- **Phone:** 229-500-2385 or 229-317-3494

### Office Hours

- Monday, Tuesday, 8:00 AM to 11:30 AM, CMH 115 or Webex
- Thursday, 5:00 PM to 8:00 PM, CMH 115 or Webex

The professor is available to meet outside of these hours by appointment will respond to text messages. Please include your name in messages and limit communications after 9:00 pm.

### Class Meeting Times, Class Meeting Location

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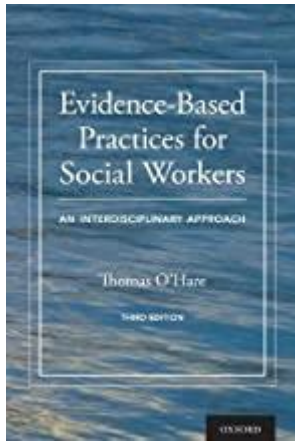
Wednesday, 05:15PM - 06:15PM  
Location: WEB/Online

## Course Requirements

### Case Studies

Case studies will be provided for use in seminar.  
Evidence-Based Practices for Social Workers. An Interdisciplinary Approach

- **Author:** Thomas O'Hare
- **Publisher:** Oxford
- **Edition:** Third (2020)
- **ISBN:** 9780190059378
- **Optional**
- **Availability:** Amazon
- **Price:** \$65.00



## Course Description

Continued opportunities to connect advanced coursework to social work practice with vulnerable children, families and adults in the field.

### Requisites

Prerequisites:

Successful completion of SOWK 7051 and SOWK 7055

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Corequisites:

SOWK 7056

## Program Learning Outcomes

### MISSION STATEMENT

The mission of the Master of Social Work program is to advance social, economic, and environmental justice by preparing students for competent, empowering service with children, families, and vulnerable adults of diverse backgrounds across their lifespan.

#	MSW Program Goals Areas	Specialized Clinical Practice Behaviors <b>Specialized Practice Year</b>
1	<b>DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR</b>	(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the NASW <i>Code of Ethics</i> , the NASW <i>Standards for Clinical Social Work in Social Work Practice</i> , the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional codes of ethics, as appropriate to the context.
		(1bSP.) Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.
2	<b>ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</b>	(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults
		(2bSP.) Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations
3	<b>ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE</b>	(3aSP.) Demonstrate the ability to engage in practice with children, families and/or vulnerable adults in a manner that advances social, economic and/or environmental justice
4	<b>ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</b>	(4aSP.) Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults



5	<b>ENGAGE IN POLICY PRACTICE</b>	(5aSP.) Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults
6	<b>ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	(6aSP.) Demonstrate the ability to develop a culturally responsive professional relationship with children, families and/or vulnerable adult clients
7	<b>ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	(7aSP.) Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families and/or vulnerable adult clients
8	<b>INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	(8aSP.) Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients
		(8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.
9	<b>EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients

## Dimensions Addressed in Order to Obtain Practice Competencies

### Knowledge

The dimension of “knowledge” focuses on *knowledge acquisition and comprehension*. “Knowledge acquisition” refers to the recall of specific concepts and theories focused on in the readings and analyzed during lectures and classroom discussions. “Comprehension” refers to the accurate translation, interpretation, and extrapolation of these concepts, current research, theories, policies, and best practices necessary for gaining a thorough understanding of the social work profession.

### Values

The dimension of “values” focuses on the beliefs, standards of conduct, and principles specified by the *NASW Code of Ethics*. These values include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Social workers look to the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact social work practice at the micro, mezzo, and macro levels. Social workers understand how their personal experiences and affective reactions may influence their professional judgment and behavior and use reflection and self-regulation to manage those personal values to maintain professionalism in all practice situations.

## Skills

The dimension of “skills” focuses on the proficiency in the use of one’s knowledge, talents, personality and resources. Social work skills include being proficient in communication, effectively engaging with diverse client systems at the micro, mezzo, and macro levels; collecting relevant data needed for problem resolution; assessing problems accurately; using and translating research evidence to inform and improve practice, policy, and service delivery; planning for change; intervening to attain mutually-agreed upon goals; matching needs with resources; evaluating the change process to determine its effectiveness; developing needed resources, critically analyzing, formulating, and advocating for policies that advance human rights and social, economic and environmental justice.

## Cognitive and Affective Processes

Cognitive and Affective processes focus on *attending to, responding to and internalizing* the values of the profession, the ethical use of self in the professional setting, and the philosophical commitment of the MSW program. Attending, responding, and internalizing are encouraged through the development of the awareness of feelings and attitudes that arise within others and us in response to the value dimensions of the course content. These processes are promoted through in-class and out-of-class activities that involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions, and other forms of communication.

## Additional Program Information & Policies

- <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>
- <https://www.asurams.edu/student-affairs/student-handbook/>
- <https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf>
- <https://www.asurams.edu/student-affairs/student-conduct/>

- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/BSW-Student-Manual.pdf>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/MSW-Student-Manual.pdf>

## Course Objectives

### Institutional Learning Outcomes

#	Institutional Learning Outcome
1	The student will be able to demonstrate effective communication skills appropriate to the major field of study, depth of study, and degree level.
2	The student will be able to demonstrate effective analytical problem-solving skills that are appropriate to the major field of study, depth of study, and degree level.
3	The student will be able to demonstrate effective critical thinking skills appropriate to the major field of study, depth of study, and degree level.

### Expected Program Outcomes/Student Learner Outcomes

At the completion of the MSW program:

#### Program Outcomes

##### DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

The MSW Student will apply social work ethical principles to guide professional behavior and practice.

##### ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

The MSW student will engage in competent and effective practice with diverse populations.

##### ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

The MSW student will advance human rights and social, economic, and environmental justice.

##### ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

The MSW student will engage in research-informed practice and practice-informed research.

ENGAGE IN POLICY PRACTICE

The MSW student will engage in effective policy practice to advance social, economic, and environmental well-being and to deliver effective social work services.

ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively engage with diverse individuals, families, groups, organizations, and communities.

ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.

INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will effectively intervene with individuals, families, groups, organizations, and communities.

EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

The MSW student will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.

Expected Course Objectives

At the completion of this course, the student will be able to:

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
1aSP	1	(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the NASW <i>Code of Ethics</i> , the NASW <i>Standards for Clinical Social Work in Social Work Practice</i> , the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics, as appropriate to the context	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency Case Studies</i>	Knowledge, values, Skills, C/A Processes

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
1bSP	2	(1bSP.) Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency Case Studies</i>	Knowledge, values, Skills, C/A Processes
2aSP	3	(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families, and/or vulnerable adults	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency Case Studies</i>	Knowledge, values, Skills, C/A Processes
2bSP	4	(2bSP.) Demonstrate the ability to effectively work with children, families, and/or vulnerable adults from diverse populations	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency Case Studies</i>	Knowledge, values, Skills, C/A Processes
3aSP	5	(3aSP.) Demonstrate the ability to engage in practice with children, families, and/or vulnerable adults in a manner that advances social, economic, and/or environmental justice	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency Case Studies</i>	Knowledge, values, Skills, C/A Processes
4aSP	6	(4aSP.) Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency Case Studies</i>	Knowledge, values, Skills, C/A Processes

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
5aSP	7	(5aSP.) Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency Case Studies</i>	Knowledge, values, Skills, C/A Processes
6aSP	8	(6aSP.) Demonstrate the ability to develop a culturally responsive professional relationship with children, families, and/or vulnerable adult clients	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency Case Studies</i>	Knowledge, values, Skills, C/A Processes
7aSP	9	(7aSP.) Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families, and/or vulnerable adult clients	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency Case Studies</i>	Knowledge, values, Skills, C/A Processes
8aSP	10	(8aSP.) Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency Case Studies</i>	Knowledge, values, Skills, C/A Processes
8bSP	11	(8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency Case Studies</i>	Knowledge, values, Skills, C/A Processes

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	
9aSP	12	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families, and/or vulnerable adult clients	
		Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		<i>Classroom Discussions with regard to student experiences in the agency Case Studies</i>	Knowledge, values, Skills, C/A Processes

## Course Activities

Description of Learner-Centered Activities, Exercises, Projects, Labs, Written Assignments, Etc.

Activity	Description of Activity
<a href="#">Activity 6.1</a>	Students will complete the assigned readings on the assessment of Depressive and Bipolar Disorders and write a short response.
<a href="#">Activity 6.2</a>	Students will complete the assigned readings on the EBP's for Depressive and Bipolar Disorders and write a short response.
<a href="#">Activity 6.3</a>	Students will complete the assigned readings on treatment planning, evaluating, and a case study on Depressive and Bipolar Disorders

Additional seminar activities may be added after week 3.

### Graded Assessment #1: Syllabus Quiz

#### **Description**

Students will review the syllabus in GeorgiaVIEW and complete a syllabus quiz in GeorgiaVIEW.

### Graded Assessment #2: Class Participation

#### **Description**

The majority of the seminar grade is based on participation. Students are expected to login on time with their cameras on and centered on their faces. This means that your entire face should be lit and visible; no dark backgrounds, no ceilings or ceiling fans, no trees passing in the background, no skies.....your bright smiling face needs to be

visible. Students should be sitting upright at a table, desk, or other appropriate workspace. It is unacceptable to be driving, shopping, folding clothes, or engaged in any other tasks while attending seminar. We will frequently break out into small groups in seminar and students are expected to keep their cameras on while in small groups.

Students will receive up to 20 points for attendance and participation in each seminar session. Students must be prepared for discussion topics outlined in the syllabus. This means that students must have completed reading and activities associated with the readings.

Students opting to participate in seminar with the camera off will only receive 10 points. Receiving 10 points is contingent upon participating and adding to class discussion. Students logged in with the camera off and not contributing to discussions will receive 0 points for participation.

Seminars are short and our time together is valuable. Students logging in more than 15 minutes late will only receive 10 points. Students logging in more than 30 minutes late will receive 0 points.

Any student that is absent must submit documentation (medical excuse, jury notice, etc.) by Friday of the week the absence occurred. For example, if you miss seminar on Wednesday, your documentation must be submitted via email by Friday of that same week. Late documentation will not be accepted. Work and activities related to work are not considered excusable.

Seminar attendance and participation accounts for 60% of your grade. You will not pass seminar if you do not have your camera on and participate. I will periodically check cameras and your grade will be based on my periodic and random checks.

## Course Schedule

### Course calendar and related activities

When	Topic	Notes
<b>Week 1</b> 1/9/2023 Webex	Introduction to Field	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Review of Syllabus</li> <li>• Seminar Expectations</li> <li>• Getting Stated in the Practicum</li> <li>• Tevera Field Software</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Class discussion of syllabus and expectations</li> <li>• Introduction and discussion of Learning Objectives/Practice Behaviors (pg. 6-19) and learning contract</li> <li>• Read pages 127 -151 in the chapter uploaded in GaVIEW</li> <li>• Complete Activity 6.1</li> </ul>



## Course calendar and related activities

When	Topic	Notes
		<b>Assessments</b> <ul style="list-style-type: none"> <li>Syllabus Quiz</li> <li>Learning Contract</li> </ul>
<b>Week 2</b> 1/16/2023 Webex	Depressive and Bipolar Disorders	<b>Topics Aligned with Student Learning Outcomes</b> <ul style="list-style-type: none"> <li>Selecting Effective interventions for Depressive and Bipolar Disorders</li> </ul> <b>Activities/Lab</b> <ul style="list-style-type: none"> <li>Read pages 151-169 in Chapter 6</li> <li>Complete Activity 6.2</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Learning Contract</li> <li>Class Discussion</li> </ul>
<b>Week 3</b> 1/23/2023 Webex	Depressive and Bipolar Disorders	<b>Topics Aligned with Student Learning Outcomes</b> <ul style="list-style-type: none"> <li>Treatment Planning and Evaluation</li> <li>Grandma Long Case Study</li> </ul> <b>Activities/Lab</b> <ul style="list-style-type: none"> <li>Read pages 169-175 of Chapter 6</li> <li>Complete Activity 6.3</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Class Discussion</li> </ul>
<b>Week 4</b> 1/30/2023 Webex	Substance Use Disorders	<ul style="list-style-type: none"> <li>Class Discussion</li> </ul>
<b>Week 5</b> 2/6/2023 Webex	Substance Use Disorders	<ul style="list-style-type: none"> <li>Class Discussion</li> </ul>
<b>Week 6</b> 2/13/2023 Webex	Substance Use Disorders	<ul style="list-style-type: none"> <li>Class Discussion</li> </ul>
<b>Week 7</b> 2/20/2023 Webex	Posttraumatic Stress Disorder	<ul style="list-style-type: none"> <li>Class Discussion</li> </ul>
<b>Week 8</b> 2/27/2023 Webex	Posttraumatic Stress Disorder	<b>Assessments</b> <ul style="list-style-type: none"> <li>Class Discussion</li> </ul>
<b>Week 9</b> 3/6/2023 Webex	Spring Break	Spring break will be the week of 3/6/23. Students should report to the field agency as scheduled.
<b>Week 10</b> 3/13/2023 Webex	Anxiety and Depression in Children and Adolescents	<b>Assessments</b> <ul style="list-style-type: none"> <li>Class Discussion</li> </ul>
<b>Week 11</b> 3/20/2023 Webex	Anxiety and Depression in Children and Adolescents	<b>Assessments</b> <ul style="list-style-type: none"> <li>Class Discussion</li> </ul>
<b>Week 12</b> 3/27/2023 Webex	Anxiety and Depression in Children and Adolescents	<b>Assessments</b> <ul style="list-style-type: none"> <li>Class Discussion</li> </ul>
<b>Week 13</b> 4/3/2023 Webex	Conduct Disorder and ADHD in Children and Adolescents	<b>Assessments</b> <ul style="list-style-type: none"> <li>Class Discussion</li> </ul>

## Course calendar and related activities

When	Topic	Notes
<b>Week 14</b> 4/10/2023 Webex	Conduct Disorder and ADHD in Children and Adolescents	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<b>Week 15</b> 4/17/2023 Webex	Conduct Disorder and ADHD in Children and Adolescents/Termination & Reflection	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>
<b>Week 16</b> 4/24/2023 Webex	Licensure	<b>Last day of classes is 4/27/2023</b> <b>Topics Aligned with Student Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Licensure Process</li> <li>• Field Hours</li> <li>• Supervision Hours</li> <li>• Preparing for Spring 2023</li> </ul> <b>Activities/Lab</b> <ul style="list-style-type: none"> <li>• Review of evaluations</li> <li>• Review of timesheets and hours</li> <li>• Review Spring 2023 Calendar</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Class Discussion</li> </ul>
<b>Week 17</b> 5/1/2023	Final Exams	No final for seminar Exams will be held 5/1/2023 - 5/4/2023

## Method of Evaluation: Course Grading Policy, Assessment, Course Grades

### Criteria

### Course Grading Policy

#	Assignment	Date Due	Maximum Possible Score
<b>Total Points</b>			<b>380</b>
1	Syllabus Quiz	1/15/2023	30
2	Activity 6.1	1/15/23	25
	Activity 6.2	1/22/23	25
	Activity 6.3	1/29/23	25
3	Attendance & Participation	Weekly	300

### Assessment

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Be mindful and attentive to your participation in seminar. Consistently having the camera off or not on your face will result in receiving a failing grade for the semester. If you receive a grade of C or lower you will have to repeat the seminar course AND the field experience course, as seminar and field experience have to be taken concurrently.

Once assignments are graded, there will be no opportunity to resubmit for additional points or credit. Read the assignment instructions, rubrics, and additional content/resources uploaded in GaVIEW carefully and ask questions BEFORE the due date.

The final grade in the course is defined as follows:

Types of evaluations and related weights

Type	Weight	Topic	Notes
Graded Assessment	10%	Syllabus Quiz	Complete in GaVIEW by 1/15/23
Graded Assessment	30%	Reading Activities	Due each week in GaVIEW by designated due date.
Graded Assessment	60%	Attendance & Participation	Be prepared to login on time, in an appropriate workspace, with appropriate lighting, and the camera centered on your face. Pay attention to the subject matter so that you are prepared for discussions.

## Breakdown

### University System of Georgia Grading Policy

The final grade in the course is defined as follows:

Resulting grade and related performance levels

Grade	Range	Notes
A	90 to 100	To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.
B	80 to 89	To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.
C	70 to 79	For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.
D	60 to 69	A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to

Resulting grade and related performance levels

Grade	Range	Notes
		adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.
F	Below 60	A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.
I	Incomplete	<b>The Grade of "I" (Incomplete):</b> The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Course Policies

Students are expected to interact professionally and respectfully. We will be tolerant and respectful of differences and communicate in a manner to seek understanding. We will always be respectful when discussing clients and adhere to confidentiality. Under no circumstance should client's real names or other identifying information be shared in seminar or in group work.

### General Statement

This syllabus contains the policies and expectations that have been established for this course. These policies and expectations are intended to create a productive learning atmosphere for **all students**. Please bring any concerns you may have to my attention.

To create and preserve a course atmosphere that optimizes teaching and learning, all students share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning, and they are expected to follow these standards:

Course discussions should be civilized and respectful to everyone and relevant to the topic we are discussing. Discussion forums (online or face-to-face) are meant to allow for a variety of viewpoints. This can only happen if we respect one another and our differences.

I will begin in-class and/or online live sessions promptly at the designated time and students are expected to be on time to these sessions. In addition, class will end at the designated time. Please refrain from engaging in other tasks during the online session as it is disruptive to me and to others around you.

### Course Attendance Policy

Please refer to the current [Academic Catalog](#) for the attendance policy.

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working on projects.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to

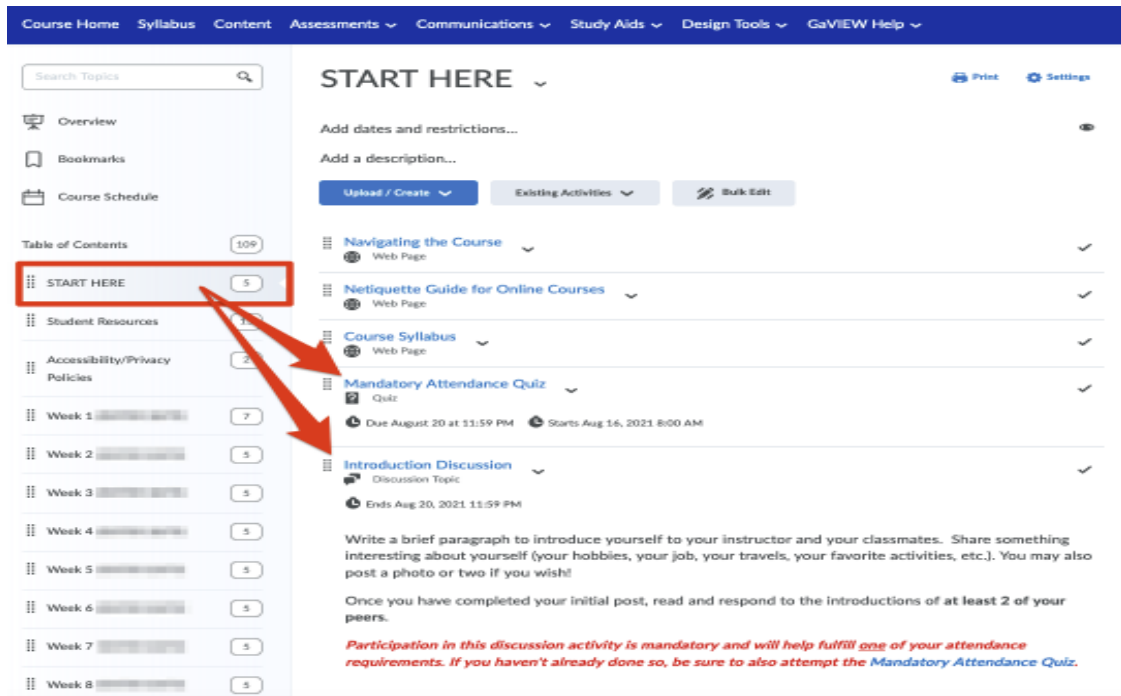
- Log in regularly to check messages from your instructor and other students.
- Regularly access and check your ASU email for important updates and communications.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

### Attendance Verification & Semester Dates (For Online Courses)

**IMPORTANT** - In order to confirm your attendance and participation in this course, you must complete the Mandatory Syllabus Quiz AND the Introductions discussion activity by the first **Friday of the semester at noon**. BOTH of these activities are required and can be found within the START HERE module.

**Please note:** failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage. The participation activity is required and can be found within the Course Content's Syllabus and Start Items folder.



## Online Attendance

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Excused absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed.

Class Meeting	Allowed Excused Absences	Letter Grade Drop	Failure
Once per week	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"
Twice per week	Two excused absences; no penalty	Three absences; 1 letter grade drop	Four or more absences; Class grade of "F"
Summer	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"

Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online

course. The students will be dropped and the course will not appear on the students' permanent academic records.

- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

## Class Cancellation Policy

In the event that the Instructor must cancel a class, students will be informed either in the syllabus (for planned absences such as conference attendance, workshops, etc.) or via email (in the case of illness, etc.) through GeorgiaView. Students are reminded that they are responsible for any information sent to them at their ASU email address. The Instructor will inform the Social Work Department's Administrative Assistant and the Chair of the Department of the class cancellation so a "Notification of Cancellation" may be placed on the classroom door and they can answer any questions or concerns that students might have.

## Online Privacy

This course may require you to work with other sites and entities beyond ASU and Georgia View where some personal information (e.g. your name, affiliation with ASU, or current employment) may be displayed. You have the right to regulate the display of information pertaining to yourself on the Internet. If you are uncomfortable displaying information you deem overly personal, you may take steps (such as posting online your first name and last initial only or other pseudonym) to post more anonymously. You also agree to respect other people's wishes to remain anonymous.

## Links to and from Third-Party Sites

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or Albany State University (ASU). These links do not necessarily constitute an endorsement by your professor(s) or ASU, and ASU has no obligation to monitor such sites, and user agrees that neither your professor(s) nor ASU is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

# University Policies

## Academic Integrity

Please see the ASU [Student Code of Conduct](#) for rules on academic honesty/integrity.

**The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment.**

### Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: TurnItIn, a plagiarism detection system, is often used by ASU faculty members.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Self-plagiarism is submitting your own work for multiple assignments or across multiple courses.



The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic

dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

### Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technical difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

**\*NOTE: “ASU RAMmail account is the university’s official means of electronic communication with students. Students are required to use the ASU website ([www.asurams.edu](http://www.asurams.edu)) and RAMmail for important university’s official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb.”**

Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in your courses. Check the information at <http://www.usg.edu/usgweb/d2lchecker/> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance, contact Albany State's Help Desk at 229-500-HELP (4357) Monday - Friday, between 8:00 a.m. and 8:00 p.m. or check out the frequently asked question knowledge base, available 24/7 at <https://d2lhelp.view.usg.edu/>. For live support after 8:00 p.m. EST Monday through Friday or during weekends and holidays, call 855-772-0423.

## ePortfolio Assistance:

As of July 2022, ASU has implemented a new ePortfolio system with our platform provider, **Digication**. An ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. Refer to [Ram Potential](#), ASU's metafolio, for basic "getting started" information. Additional tutorials and videos are available on [Digication's Support site](#).

For technical assistance, contact Albany State's Distance Learning Department at 229.500.2907 Monday - Friday, between 8:00 a.m. and 5:00 p.m., or email [asuonline@asurams.edu](mailto:asuonline@asurams.edu). For support after 5:00 p.m. EST Monday through Friday or during weekends and holidays, email [support@digication.com](mailto:support@digication.com).

## Early Alert at ASU:

The purpose of this program is to give undergraduate students early academic assistance and advice so that they succeed in this class. Your instructors will submit the names of students who are absent from class, have late/missing assignments, or who fail quizzes/exams to Student Success for outreach and follow-up via phone, email, text, and class/residence hall visits. Resources may include one-on-one assistance with time management, developing a study plan, finding tutoring opportunities, and/or connecting with appropriate offices to address common barriers to success. You are encouraged to respond promptly and positively to these communication efforts.

## Tutoring:

Online tutoring resources for ASU students are available 24/7. These resources provide tutoring in a variety of subjects including writing assistance, essay review, mathematics, nursing, and IT support for Microsoft Office. To access these resources, simply click the icon on the toolbar from within your online course and follow the prompts.

Additionally, Albany State offers on-campus tutoring in the [Centers for Academic Excellence](#), as well as Tutoring on Demand (TOD) during hours of operation. You can also access TOD from the Study Aids tab to join online tutoring via WebEx.

To connect with additional resources in classroom skills, major exploration, and degree planning, please schedule an appointment with your academic advisor by going to [EAB](#) or contact ASU Student Success at [studentsuccess@asaurams.edu](mailto:studentsuccess@asaurams.edu) or 229.500.2927.

## Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, you must notify your instructor prior to

attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office.

Please contact the Office of Accessibility Services (<https://www.asurams.edu/student-affairs/counseling-disability-services/index.php> or 229-500-2013) for additional information regarding accessibility services.

## Class Excuse Request

Currently, a student may request a class excuse from the Office of Student Support under qualifying circumstances that present an immediate crisis impeding a student's ability to attend classes. Upon a student's return to campus, he or she must provide the Office of Student Support supporting documentation that verifies his or her reason for being absent from classes. Once supporting documentation has been verified by the Office of Student Support, a class excuse will be sent to each professor of the requesting student via university email. Ultimately, class excuses issued by the Office of Student Support only serve as **requests** for professors to allow students to make up missed assignments and quizzes.

- [Class Excuse Form](#)

## Class Cancellation Policy

Please refer to the current [Academic Catalog](#) for the class cancellation policy.  
Inclement Weather and Catastrophic/Pandemic Readiness Statement

In the event of a campus emergency due to unintended disturbances, the syllabi and course delivery are subject to change. This includes course requirements, deadlines and grading percentages. First, review all information on the ASU homepage for information and important announcements. Second, if the course is not able to meet face-to-face, students should immediately log onto GaVIEW and read any announcements and/or alternative assignments or by contacting your instructor (see contact information above).

## Important University Dates

Please refer to the [ASU Online Calendar](#) for additional information.

## Additional Campus Policies

Policies regarding the following areas can be located at: <http://www.asurams.edu/syllabi-links>

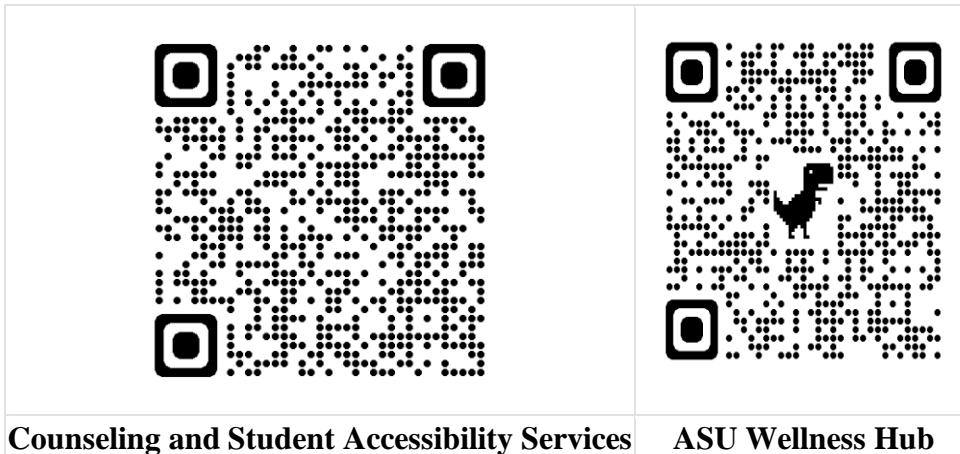
- Counseling and Accessibility Services
- Sexual Misconduct Information
- Student Code of Conduct

- Campus Carry Policy
- University Learning Centers

## Student Well-Being

I want you to succeed and your academic success depends heavily on your personal health and well-being. Stress is a normal part of the college experience, but it can sometimes be compounded by unexpected setbacks, events, or life changes. ASU offers counseling services on-campus at 229.500.2013 as well as through a 24/7 Support Line at 833.855.0083. ASU counseling services cost students nothing, are completely confidential, and in no way are connected to your academic record.

Counseling and Student Accessibility Services (CSAS) offers students of all backgrounds, races, religious beliefs, sexual orientations, gender identities, abilities, ethnicities, and cultures a safe place to discuss and resolve issues that interfere with personal and academic goals. CSAS recognizes and honors the complex intersectionality of all aspects of a person's identity and presenting concerns. All enrolled ASU students are eligible for free counseling services. You may call the 24/7 Support Line at 833.855.0083 to speak with or schedule in-person and virtual appointments with licensed mental health professionals. You may also schedule an appointment by calling 229.500.2013 or in person at their office: Suite 170, Billy C. Black Building. Office hours are Monday-Friday, 8:00 a.m. - 5:00 p.m. I strongly encourage you to take advantage of this valuable resource if you are interested or find yourself struggling and in need of additional support. You can also use the QR codes to contact CSAS as well as to access the ASU Wellness Hub.



*Student Health Services*

The Mission of Albany State University Student Health Services (ASU-SHS) is to provide a quality, cost-effective episodic health care delivery system to meet basic holistic health care needs to presently enrolled students. Further, the ASU-SHS provides current health promotional programs and medical counseling referrals for students as appropriate or when urgent situations occur. ASU-SHS is available on east and west campuses and you can access ASU-SHS at the following link and QR code.

<https://www.asurams.edu/student-affairs/health-services/index.php>



**ASU Student Health Services**  
*Sexual Assault*

If you experience rape/sexual assault and think you might still be in danger, if you are on campus call 229.430.4711, if you are off campus call 911 and stay on the phone with them. For emotional support, advocacy, or information following a sexual assault, you can contact CSAS, contact the ASU Wellness Hub, or call the ASU Police Department at 229.430.4711. ASU PD has advocates with whom you can talk. If you are not comfortable calling ASU PD, you can call the RAINN National Sexual Assault Hotline 24/7 at 1.800.656.HOPE (1.800.656.4673).

#### *Suicidal thoughts*

If you are having suicidal thoughts, you can contact CSAS or the ASU Wellness Hub, but if you are not comfortable contacting CSAS, you can call, text, or chat the 988 Suicide and Crisis Lifeline at 988. You can also web chat with someone through Lifeline Chat at the following link or QR code <https://988lifeline.org>



**Lifeline Chat**  
*LGBTQ Safe Zones*

Over the next few months, the university will be partnering with faculty and staff to house Safe Zone Spaces across the ASU campuses. The Safe Zone Project is to help educate people about sexual orientation and gender identity/expression issues and to create a visible network of allies to provide support to the ASU lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) community. However, until the training has been completed, we look for a heart shaped LGBTQ Progress Pride sticker to find those who are willing to help and support you as you navigate your life. If you see this sticker on an office door, you know you can feel safe with your questions.



**LGBTQ Safe**

*Student Food and Personal Items Pantry*

The mission of the Student Food and Personal Items Pantry (hereinafter the Buck Bank) is to alleviate food insecurity among ASU students by providing emergency food to ASU students in need. They aim to alleviate the barriers associated with food insecurity to support student success at ASU and to ensure that no student goes hungry because of a lack of income or access to food.

All currently enrolled ASU students are eligible to use the Student Food and Personal Items Pantry. Students confidentially can [“Make a Request for Goods”](#) online. In addition, students can schedule a date and time for pick-up that best meets their schedule using this online portal. The office is in the East Campus Student Center (Green Zone) on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays and Fridays of each month between the hours of 8:30 a.m. – 12:00 p.m. and 1:30 p.m. 4:30 p.m. To access more information and request assistance visit the following link or QR code ([www.asurams.edu/pantry](http://www.asurams.edu/pantry))



**ASU Student Food and Personal Items Pantry**

## Rubrics and Additional Information

### Directions & Rubrics

Attached are the rubrics for each graded assignment:

- [Grading Sheet](#)
- [Bibliography and References](#)
- [Student Acknowledgement and Agreement](#)



Off Campus · College of Business, Education, and Professional Studies ·  
Social Work

## Specialized Clinical Practice Field Experience II

### SOWK-7056

- Spring 2023
- Section 01
- 3 Credits
- 01/09/2023 to 05/04/2023

### Instructor

Assistant Professor/Field Coordinator: Mrs. Jamie Swain

- **Email:** [Jamie.Swain@asurams.edu](mailto:Jamie.Swain@asurams.edu)
- **Office:** CMH 115
- **Phone:** 229-500-2385 or 229-317-3494

### Class Meeting Times, Class Meeting Location

Location: Agency

### Course Requirements

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## Tevera Field Software

Tevera, LLC. (2016). Tevera. Print ISBN- 978-0-692-90652-1

- **Availability:** Bookstore or Tevera
- **Price:** \$293.00 or \$208.00

Tevera is \$208.00 if purchased directly from Tevera. Tevera is \$293.00 if purchased directly from the bookstore. An email was sent to your ASU email account inviting you to set up your Tevera account.

## Professional Liability Insurance

Must join NASW

Must join [NASW](#) as a student and then purchase insurance from [NASW Assurance Services](#).

NASW Student Membership is \$57.00 annually

Professional liability insurance through Assurance Services is \$15.00 annually

Total cost is \$72.00

- **Availability:** NASW Website
- **Price:** \$72.00

## Course Description

Advanced MSW-supervised placement of 225 clock hours.

### Requisites

Prerequisites:

Successful completion of SOWK 7051 and SOWK 7055

Corequisites:

SOWK 7052

## Program Learning Outcomes

### MISSION STATEMENT

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The mission of the Master of Social Work program is to advance social, economic, and environmental justice by preparing students for competent, empowering service with children, families, and vulnerable adults of diverse backgrounds across their lifespan.

#	MSW Program Goals Areas	Specialized Clinical Practice Behaviors <b>Specialized Practice Year</b>
1	<b>DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR</b>	(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the NASW <i>Code of Ethics</i> , the NASW <i>Standards for Clinical Social Work in Social Work Practice</i> , the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional codes of ethics, as appropriate to the context.  (1bSP.) Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.
2	<b>ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</b>	(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults  (2bSP.) Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations
3	<b>ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE</b>	(3aSP.) Demonstrate the ability to engage in practice with children, families and/or vulnerable adults in a manner that advances social, economic and/or environmental justice
4	<b>ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</b>	(4aSP.) Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults
5	<b>ENGAGE IN POLICY PRACTICE</b>	(5aSP.) Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults
6	<b>ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	(6aSP.) Demonstrate the ability to develop a culturally responsive professional relationship with children, families and/or vulnerable adult clients
7	<b>ASSESS INDIVIDUALS, FAMILIES,</b>	(7aSP.) Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families and/or vulnerable adult clients

	<b>GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	
8	<b>INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	(8aSP.) Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients  (8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.
9	<b>EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients

## Dimensions Addressed in Order to Obtain Practice Competencies

### Knowledge

The dimension of “knowledge” focuses on *knowledge acquisition and comprehension*. “Knowledge acquisition” refers to the recall of specific concepts and theories focused on in the readings and analyzed during lectures and classroom discussions. “Comprehension” refers to the accurate translation, interpretation, and extrapolation of these concepts, current research, theories, policies, and best practices necessary for gaining a thorough understanding of the social work profession.

### Values

The dimension of “values” focuses on the beliefs, standards of conduct, and principles specified by the *NASW Code of Ethics*. These values include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Social workers look to the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact social work practice at the micro, mezzo, and macro levels. Social workers understand how their personal experiences and affective reactions may influence their professional judgment and behavior and use reflection and self-regulation to manage those personal values to maintain professionalism in all practice situations.

### Skills

The dimension of “skills” focuses on the proficiency in the use of one’s knowledge, talents, personality and resources. Social work skills include being proficient in communication, effectively engaging with diverse client systems at the micro, mezzo, and macro levels; collecting relevant data needed for problem resolution; assessing problems accurately; using and translating research evidence to inform and improve practice, policy, and service delivery; planning for change; intervening to attain mutually-agreed upon goals; matching needs with resources; evaluating the change process to determine its effectiveness; developing needed resources, critically analyzing, formulating, and advocating for policies that advance human rights and social, economic and environmental justice.

### Cognitive and Affective Processes

Cognitive and Affective processes focus on *attending to, responding to and internalizing* the values of the profession, the ethical use of self in the professional setting, and the philosophical commitment of the MSW program. Attending, responding, and internalizing are encouraged through the development of the awareness of feelings and attitudes that arise within others and us in response to the value dimensions of the course content. These processes are promoted through in-class and out-of-class activities that involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions, and other forms of communication.

### Additional Program Information & Policies

- <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>
- <https://www.asurams.edu/student-affairs/student-handbook/>
- <https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf>
- <https://www.asurams.edu/student-affairs/student-conduct/>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/BSW-Student-Manual.pdf>
- <https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/MSW-Student-Manual.pdf>

## Course Objectives

### Institutional Learning Outcomes

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1. The student will be able to demonstrate effective communication skills appropriate to the major field of study, depth of study, and degree level.
2. The student will be able to demonstrate effective analytical problem solving skills that are appropriate to the major field of study, depth of study, and degree level.
3. The student will be able to demonstrate effective critical thinking skills appropriate to the major field of study, depth of study, and degree level.

### Expected Student Learner Outcomes

As a result of successfully completing this class, students will be able to:

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
1aSP	1	(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the <i>NASW Code of Ethics</i> , the <i>NASW Standards for Clinical Social Work in Social Work Practice</i> , the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics, as appropriate to the context	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
1bSP	2	(1bSP.) Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
2aSP	3	(2aSP.) Demonstrate the ability to research and utilize culturally sensitive	<i>Learning Contract</i>	Knowledge, values,

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		and effective services with children, families and/or vulnerable adults	<i>Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Skills, C/A Processes
2bSP	4	(2bSP.) Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
3aSP	5	(3aSP.) Demonstrate the ability to engage in practice with children, families and/or vulnerable adults in a manner that advances social, economic and/or environmental justice	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
4aSP	6	(4aSP.) Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
5aSP	7	(5aSP.) Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
6aSP	8	(6aSP.) Demonstrate the ability to develop a culturally responsive	<i>Learning Contract</i>	Knowledge, values,

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		professional relationship with children, families and/or vulnerable adult clients	<i>Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Skills, C/A Processes
7aSP	9	(7aSP.) Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families and/or vulnerable adult clients	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
8aSP	10	(8aSP.) Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
8bSP	11	(8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes
9aSP	12	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients	<i>Learning Contract Mid-Term &amp; Final Field Evaluation Agency Site Visit</i>	Knowledge, values, Skills, C/A Processes

## Course Activities

Description of Learner-Centered Activities, Exercises, Projects, Labs, Written Assignments, Etc.

Activity	Description of Activity
Activity 1: <a href="#">Introductory Field Tasks</a>	Students will be required to complete four separate tasks in Tevera: <ol style="list-style-type: none"> <li>1. Sign the Field Education Agreement</li> <li>2. Sign the Informed Consent and Assumption of Risk</li> <li>3. Update all personal "details" to include mobile telephone number, demographics, languages, alternate phone numbers, and address</li> <li>4. If meeting with Swain or Mike for supervision, sign the Supervision Agreement in Tevera.</li> </ol>
Activity 2: <a href="#">Learning Contract</a>	The Learning Contract is the core of the field experience and will detail an action oriented plan of how the student will demonstrate competency and mastery of each of the 12 practice behaviors. Activities and tasks should be specific to each unique field agency and student role. A reviewer should be able to read the learning contract and know the type of agency the student is placed and the services being provided.
Activity 3: <a href="#">Weekly Time Sheets</a>	Time in the field agency will be recorded in Tevera. At the end of each day, the hours will be recorded in Tevera, notes captured summarizing the days activities. Supervision will be recorded separately and notes will reflect summaries of supervisory sessions. Timesheets will be submitted for approval each Friday by 5 pm. <p>Instructions for entering time and submitted time are below.</p> <p><i>*Drive time to the agency and lunch times are not considered agency hours and are not to be recorded at official field hours.</i></p>
Activity 4: <a href="#">Midterm Evaluation</a>	The midterm evaluation is completed in Tevera. At midterm, the student will complete a self-assessment of their performance in the field agency. The midterm evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.



Activity	Description of Activity
Activity 5: <a href="#">Final Evaluation</a>	The final evaluation is completed in Tevera. At the end of the semester, the student will complete a self-assessment of their performance in the field agency. The final evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.

## Graded Assessment #1: Introductory Field Tasks

### ***Description***

#### 1. Sign the Field Education Agreement

- Log into Tevera
- Click on Assignments
- Locate the field education agreement assignment (assignments are listed by due date with most recent first)
- Read the statements and mark them as read as you go through the document
- Sign the bottom of the form (you can sign with a stylus or enter your password for a typed signature)
- Submit the document

#### 2. Sign the Informed Consent and Assumption of Risk

- Log into Tevera
- Click on Assignments
- Locate the informed consent and assumption of risk assignment (assignments are listed by due date with most recent first)
- Read the entire document
- Sign the bottom of the form (you can sign with a stylus or enter your password for a typed signature)
- Submit the document

#### 3. Update all personal "details" to include mobile telephone number, demographics, languages, alternate phone numbers, and address

- Log into Tevera
- In the top right, click on the blue round icon with your initials (next to the Help button)
- Update graduation date, all student details to include the telephone number in which you are accessible, demographics (that you are comfortable answering), address, and upload a profile picture

#### 4. If meeting with Swain for supervision, sign the Supervision Agreement in Tevera.

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## Graded Assessment #2: Learning Contract

### *Description*

**ASSOCIATE (COPY) YOUR LEARNING CONTRACT FROM LAST SEMESTER TO SAVE TIME AND DUPLICATION.** You can COPY your learning contract from last semester and make revisions. Use the link below to learn how to COPY. DO NOT START THE ASSIGNMENT or the ability to copy will not be available.

### [How do I Associate a Form from One Assignment to Another?](#)

**Purpose:** Create a Learning Contract by developing Practice Tasks (using agency, best practice, and academic activities) for each of the 12 Practice Behaviors to guide student's practice in the agency.

**Skills to be used:** Critical thinking, writing, active listening, engagement, planning, observation, data collection, collaboration, problem-solving, application of knowledge, and communication of strategies.

**Preparation:** Students will review the LC and engage agency employees and Field Instructor (FI) in separate interviews to gain information about the agency, various resources, policy, agency 's best practices, and evidenced based practice. Information gleaned is used to develop practice tasks for all 12 Practice Behaviors (PB). Students can use assignments from other courses as well as specific tasks required for their assigned practicum site. [Chapter 3 of the text discusses the learning contract.](#) [At the end of each chapter in the text, there are suggestions for field tasks.](#)

**Next Steps:** Link tasks completed in the agency to the appropriate practice behavior indicator. Practice tasks should be detailed enough so that any social worker reading the document knows the type of agency and unit in which you are placed.

Each practice task should be descriptive and as specific as possible. Each section for the practice tasks should begin with "Intern Swain will" and the details of what is intended to demonstrate master of the competency is numbered below in third person and future tense. See the example below:

Intern Swain will:

1. practice the reflective strategy of journaling once a week beginning 1/09/2023
2. present and discuss journal entries with the FI for deeper processing during supervision beginning 1/09/2023

[Additional resources for Learning Contracts are located in GeorgiaVIEW under the Learning Contract tab.](#)

Students should carefully complete this assignment. There will not be an opportunity to re-do this assignment or make revisions. 5 points will be deducted for each day the assignment is late.

## Graded Assessment #3: Weekly Timesheets

### ***Description***

Entering time in Tevera and submitting time for approval are two different functions

#### To Enter Time:

1. Log into Tevera
2. From the home page select "Timesheets"
3. Time can be entered from the month, week, or day view
4. If using the month view, select the day you would like to enter time (01/09/2023)
5. Enter the duration; for example if you were at your agency 4 hours, enter 4.
6. Enter the start time (i.e. 8:00 am). The end time will pre-populate
7. Select Activities, under MSW 1st Year, select Total Cumulative Hours and Field Hours, then OK
8. Under notes summarize the tasks completed that day
9. Click the X in the top right and time is saved

#### To Enter Supervision Hours:

1. Log into Tevera
2. From the home page select "Timesheets"
3. Supervision hours can be entered from the month, week, or day view
4. If using the month view, select the day you would like to enter time (01/09/2023)
5. Enter the duration; for example if you met with your FI for 2 hours, enter 2 and the start time.
6. Enter the start time (i.e. 8:00 am). The end time will pre-populate

7. Select Activities, under MSW 1st Year, select Total Cumulative Hours and Supervisory Hours, then OK

8. Under activities, summarize the supervision session. If you were tasked with activities to complete document them and the time frame for completion. If it was just a discussion, summarize. NEVER violate confidentiality.

#### To Submit Timesheets for Approval:

1. Log into Tevera

2. Go to the Assignments page/tab

3. Select the timesheet that is due (they will be listed in date order by due date)

4. Click Start

5. Select the date that you want the report to start. The first timesheet the date will be 1/09/2023. For future submissions it will be the previous Saturday if you report to your agency on the weekends. If you do not report on weekends it is fine to start your next submission on the following Monday.

6. Select the end date. This will always be the Friday that you are running the time report for approval.

7. Select the first radio button "Calculate Cumulative Hours as of the end date selected above"

7. Select MSW Program

8. Select the remaining dropdown boxes as appropriate

9. Select the appropriate approvers. The time sheet should go to your agency supervisor (FI/TS first) and then to Swain as the Program Faculty/Staff. *You should not submit reports or assignments to the same person twice.*

10. Click Send for Signature(s)

*Enter time at the end of each day*

*Submit timesheets for signatures/approval each Friday by 5 pm*

***Students must submit a time sheet each and every week. Submit the timesheet with zero hours if you did not report for a particular week. Once grades are recorded the professor will not update grades for late submissions, but students are still expected to have timesheets for each and every week.***

**Recording time which the student did not work or altering time without the approval of the Field Instructor is considered falsification of record and will result in the student being removed from Field with a grade of “F”.**

## Graded Assessment #4: Midterm Evaluation

### ***Description***

The midterm evaluation is completed in Tevera. At midterm, the student will complete a self-assessment of their performance in the field agency. The midterm evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.

Students are responsible for routing the midterm evaluation to the FI/TS in Tevera for evaluation.

1. Log into Tevera
2. Click on Assignments
3. Locate the Midterm Evaluation
4. Click Start
5. Rate all 31 practice behaviors on a scale of 0 to 4
6. Sign the document
7. Submit to the FI/TS

*All midterm evaluations must be completed by the student and the FI/TS before midterm grades are due. It is recommended that you submit the evaluation to the FI/TS no less than one week before the established due date to allow the FI/TS ample time to complete the evaluation. The grade is calculated by adding all of the FI/TS ratings together. Midterm evaluations not completed by the due date will receive a grade of 0.*

*5 points will be deducted each day the assignment is late.*

Note there is a total possible point of 48 for the midterm evaluation.

43 - 48 points = A

39 - 42 points = B

34 - 38 points = C

29 - 33 points = D

28 and below = F

### Graded Assessment #5: Final Evaluation

#### **Description**

The final evaluation is completed in Tevera. At the end of the semester, the student will complete a self-assessment of their performance in the field agency. The final evaluation will then be progressed to the FI/TS to evaluate the student's performance in the field agency. Student performance is evaluated on a scale of 0 to 4.

Students are responsible for routing the midterm evaluation to the FI/TS in Tevera for evaluation.

1. Log into Tevera
2. Click on Assignments
3. Locate the Midterm Evaluation
4. Click Start
5. Rate all 31 practice behaviors on a scale of 0 to 4
6. Sign the document
7. Submit to the FI/TS

*All final evaluations must be completed by the student and the FI/TS before final grades are due. It is recommended that you submit the evaluation to the FI/TS no less than one week before the established due date to allow the FI/TS ample time to complete the evaluation. The grade is calculated by adding all of the FI/TS ratings together. Final evaluations not completed by the due date will receive a grade of 0.*

*5 points will be deducted each day the assignment is late.*

Note there is a total possible points of 48 for the midterm evaluation.

43 - 48 points = A

39 - 42 points = B

34 - 38 points = C

29 - 33 points = D

28 and below = F

## Course Schedule

Course calendar and related activities

When	Topic	Notes
<b>Week 1</b> 1/9/2023 Agency	Advanced Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• GETTING STARTED IN THE AGENCY               <ul style="list-style-type: none"> <li>○ Agency expectations and changes from Fall semester</li> <li>○ Student's role in the agency</li> <li>○ Understanding expectations of the agency</li> <li>○ Understanding expectations of the Field Instructor (FI)</li> <li>○ Student responsibilities and expectations</li> </ul> </li> <li>• LEARNING CONTRACT               <ul style="list-style-type: none"> <li>○ Aligning agency activities with Practice Behaviors (PB)</li> </ul> </li> </ul> <p><b>Activities/Lab to be completed in the Field Agency</b></p> <ul style="list-style-type: none"> <li>• Report to the field agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the Field Instructor</li> <li>• Discussion with TS/FI to identify roles, tasks, and responsibilities that will be included in the learning contract</li> <li>• Negotiate days and hours that you will be present for the internship if this has not already been established; evaluate holidays during the semester and the impact they will have on obtaining hours</li> <li>• Establish a schedule for supervision hours</li> <li>• Obtain proper call-in procedures should you have an emergency or are ill. Obtain chain of command for reporting, method of reporting (phone, text, email), and gather relevant telephone numbers, emails, etc.</li> <li>• Interview agency staff for Agency Analysis</li> <li>• Conduct research as needed to update the Learning Contract</li> <li>• Complete introductory field tasks in Tevera by the end of the week</li> <li>• Read chapters 1 - 3 in the text</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Introductory field tasks in Tevera (insurance, field agreement, assumption of risk, personal details)</li> <li>• Timesheet</li> </ul>
<b>Week 2</b> 1/16/2023 Agency	Advanced Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• As appropriate by agency supervisor and outlined in learning contract</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the field agency as scheduled for 16 hours</li> <li>• Continue to orient yourself with the changes from the Fall semester regarding agency, roles, and expectations for the internship</li> <li>• Read and learn any new agency policies and procedures</li> <li>• 1 hour of supervision with FI</li> <li>• Establish core functions of your role as an intern; think about these functions and how you can transfer these functions and roles as tangible tasks for the learning contract</li> <li>• Submit timesheet for approval by 5 pm Friday</li> </ul> <p><i>Any additional tasks assigned by F/ITS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Timesheet</li> </ul>
<b>Week 3</b> 1/23/2023 Agency	Advanced Field Experience Agency	<p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Establish core functions of your role as an intern, think about these functions and how you can transfer these functions and roles as tangible tasks for the learning contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Timesheet</li> </ul>
<b>Week 4</b> 1/30/2023 Agency	Advanced Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Continue working on the learning contract and linking tasks in the agency with the social work goals, competencies, and behaviors</li> <li>• Review the learning contract with the FI/TS before submitting in Tevera</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Timesheet</li> <li>• Midterm Evaluation</li> </ul>
<b>Week 5</b> 2/6/2023 Agency	Advanced Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Create time for self-reflection; What has gone well, and why? What has gone poorly and why? What can you do differently to improve outcomes?</li> <li>• Are there gaps in knowledge, skills, and abilities that need to be addressed?</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Midterm Evaluation</li> <li>• Timesheet</li> </ul>
<b>Week 6</b> 2/13/2023 Agency	Advanced Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> </ul>



Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Midterm Evaluation</li> <li>• Timesheet</li> </ul>
<b>Week 7</b> 2/20/2023 Agency	Advanced Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Midterm Evaluation</li> <li>• Timesheet</li> </ul>
<b>Week 8</b> 2/27/2023 Agency	Advanced Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Midterm Evaluation</li> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• <b>Complete self-assessment on the midterm and progress midterm evaluation to the agency supervisor in Tevera for completion no later than 2/26/2023</b> <ul style="list-style-type: none"> <li>○ Midterm grades are due in Banner by 3/10/2023, if your midterm is not completed by your FI/TS before this date you will receive a grade of 0 and this grade will not be updated at a later date</li> <li>○ Review hours. You should have 112 agency hours, with approximately 8 hours being devoted to supervision. Develop a plan to get caught up if behind.</li> </ul> </li> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI                             <ul style="list-style-type: none"> <li>○ Use this supervision session to get a better understanding of the ratings on the midterm, opportunities for continued growth, and steps and strategies for further growth.</li> </ul> </li> <li>• During supervision review the midterm evaluation with the FI/TS                             <ul style="list-style-type: none"> <li>○ ask for constructive feedback</li> <li>○ adjust the learning contract tasks as needed and develop a plan to strengthen areas of growth</li> </ul> </li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Midterm Evaluation</li> <li>• Timesheet</li> </ul>
<b>Week 9</b> 3/6/2023 Agency	Advanced Field Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• University Spring Break - report as scheduled and request additional hours if you have less than 112 hours</li> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Reflect on your performance thus far in the semester and complete a DIEP Journal entry on what the semester has been like up until midterm and your plans and intentions for the remainder of the semester</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 10</b> 3/13/2023 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul> <p><i>**The last day to withdraw without academic penalty is <a href="#">03/17/2023</a>. Students should assess progress with hours, assignments, and grades. If there is no feasible way to complete internship hours before <a href="#">04/27/2023</a> you may want to consider withdrawing. Please schedule a meeting with the Field Coordinator if you intend to drop field or if you want to discuss progress.</i></p>
<p><b>Week 11</b> 3/20/2023 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 12</b> 3/27/2023 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 13</b> 4/3/2023 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 14</b> 4/10/2023 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> <li>• Begin planning for termination from the agency                             <ul style="list-style-type: none"> <li>○ How will you prepare your colleagues, partners, clients?                                     <ul style="list-style-type: none"> <li>▪ Consider continuity of care for clients</li> </ul> </li> <li>○ What remaining work needs to be completed?</li> <li>○ Have all tasks on the learning contract been satisfactorily completed and presented to the FI? If all tasks have not been completed, develop a plan for completion.</li> <li>○ How many field hours and supervision hours are remaining and what is the plan for completion by 4/27/23?</li> </ul> </li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<p><b>Week 15</b> 4/17/2023 Agency</p>	<p>Advanced Field Experience Agency</p>	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Topics selected by FI/TS or student based on events within the agency</li> <li>• <b>Complete self-assessment on the final evaluation and progress the final evaluation to FI/TS in Tevera for completion no later than 4/23/2023</b> <ul style="list-style-type: none"> <li>○ <b>Final evaluations not completed by your FI/TS by the due date will receive a grade of 0.</b></li> </ul> </li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• Conduct tasks as outlined in the Learning Contract</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> </ul>

Course calendar and related activities

When	Topic	Notes
		<ul style="list-style-type: none"> <li>• Timesheet</li> </ul>
<b>Week 16</b> 4/24/2023	Advanced Field Agency Experience Agency	<p><b>Topics Aligned with Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Final Evaluation</li> <li>• Topics selected by FI/TS or student based on events within the agency</li> </ul> <p><b>Activities/Lab</b></p> <ul style="list-style-type: none"> <li>• Report to the agency as scheduled for 16 hours</li> <li>• 1 hour of supervision with the FI</li> <li>• During supervision review the final evaluation with the FI/TS                             <ul style="list-style-type: none"> <li>○ ask for constructive feedback</li> </ul> </li> <li>• Terminate with any remaining clients/partners</li> <li>• Submit timesheet for approval by 5 pm in Tevera</li> </ul> <p><i>Any additional tasks assigned by FI/TS based on the needs of the agency and student.</i></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Learning Contract</li> <li>• Final Evaluation</li> <li>• Timesheet</li> </ul>
<b>Week 17</b> 5/01/2023	Advanced Field Agency Experience Agency	<p>Final exams week</p> <p>Final field evaluations must be submitted no later than 4/30/2023</p> <p>Double check hours in Tevera and ensure 225 hours and 16 hours are accurately recorded</p>

## Method of Evaluation: Course Grading Policy, Assessment, Course Grades

### Criteria

### Course Grading Policy

#	Assignment	Date Due	Maximum Possible Score
<b>Total Points</b>			<b>334</b>
1	Introductory Tevera Tasks 1. Sign the Field Education Agreement - 50 points 2. Sign the Informed Consent and Assumption of Risk - 50 points 3. Update all personal "details" to include mobile telephone number, demographics, languages, alternate phone numbers, and address - 50 points 4. Sign the supervision agreement if Swain or Mike is providing supervision	1/15/2023	30
2	Learning Contract 12 practice behaviors evaluated on a scale of 0 to 4 12 x 4 = 48 total points	1/29/23	48
3	Weekly Timesheets 16 weeks x 10 points = 160 total points	Every Friday by 5 pm	160
4	Midterm Evaluation 12 practice behaviors evaluated on a scale of 0 to 4 12 x 4 = 48 total points Note there is a total possible points of 48 for the midterm evaluation.	2/26/2023	48

#	Assignment	Date Due	Maximum Possible Score
	43 - 48 points = A 39 - 42 points = B 34 - 38 points = C 29 - 33 points = D 28 and below = F		
5	Final Evaluation 12 practice behaviors evaluated on a scale of 0 to 4 12 x 4 = 48 total points Note there is a total possible points of 48 for the midterm evaluation. 43 - 48 points = A 39 - 42 points = B 34 - 38 points = C 29 - 33 points = D 28 and below = F	4/23/2023	48

## Assessment

All assignments are graded and calculated to determine the final grade. While the agency Field Instructor/Task Supervisor contributes to the final grade by completing evaluations, it is the Field Coordinator who will make the final grade determination.

Grades for assignments completed in Tevera will be recorded in GeorgiaVIEW so that students can monitor their performance.

All CSWE requirements MUST be met to successfully complete field. Students failing to meet any one requirement (total hours, supervision hours by a MSW, mastery of competencies, etc.) will have to complete both, Field Experience and Field Seminar.

The final grade in the course is defined as follows:

Types of evaluations and related weights

Type	Weight	Topic	Notes
Graded Assessment	5%	Introductory Tevera Tasks	Due date 1/15/23 <a href="#">IN TEVERA</a>
Graded Assessment	25%	Learning Contract	Take the time to submit a quality document. There will not be an opportunity to make revisions to this assignment. 5 points will be deducted for each day the assignment is late. <a href="#">REVIEW FEEDBACK FROM LAST SEMESTER. ANY ITEM RATE 2 OR BELOW MUST BE REVISED.</a>
Graded Assessment	20%	Timesheets	Due each Friday by 5 pm. Students are given Saturday and Sunday as a grace period. Points will be deducted daily for all timesheets submitted Monday and later. <a href="#">A minimum of 225 field hours with 16 supervision hours with a master's level social worker is required to successfully complete the course.</a>
Graded Assessment	20%	Midterm Evaluation	Evaluations submitted after grades are recorded will receive 0 points. It is the student's obligation to ensure the FI/TS has ample time to complete the evaluation by the due date.

#### Types of evaluations and related weights

Type	Weight	Topic	Notes
Graded Assessment	30%	Final Evaluation	Evaluations submitted after grades are recorded will receive 0 points. It is the student's obligation to ensure the FI/TS has ample time to complete the evaluation by the due date.

## Breakdown

### University System of Georgia Grading Policy

The final grade in the course is defined as follows:

#### Resulting grade and related performance levels

Grade	Range	Notes
A	90 to 100	To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.
B	80 to 89	To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.
C	70 to 79	For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.
D	60 to 69	A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.
F	Below 60	A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.
I	Incomplete	<b>The Grade of "I" (Incomplete):</b> The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Course Policies

### Professional Standards

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Students are expected to adhere to the highest level of professionalism and demonstrate ethical and mature behavior in their field agencies. Students that are dismissed for poor performance (not reporting as scheduled, unethical behavior, falsifying documents, and any other actions deemed unacceptable by the agency) will receive a grade of F.

### **NCWWI and Title IV-E Students**

All Title IV-E students are expected to complete their internship within the Department of Family and Children Services unless the SEED Agreement makes provisions for a placement outside of DFCS. All practice tasks and course assignments must be relevant to child welfare and further knowledge, skills, abilities, values, cognitive, and affective processes with regard to the field of child welfare and best practices.

#### **General Statement**

This syllabus contains the policies and expectations that have been established for this course. These policies and expectations are intended to create a productive learning atmosphere for **all students**. Please bring any concerns you may have to my attention.

To create and preserve a course atmosphere that optimizes teaching and learning, all students share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning, and they are expected to follow these standards:

Course discussions should be civilized and respectful to everyone and relevant to the topic we are discussing. Discussion forums (online or face-to-face) are meant to allow for a variety of viewpoints. This can only happen if we respect one another and our differences.

I will begin in-class and/or online live sessions promptly at the designated time and students are expected to be on time to these sessions. In addition, class will end at the designated time. Please refrain from engaging in other tasks during the online session as it is disruptive to me and to others around you.

#### **Course Attendance Policy**

Please refer to the current [Academic Catalog](#) for the attendance policy.

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you

should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working on projects.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to

- Log in regularly to check messages from your instructor and other students.
- Check ASU email regularly
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

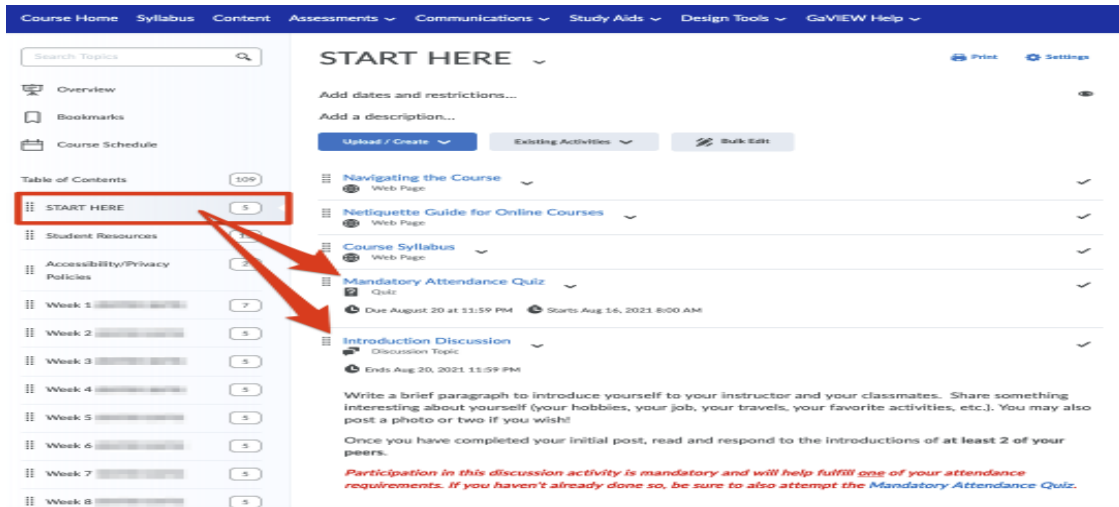
### Attendance Verification & Semester Dates (For Online Courses)

**IMPORTANT** - In order to confirm your attendance and participation in this course, you must complete the Mandatory Syllabus Quiz AND the Introductions discussion activity by the first **Friday of the semester at noon**. BOTH of these activities are required and can be found within the START HERE module.

**Please note:** failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage. The participation activity is required and can be found within the Course Content's Syllabus and Start Items folder.





## Online Attendance

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Excused absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed.

Class Meeting	Allowed Excused Absences	Letter Grade Drop	Failure
Once per week	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"
Twice per week	Two excused absences; no penalty	Three absences; 1 letter grade drop	Four or more absences; Class grade of "F"
Summer	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"

Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively

in a class; however, the student will receive a grade of “WF” on their academic record.

- The Registrar’s office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of “F” for the course.

## Class Cancellation Policy

In the event that the Instructor must cancel a class, students will be informed either in the syllabus (for planned absences such as conference attendance, workshops, etc.) or via email (in the case of illness, etc.) through GeorgiaView. Students are reminded that they are responsible for any information sent to them at their ASU email address. The Instructor will inform the Social Work Department’s Administrative Assistant and the Chair of the Department of the class cancellation so a “Notification of Cancellation” may be placed on the classroom door and they can answer any questions or concerns that students might have.

## Online Privacy

This course may require you to work with other sites and entities beyond ASU and Georgia View where some personal information (e.g. your name, affiliation with ASU, or current employment) may be displayed. You have the right to regulate the display of information pertaining to yourself on the Internet. If you are uncomfortable displaying information you deem overly personal, you may take steps (such as posting online your first name and last initial only or other pseudonym) to post more anonymously. You also agree to respect other people’s wishes to remain anonymous.

## Links to and from Third-Party Sites

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or Albany State University (ASU). These links do not necessarily constitute an endorsement by your professor(s) or ASU, and ASU has no obligation to monitor such sites, and user agrees that neither your professor(s) nor ASU is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

# University Policies

## Academic Integrity

Please see the ASU [Student Code of Conduct](#) for rules on academic honesty/integrity.

**The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment.**

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: TurnItIn, a plagiarism detection system, is often used by ASU faculty members.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Self-plagiarism is submitting your own work for multiple assignments or across multiple courses.

The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or

circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technical difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

**\*NOTE: “ASU RAMmail account is the university’s official means of electronic communication with students. Students are required to use the ASU website ([www.asurams.edu](http://www.asurams.edu)) and RAMmail for important university’s official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb.”**

## Student Services

### Technical Assistance:

Having a correctly configured computer will help ensure your success in your courses. Check the information at <http://www.usg.edu/usgweb/d2lchecker/> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance, contact Albany State's Help Desk at 229-500-HELP (4357) Monday - Friday, between 8:00 a.m. and 8:00 p.m. or check out the frequently asked question knowledge base, available 24/7 at <https://d2lhelp.view.usg.edu/>. For live support after 8:00 p.m. EST Monday through Friday or during weekends and holidays, call 855-772-0423.

### ePortfolio Assistance:

As of July 2022, ASU has implemented a new ePortfolio system with our platform provider, **Digication**. An ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. Refer to [Ram Potential](#), ASU's metafolio, for

basic "getting started" information. Additional tutorials and videos are available on [Digication's Support site](#).

For technical assistance, contact Albany State's Distance Learning Department at 229.500.2907 Monday - Friday, between 8:00 a.m. and 5:00 p.m., or email [asuonline@asurams.edu](mailto:asuonline@asurams.edu). For support after 5:00 p.m. EST Monday through Friday or during weekends and holidays, email [support@digication.com](mailto:support@digication.com).

### Early Alert at ASU:

The purpose of this program is to give undergraduate students early academic assistance and advice so that they succeed in this class. Your instructors will submit the names of students who are absent from class, have late/missing assignments, or who fail quizzes/exams to Student Success for outreach and follow-up via phone, email, text, and class/residence hall visits. Resources may include one-on-one assistance with time management, developing a study plan, finding tutoring opportunities, and/or connecting with appropriate offices to address common barriers to success. You are encouraged to respond promptly and positively to these communication efforts.

### Tutoring:

Online tutoring resources for ASU students are available 24/7. These resources provide tutoring in a variety of subjects including writing assistance, essay review, mathematics, nursing, and IT support for Microsoft Office. To access these resources, simply click the icon on the toolbar from within your online course and follow the prompts.

Additionally, Albany State offers on-campus tutoring in the [Centers for Academic Excellence](#), as well as Tutoring on Demand (TOD) during hours of operation. You can also access TOD from the Study Aids tab to join online tutoring via WebEx.

To connect with additional resources in classroom skills, major exploration, and degree planning, please schedule an appointment with your academic advisor by going to [EAB](#) or contact ASU Student Success at [studentsuccess@asaurams.edu](mailto:studentsuccess@asaurams.edu) or 229.500.2927.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office.

Please contact the Office of Accessibility Services (<https://www.asurams.edu/student-affairs/counseling-disability-services/index.php> or 229-500-2013) for additional information regarding accessibility services.

## Class Excuse Request

Currently, a student may request a class excuse from the Office of Student Support under qualifying circumstances that present an immediate crisis impeding a student's ability to attend classes. Upon a student's return to campus, he or she must provide the Office of Student Support supporting documentation that verifies his or her reason for being absent from classes. Once supporting documentation has been verified by the Office of Student Support, a class excuse will be sent to each professor of the requesting student via university email. Ultimately, class excuses issued by the Office of Student Support only serve as **requests** for professors to allow students to make up missed assignments and quizzes.

- [Class Excuse Form](#)

## Class Cancellation Policy

Please refer to the current [Academic Catalog](#) for the class cancellation policy. Inclement Weather and Catastrophic/Pandemic Readiness Statement

In the event of a campus emergency due to unintended disturbances, the syllabi and course delivery are subject to change. This includes course requirements, deadlines and grading percentages. First, review all information on the ASU homepage for information and important announcements. Second, if the course is not able to meet face-to-face, students should immediately log onto GaVIEW and read any announcements and/or alternative assignments or by contacting your instructor (see contact information above).

## Important University Dates

Please refer to the [ASU Online Calendar](#) for additional information.

## Additional Campus Policies

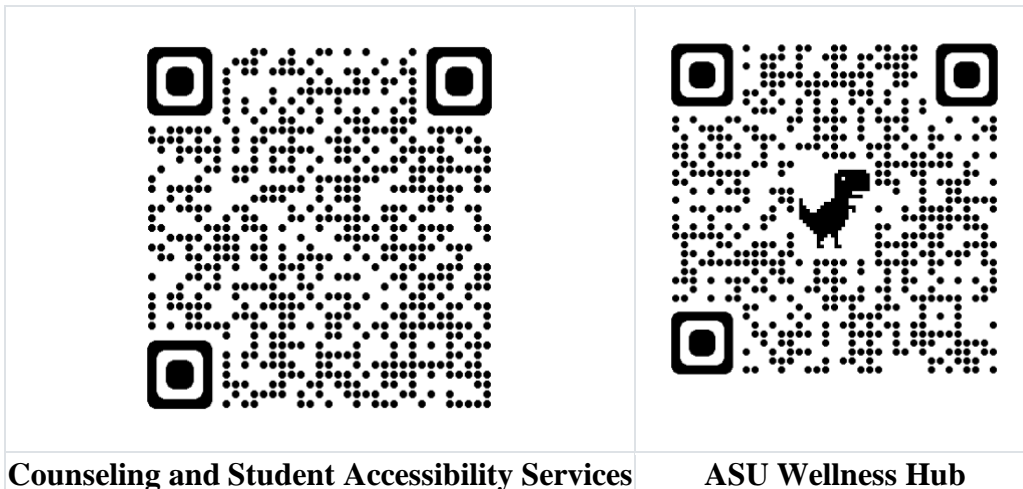
Policies regarding the following areas can be located at: <http://www.asurams.edu/syllabi-links>

- Counseling and Accessibility Services
- Sexual Misconduct Information
- Student Code of Conduct
- Campus Carry Policy
- University Learning Centers

## Student Well-Being

I want you to succeed and your academic success depends heavily on your personal health and well-being. Stress is a normal part of the college experience, but it can sometimes be compounded by unexpected setbacks, events, or life changes. ASU offers counseling services on-campus at 229.500.2013 as well as through a 24/7 Support Line at 833.855.0083. ASU counseling services cost students nothing, are completely confidential, and in no way are connected to your academic record.

Counseling and Student Accessibility Services (CSAS) offers students of all backgrounds, races, religious beliefs, sexual orientations, gender identifies, abilities, ethnicities, and cultures a safe place to discuss and resolve issues that interfere with personal and academic goals. CSAS recognizes and honors the complex intersectionality of all aspects of a person's identity and presenting concerns. All enrolled ASU students are eligible for free counseling services. You may call the 24/7 Support Line at 833.855.0083 to speak with or schedule in-person and virtual appointments with licensed mental health professionals. You may also schedule an appointment by calling 229.500.2013 or in person at their office: Suite 170, Billy C. Black Building. Office hours are Monday-Friday, 8:00 a.m. - 5:00 p.m. I strongly encourage you to take advantage of this valuable resource if you are interested or find yourself struggling and in need of additional support. You can also use the QR codes to contact CSAS as well as to access the ASU Wellness Hub.



*Student Health Services*

The Mission of Albany State University Student Health Services (ASU-SHS) is to provide a quality, cost-effective episodic health care delivery system to meet basic holistic health care needs to presently enrolled students. Further, the ASU-SHS provides current health promotional programs and medical counseling referrals for students as appropriate or when urgent situations occur. ASU-SHS is available on east and west campuses and you can access ASU-SHS at the following link and QR code.

<https://www.asurams.edu/student-affairs/health-services/index.php>





**ASU Student Health Services**  
*Sexual Assault*

If you experience rape/sexual assault and think you might still be in danger, if you are on campus call 229.430.4711, if you are off campus call 911 and stay on the phone with them. For emotional support, advocacy, or information following a sexual assault, you can contact CSAS, contact the ASU Wellness Hub, or call the ASU Police Department at 229.430.4711. ASU PD has advocates with whom you can talk. If you are not comfortable calling ASU PD, you can call the RAINN National Sexual Assault Hotline 24/7 at 1.800.656.HOPE (1.800.656.4673).

*Suicidal thoughts*

If you are having suicidal thoughts, you can contact CSAS or the ASU Wellness Hub, but if you are not comfortable contacting CSAS, you can call, text, or chat the 988 Suicide and Crisis Lifeline at 988. You can also web chat with someone through Lifeline Chat at the following link or QR code <https://988lifeline.org>



**Lifeline Chat**  
*LGBTQ Safe Zones*

Over the next few months, the university will be partnering with faculty and staff to house Safe Zone Spaces across the ASU campuses. The Safe Zone Project is to help educate people about sexual orientation and gender identity/expression issues and to create a visible network of allies to provide support to the ASU lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) community. However, until the training has been completed, we look for a heart shaped LGBTQ Progress Pride sticker to find those who are willing to help and support you as you navigate your life. If you see this sticker on an office door, you know you can feel safe with your questions.



### *Student Food and Personal Items Pantry*

The mission of the Student Food and Personal Items Pantry (hereinafter the Buck Bank) is to alleviate food insecurity among ASU students by providing emergency food to ASU students in need. They aim to alleviate the barriers associated with food insecurity to support student success at ASU and to ensure that no student goes hungry because of a lack of income or access to food.

All currently enrolled ASU students are eligible to use the Student Food and Personal Items Pantry. Students confidentially can [“Make a Request for Goods”](#) online. In addition, students can schedule a date and time for pick-up that best meets their schedule using this online portal. The office is in the East Campus Student Center (Green Zone) on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays and Fridays of each month between the hours of 8:30 a.m. – 12:00 p.m. and 1:30 p.m. 4:30 p.m. To access more information and request assistance visit the following link or QR code ([www.asurams.edu/pantry](http://www.asurams.edu/pantry))



### **ASU Student Food and Personal Items Pantry**

## Rubrics and Additional Information

### Directions & Rubrics

Attached are the rubrics for each graded assignment:

- [Grading Sheet](#)
- [Bibliography and References](#)

### [Student Acknowledgement and Agreement](#)

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## DEPARTMENT OF SOCIAL WORK

### **GETTING STARTED: IDEAS FOR THE FIRST WEEKS IN THE FIELD**

Your field placement rarely starts with responsibility for a project or giving direct services to clients within the first three weeks of your arrival. The following list offers some ideas for initial learning opportunities that you might want to discuss with your MSW Field Instructor. These ideas can also be included in your *MSW Field Learning Contract*.

- Develop a list of questions you may use in a survey of the local community, examining the needs and concerns the Agency is addressing. With the permission of your MSW Field Instructor, speak with clients in the waiting room, staff members, or professionals from referral agencies. You may want to review prior needs assessments that have been conducted by the Agency.
- Shadow a social worker or other key staff member during their work day at the Agency and observe their interaction with clients, with professionals in meetings and presentations, as well as when working on projects. Discuss your observations and questions with the MSW Field Instructor.
- Gain insight into the client's experience of the agency's services and activities by walking through each program or unit of the Agency, from the point of referral to discharge from program services. Consider the questions, concerns and needs a client may have at each stage of the process. You may also want to briefly talk with clients or referral agencies to get their impressions.
- Attend inter-disciplinary team meetings, case conferences, board meetings, community meetings, or task force meetings along with your MSW Field Instructor. By using group process recording to examine what is taking place at these meetings, you can gain insight into how social workers function in the Agency and explore strategies for facilitating a meeting successfully.
- Observe the intake process, examining and discussing with the Field Instructor how clients are referred to the agency, the range of concerns or issues presented, how decisions are made related to opening or referring a case, as well as what other resources in the community are utilized. If the student will be offering intakes as part of the internship, arrange to have a staff member or supervisor observe during an intake and offer feedback on the interviewing style.

- Using a case review form provided by the agency, review selected case files provided by the Field Instructor. Often done with the intent of organizing case records or updating database information, the review of selected case files can teach the student a great deal about the agency's reporting requirements, how services are provided, and offer a profile of clients served.
- Orientation in many agencies include a student being assigned a project. Examples of tasks in the early weeks of projects include informing other service providers of a new service offered, making calls as part of a needs assessment or program evaluation, examining a gap in service delivery or researching potential grant funding sources.
- The student should be familiar with the significant legislation and funding that impacts the agency, as well as the ethical and practice issues that they present. The student should begin a file of professional journal articles related to issues and concerns that may be encountered in the internship field experience.

#### **GUIDELINES FOR MSW FIELD AGENCIES TO ENHANCE SAFETY AND MINIMIZE RISKS IN THE FIELD SETTING\***

No one can accurately predict when dangerous behavior will happen and so social workers must always be alert. A client's history of violence or aggressive behavior and abuse of alcohol or other drugs are considered to be the most accurate predictors of violence. Aggressive behavior can be triggered by a client's fear, anger, stress level, prescriptions and other chemical, paranoid ideations, or the need for power and attention. Acting on aggressive impulses can be triggered when the client perceives the social worker to be a danger to him or her. The social worker should always take steps to protect her or his personal safety whenever interacting with clients.

#### **General Personal Risk Reduction Methods**

1. Walk with a sense of purpose. Be aware of your body language.
2. Be alert to the people around you. Beware of strangers who approach you and speak to you. Keep at a safe distance and keep moving.
3. Be alert for nonverbal cues while conveying confidence in your actions. Look aware and unafraid. Project a strong independent image and a clear sense of purpose.
4. Do not walk on streets where you see that people are loitering.
5. Walk on the outside of the sidewalk away from any possible hiding places.
6. Be aware of places such as stores, libraries, schools, community centers, etc., that can be used as a refuge for you in a time of danger.
7. Do not carry a purse, bag, heavy notebook or briefcase. If you must carry items, conceal them or use a shoulder bag or backpack to allow for the free use of your hands.
8. Wear sensible clothing, low-heeled shoes, and minimal jewelry that cannot be pulled off of you or wrapped around your neck.
9. Do not give money to anyone who asks for it.
10. Practice extreme caution with persons who may be:

- a. Under the influence of alcohol or other drugs
  - b. Engaging in illegal activities
  - c. Feeling threatened by your presence
  - d. Feeling threatened by the possibility that you might report their behaviors to legal authorities
11. Prior to entering a building, be alert for the sounds of violence or other out-of-control behaviors. Be aware of the location of other people and their ability to respond to your call for help.
  12. Always be aware of possible escape routes.
  13. Assess multi-story buildings for safety. If you must take an elevator, observe the elevator interior before entering. If the elevator appears unsafe to you for any reason, wait for the next elevator or consider taking the stairs.
  14. If a suspicious person enters an elevator after you have entered, exit before the door closes.
  15. When in an elevator, stand next to the control panel. If attacked, press all of the buttons.
  16. Be aware of anyone who might be in the stairwell. Determine how far apart the exits are.

### **Risk Reduction Guidelines for MSW Students in Social Work Field Practice**

MSW Students should receive a specific orientation regarding the Agency's policies and procedures as they relate to risk management. If the MSW Field Instructor does not provide this orientation, the MSW Student should ask for it. MSW Students should also learn about the Agency's informal methods for assessing and handling risk. Each situation is different, but the following guidelines may help the MSW Student assess potentially dangerous situations in the work setting and take actions to eliminate them.

1. Address your client by the name they prefer.
2. Keep your work area as safe as possible. Keep it clear of items that could harm anyone involved in a physical intervention. For example, keep objects that can be used as weapons or missiles (e.g., ashtrays, scissors, mail openers, hot drinks, paperweights, vases, etc.) away from potentially dangerous clients.
3. Whenever possible, alert available staff members that assistance may be needed before entering the crisis situation. Arrange a plan to signal them for help. Use panic buttons, hand-held or mounted buzzers, cellular phones, intercoms, etc.
4. Leave your office door ajar during a session with a potentially dangerous client.
5. Avoid meeting with a client when you are alone in the Agency.
6. If possible, arrange your office space so that both you and the client have access to leave easily without entering one another's personal space.
7. Maintain a positive, nonjudgmental attitude toward the client. Speak in a slow voice and move slowly. Act in a calm manner. An emotional or response that is perceived by the client to be aggressive is likely to result in aggressive behavior on the client's part. People who are violent are often reacting to feelings of helplessness and loss of control. Therefore, remain calm and in control of yourself throughout the encounter.
8. Recognize signs that the encounter is escalating. The phases of violence include (a.) the trigger, (b.) the escalation, (c.) the crisis, (d.) the recovery, and (e.) the post-crisis depression. Identify actions you can take to calm rather than inflame the person and act accordingly.
9. Recognize situations that might lead to an assault or an imminent attack, such as rapid breathing, grinding teeth, dilated pupils, flaring nostrils, choppy speech, clenched fists, etc.

10. Remember decreasing stimuli and increasing structure can heighten calm and self-control for the client.
11. Take a non-threatening posture to avoid appearing confrontational while making sure that the posture protects you. This usually means standing slightly sideways to the person, at a safe distance from any sudden lunges, punches or kicks. Keep your arms and hands near your upper body for possible quick self-protection. Avoid a perceived stare-down by breaking eye contact periodically.
12. Do not walk away from a client whose aggressiveness is escalating. Acknowledge the person's feelings and attempt to talk to her/him calmly. Encourage the individual to sit down to sufficiently delay or divert the possibility of a physical attack. The most appropriate staff member to be with a volatile individual is the one who has the best rapport with him or her, not necessarily the staff member with the most authority or rank.
13. Avoid any sudden movements. Do not issue an aggressive command. Whenever possible, allow the person to make behavioral choices. Directives or alternatives should be stated concretely and in terms of actions that can be performed immediately. Depending upon the cognitive abilities of the client at the time, limit setting may take two forms: (a.) direct – state clearly and specifically the required or prohibited behavior; or (b.) indirect – allow the individual to choose between two acceptable behavioral alternatives.
14. Do not touch the person unless you intend to restrain him or her – and only when there is sufficient staff power to do so in a manner consistent with the Agency's "take down" or restraint policy.
15. In the event of physical intervention where the client must be placed in a quiet room or in seclusion, the isolation should be as brief as possible. Following such an incident, the client should have an opportunity to process the situation, learn from it and better predict his or her own violent impulses in the future.
16. If possible, arrange for a security escort or a friend to accompany you to your car in the evening or late hours.

### **What To Do If Attacked or Seriously Threatened in Your Internship**

1. Follow all Agency procedures to manage the immediate situation, including filing an incident report.
2. Get any medical attention necessary. Notify and debrief with your MSW Field Instructor.
3. Notify the Department of Social Work, the MSW Field Coordinator, or the MSW Faculty Field Liaison.
4. Recognize that a physical attack or threatening behavior is frightening and you may respond at a later date to the emotional stress. Seek professional help to address and resolve those feelings.
5. Conduct a comprehensive post-incident evaluation with staff members, outlining plans to increase safety, if indicated.

### **Risk Reduction Guidelines for MSW Agencies and MSW Field Instructors**

1. Have written agency policies to address any work situation that entails risk, such as the following: home visits, services in isolated or high-crime areas; services at night or on weekends; services to clients with infectious diseases as well as any required immunizations; working around special equipment or chemicals; what to do in case of fire or other disasters;

politically-sensitive services that may result in violent threats to agency staff (e.g., abortion counseling). This list is not to be considered exhaustive. Each agency is responsible for determining its own sources and levels of risks and taking reasonable precautions with these risks.

2. Train your MSW Field Students in the above policies and document that you have done so.
3. Remember that, according to the Agency agreement, students have both the right and the responsibility to refuse any assignment which they deem too dangerous to pursue at the time. The MSW Field Coordinator is available for consultation and problem-solving on such issues.
4. Do not have MSW Field Students seeing clients alone in the building. Be sure that other personnel are available to the student. Examine the MSW Field Student's office arrangements. Is the desk positioned so that the MSW Field Student is not "boxed in" and can get to an exit easily, if need be? Are there any sharp or potentially dangerous objects lying out? Examine the MSW Field Student's work area with safety issues in mind.
5. Familiarize the MSW Field Student with your agency environment, especially all entrances and exits, evacuation routes, and potentially dangerous areas. Health care settings should provide proof of orientation to the environment, particularly infectious control policies.
6. Provide supervision that is consistent and sufficient so that *you know what your MSW Field Student is actually doing*. Do not expect students to be able to fully- represent your agency in making critical decisions about client disposition involving physical and/or legal implications (e.g., involuntary hospitalization, threats of suicide, homicide, etc.). If the MSW Field Instructor is not available in an emergency, there must be a written and fully understood protocol for notifying another worker or a mental health professional (e.g., physician, psychiatrist, etc.) or for getting the client to an emergency facility that can adequately meet her/his needs.
7. Train the MSW Field Student on policies regarding client confidentiality. Students should not be taking any identifying information on clients out of the Agency, unless required to do so for such facilities as outreach workers. In such situations, there should be clear policies on the protection of records in compliance with all laws, statutes and regulations.
8. If the MSW Field Student is required to make home visits, train her or him on your written policies and personally provide them with an orientation to the neighborhoods.

#### **PRECAUTIONS TO FOLLOW IN MAKING HOME VISITS**

1. Review the Agency's written policies regarding home visits, as well as all other policy issues regarding safety. A staff member familiar with the area should personally orient the MSW Field Student.
2. Be familiar with the environment, including entrances, exits, and places to avoid. Remind the MSW Field Student to avoid "looking lost" and help them to project an image of knowing where they are going and what they are doing – even when they don't!

3. Teach the MSW Field Student to observe how the clients are dressed. Are the coats, jackets, or other items of clothing able to conceal a weapon easily?
4. Remind the MSW Field Student to park their cars a few spaces down from the house, as opposed to directly in front of it. If the worker must exit quickly, they do not want to give their pursuer the opportunity to catch up with them too soon. If the student finds that it is unsafe to jump into their car, instruct them to run to the nearest place where there are people, activity and, hopefully, security.
5. Teach the MSW Field Student that it is important to *always* have enough gas in the car.
6. To the degree that is possible, schedule all home visits at high activity times (8:00am to 10:00am and 2:30pm to 4:00pm).
7. Whenever possible, have the MSW Field Student be sure to make home visits at a time when people known to be violent are out of the home.
8. Instruct the MSW Field Student to be aware of how their clothing may represent them or place them in danger. Items such as expensive jewelry, provocative clothing, or a “salesperson look” may create a barrier between them and the client or make them a more likely candidate for criminal victimization.
9. MSW Field Students should ask clients to walk around their neighborhood or sit on the porch with them whenever possible so that others can see that they are there with the client’s permission.
10. Role-play with the MSW Field Student about how to answer questions about who they are and what they are doing without violating confidentiality. This will help the client to recognize quickly that the MSW Field Student is not a salesperson, an evangelist, a police officer, or a drug dealer.
11. Stress with the MSW Field Student that s/he must always let staff know where they are going and when they will be back. Have a formal “sign out” and “sign in” policy and procedure to provide a visual reminder where workers are and when they returned (e.g., a white board sign in/sign out system).
12. Be sure that the MSW Field Student calls clients to let them know to expect them at a certain time. Tell clients to contact the Agency if the MSW Field Student is late keeping the appointment.
13. Instruct MSW Field Students that, before knocking at a client’s door, they should listen first. If they hear a sound that they perceive to be threatening, tell them to *leave immediately*. Show students how to stand to one side of the door when they knock rather than standing directly in front of the door. Students should not accept invitations such as “Is that you? Just come on in.” MSW Field Students should identify themselves and ask the occupant to come to the door and let them in.



14. Instruct MSW Field Students that, once inside, they must be alert and observant to their environment. Are there dangerous weapons lying about and within easy reach? Are there drugs being used on the premises? Is someone drunk or physically acting out? In such cases, MSW Field Students should leave immediately, telling the client that they cannot stay and will reschedule the appointment or have the client see them at the Agency.
15. If a client's behavior begins to escalate, instruct the MSW Field Student not to react with physical force when the interaction is *verbal*.

**IF MSW STUDENTS FIND THEMSELVES IN AN ESCALATING SITUATION, INSTRUCT THEM TO:**

**DIVERT** – Switch attention to another subject, ask for a glass of water, change seats, separate the agitators.

**DIFFUSE** – Use a soft voice, agree with the person, assure the person that they are safe.

**DELAY** – Ask to postpone the visit, get back up.

**LEAVE** – Get out of the area any way possible.

While student interns may never find themselves in an unsafe situation, it is better to be prepared for the situation. If either students or field instructors have questions or need further guidance on specific safety issues, contact the MSW Field Coordinator immediately.

*\* Adapted from a handout by Jane Parker, Assistant Professor, School of Social Work, Tulane University; S. Kaplan and E. Wheeler (1983) "Survival skills for working with potentially violent clients," Social Casework 64 (6), 339-346; and S. Winger (2001) "Security risk: Preventing client violence against social workers. Washington, DC: NASW Press.*

# NATIONAL ASSOCIATION OF SOCIAL WORKERS

## *CODE OF ETHICS*

2021

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## Preamble

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

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

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

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

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

## Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

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

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

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

## Ethical Principles

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

**Value:** Service

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

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

**Value:** Social Justice

**Ethical Principle:** Social workers challenge social injustice.

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

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

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

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

between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** Importance of Human Relationships

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

**Value:** Integrity

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

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

**Value:** Competence

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

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

## Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

### 1. Social Workers' Ethical Responsibilities to Clients

#### 1.01 Commitment to Clients

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

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

## 1.02 Self-Determination

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

## 1.03 Informed Consent

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

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

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

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

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should

consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

## 1.04 Competence

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

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

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

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

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

## 1.05 Cultural Competence

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

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



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

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

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

## 1.06 Conflicts of Interest

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

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

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

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

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

## 1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

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

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may

be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

## 1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the client. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

## 1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

## 1.10 Physical Contact

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

## 1.11 Sexual Harassment

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

## 1.12 Derogatory Language

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

## 1.13 Payment for Services

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

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

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

## 1.14 Clients Who Lack Decision-Making Capacity

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

## 1.15 Interruption of Services

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

## 1.16 Referral for Services

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

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

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

## 1.17 Termination of Services

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

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

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

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

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

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

## 2. Social Workers' Ethical Responsibilities to Colleagues

### 2.01 Respect

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

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

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

## 2.02 Confidentiality

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

## 2.03 Interdisciplinary Collaboration

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

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

## 2.04 Disputes Involving Colleagues

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

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

## 2.05 Consultation

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

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

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

## 2.06 Sexual Relationships



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

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

## 2.07 Sexual Harassment

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

## 2.08 Impairment of Colleagues

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

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

## 2.09 Incompetence of Colleagues

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

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

## 2.10 Unethical Conduct of Colleagues

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

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

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

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

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

## 3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

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

## 3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

## 3.03 Performance Evaluation

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

## 3.04 Client Records

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

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

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

## 3.05 Billing

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

## 3.06 Client Transfer

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

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

## 3.07 Administration

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

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

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

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

## 3.08 Continuing Education and Staff Development

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

## 3.09 Commitments to Employers

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

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

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

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

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

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

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

## 3.10 Labor–Management Disputes

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

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

## 4. Social Workers' Ethical Responsibilities as Professionals

### 4.01 Competence

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

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

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

### 4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation,

gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

## 4.03 Private Conduct

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

## 4.04 Dishonesty, Fraud, and Deception

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

## 4.05 Impairment

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

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

## 4.06 Misrepresentation

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

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

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

## 4.07 Solicitations

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

## 4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. (b) Social workers should honestly acknowledge the work of and the contributions made by others.

# 5. Social Workers' Ethical Responsibilities to the Social Work Profession

## 5.01 Integrity of the Profession

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

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

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

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

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

## 5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should



inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

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

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

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

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Social and Political Action**

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

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

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

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

## **Ethics in Social Work, Statement of Principles** **International Federation of Social Workers** **International Association of Schools of Social Work**

### **1. Preface**

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

Some of these problem areas include:

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

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human

rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of IFSW and IASSW.

## **2. Definition of Social Work**

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

## **3. International Conventions**

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

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

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### **4.1. Human Rights and Human Dignity**

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognize all aspects of a person's life.
4. Identifying and developing strengths - Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

### **4.2. Social Justice**

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

1. Challenging negative discrimination\* - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

*\*In some countries the term "discrimination" would be used instead of "negative discrimination". The word negative is used here because in some countries the term "positive discrimination" is also used. Positive discrimination is also known as "affirmative action". Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.*

2. Recognizing diversity - Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.
3. Distributing resources equitably - Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and practices - Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

## **5. Professional conduct**

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

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.

5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document "Ethics in Social Work, Statement of Principles" was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004



## Code of Ethics

[https://www.aamft.org/Legal\\_Ethics/Code\\_of\\_Ethics.aspx](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx)

### PREAMBLE

The Board of Directors of the American Association for Marriage and Family Therapy (AAMFT) hereby promulgates, pursuant to Article 2, Section 2.01.3 of the Association's Bylaws, the Revised AAMFT Code of Ethics, effective January 1, 2015.

### Honoring Public Trust

The AAMFT strives to honor the public trust in marriage and family therapists by setting standards for ethical practice as described in this Code. The ethical standards define professional expectations and are enforced by the AAMFT Ethics Committee.

## Commitment to Service, Advocacy and Public Participation

Marriage and family therapists are defined by an enduring dedication to professional and ethical excellence, as well as the commitment to service, advocacy, and public participation. The areas of service, advocacy, and public participation are recognized as responsibilities to the profession equal in importance to all other aspects. Marriage and family therapists embody these aspirations by participating in activities that contribute to a better community and society, including devoting a portion of their professional activity to services for which there is little or no financial return. Additionally, marriage and family therapists are concerned with developing laws and regulations pertaining to marriage and family therapy that serve the public interest, and with altering such laws and regulations that are not in the public interest. Marriage and family therapists also encourage public participation in the design and delivery of professional services and in the regulation of practitioners. Professional competence in these areas is essential to the character of the field, and to the well-being of clients and their communities.

## Seeking Consultation

The absence of an explicit reference to a specific behavior or situation in the Code does not mean that the behavior is ethical or unethical. The standards are not exhaustive. Marriage and family therapists who are uncertain about the ethics of a particular course of action are encouraged to seek counsel from consultants, attorneys, supervisors, colleagues, or other appropriate authorities.

## Ethical Decision-Making

Both law and ethics govern the practice of marriage and family therapy. When making decisions regarding professional behavior, marriage and family therapists must consider the AAMFT Code of Ethics and applicable laws and regulations. If the AAMFT Code of Ethics prescribes a standard higher than that required by law, marriage and family therapists must meet the higher standard of the AAMFT Code of Ethics. Marriage and family therapists comply with the mandates of law, but make known their commitment to the AAMFT Code of Ethics and take steps to resolve the conflict in a responsible manner. The AAMFT supports legal mandates for reporting of alleged unethical conduct.

Marriage and family therapists remain accountable to the AAMFT Code of Ethics when acting as members or employees of organizations. If the mandates of an organization with which a marriage and family therapist is affiliated, through employment, contract or otherwise, conflict with the AAMFT Code of Ethics, marriage and family therapists make known to the organization their commitment to the AAMFT Code of Ethics and take reasonable steps to resolve the conflict in a way that allows the fullest adherence to the Code of Ethics.

## Binding Expectations

The AAMFT Code of Ethics is binding on members of AAMFT in all membership categories, all AAMFT Approved Supervisors and all applicants for membership or the Approved Supervisor designation. AAMFT members have an obligation to be familiar with the AAMFT Code of Ethics

and its application to their professional services. Lack of awareness or misunderstanding of an ethical standard is not a defense to a charge of unethical conduct.

## Resolving Complaints

The process for filing, investigating, and resolving complaints of unethical conduct is described in the current AAMFT Procedures for Handling Ethical Matters. Persons accused are considered innocent by the Ethics Committee until proven guilty, except as otherwise provided, and are entitled to due process. If an AAMFT member resigns in anticipation of, or during the course of, an ethics investigation, the Ethics Committee will complete its investigation. Any publication of action taken by the Association will include the fact that the member attempted to resign during the investigation.

## Aspirational Core Values

The following core values speak generally to the membership of AAMFT as a professional association, yet they also inform all the varieties of practice and service in which marriage and family therapists engage. These core values are aspirational in nature, and are distinct from ethical standards. These values are intended to provide an aspirational framework within which marriage and family therapists may pursue the highest goals of practice.

The core values of AAMFT embody:

1. Acceptance, appreciation, and inclusion of a diverse membership.
2. Distinctiveness and excellence in training of marriage and family therapists and those desiring to advance their skills, knowledge and expertise in systemic and relational therapies.
3. Responsiveness and excellence in service to members.
4. Diversity, equity and excellence in clinical practice, research, education and administration.
5. Integrity evidenced by a high threshold of ethical and honest behavior within Association governance and by members.
6. Innovation and the advancement of knowledge of systemic and relational therapies.

## Ethical Standards

Ethical standards, by contrast, are rules of practice upon which the marriage and family therapist is obliged and judged. The introductory paragraph to each standard in the AAMFT Code of Ethics is an aspirational/explanatory orientation to the enforceable standards that follow.

### STANDARD I RESPONSIBILITY TO CLIENTS

*Marriage and family therapists advance the welfare of families and individuals and make reasonable efforts to find the appropriate balance between conflicting goals within the family system.*

#### 1.1 Non-Discrimination.

Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.

## 1.2 Informed Consent.

Marriage and family therapists obtain appropriate informed consent to therapy or related procedures and use language that is reasonably understandable to clients. When persons, due to age or mental status, are legally incapable of giving informed consent, marriage and family therapists obtain informed permission from a legally authorized person, if such substitute consent is legally permissible. The content of informed consent may vary depending upon the client and treatment plan; however, informed consent generally necessitates that the client: (a) has the capacity to consent; (b) has been adequately informed of significant information concerning treatment processes and procedures; (c) has been adequately informed of potential risks and benefits of treatments for which generally recognized standards do not yet exist; (d) has freely and without undue influence expressed consent; and (e) has provided consent that is appropriately documented.

## 1.3 Multiple Relationships.

Marriage and family therapists are aware of their influential positions with respect to clients, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships with clients that could impair professional judgment or increase the risk of exploitation. Such relationships include, but are not limited to, business or close personal relationships with a client or the client's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists document the appropriate precautions taken.

## 1.4 Sexual Intimacy with Current Clients and Others.

Sexual intimacy with current clients or with known members of the client's family system is prohibited.

## 1.5 Sexual Intimacy with Former Clients and Others.

Sexual intimacy with former clients or with known members of the client's family system is prohibited.

## 1.6 Reports of Unethical Conduct.

Marriage and family therapists comply with applicable laws regarding the reporting of alleged unethical conduct.

## 1.7 Abuse of the Therapeutic Relationship.

Marriage and family therapists do not abuse their power in therapeutic relationships.

## 1.8 Client Autonomy in Decision Making.

Marriage and family therapists respect the rights of clients to make decisions and help them to understand the consequences of these decisions. Therapists clearly advise clients that clients have the responsibility to make decisions regarding relationships such as cohabitation, marriage, divorce, separation, reconciliation, custody, and visitation.



## 1.9 Relationship Beneficial to Client.

Marriage and family therapists continue therapeutic relationships only so long as it is reasonably clear that clients are benefiting from the relationship.

## 1.10 Referrals.

Marriage and family therapists respectfully assist persons in obtaining appropriate therapeutic services if the therapist is unable or unwilling to provide professional help.

## 1.11 Non-Abandonment.

Marriage and family therapists do not abandon or neglect clients in treatment without making reasonable arrangements for the continuation of treatment.

## 1.12 Written Consent to Record.

Marriage and family therapists obtain written informed consent from clients before recording any images or audio or permitting third-party observation.

## 1.13 Relationships with Third Parties.

Marriage and family therapists, upon agreeing to provide services to a person or entity at the request of a third party, clarify, to the extent feasible and at the outset of the service, the nature of the relationship with each party and the limits of confidentiality.

## STANDARD II CONFIDENTIALITY

*Marriage and family therapists have unique confidentiality concerns because the client in a therapeutic relationship may be more than one person. Therapists respect and guard the confidences of each individual client.*

## 2.1 Disclosing Limits of Confidentiality.

Marriage and family therapists disclose to clients and other interested parties at the outset of services the nature of confidentiality and possible limitations of the clients' right to confidentiality. Therapists review with clients the circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. Circumstances may necessitate repeated disclosures.

## 2.2 Written Authorization to Release Client Information.

Marriage and family therapists do not disclose client confidences except by written authorization or waiver, or where mandated or permitted by law. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. When providing couple, family or group treatment, the therapist does not disclose information outside the treatment context without a written authorization from each individual competent to execute a waiver. In the context of couple, family

or group treatment, the therapist may not reveal any individual's confidences to others in the client unit without the prior written permission of that individual.

## 2.3 Client Access to Records.

Marriage and family therapists provide clients with reasonable access to records concerning the clients. When providing couple, family, or group treatment, the therapist does not provide access to records without a written authorization from each individual competent to execute a waiver. Marriage and family therapists limit client's access to their records only in exceptional circumstances when they are concerned, based on compelling evidence, that such access could cause serious harm to the client. The client's request and the rationale for withholding some or all of the record should be documented in the client's file. Marriage and family therapists take steps to protect the confidentiality of other individuals identified in client records.

## 2.4 Confidentiality in Non-Clinical Activities.

Marriage and family therapists use client and/or clinical materials in teaching, writing, consulting, research, and public presentations only if a written waiver has been obtained in accordance with Standard 2.2, or when appropriate steps have been taken to protect client identity and confidentiality.

## 2.5 Protection of Records.

Marriage and family therapists store, safeguard, and dispose of client records in ways that maintain confidentiality and in accord with applicable laws and professional standards.

## 2.6 Preparation for Practice Changes.

In preparation for moving a practice, closing a practice, or death, marriage and family therapists arrange for the storage, transfer, or disposal of client records in conformance with applicable laws and in ways that maintain confidentiality and safeguard the welfare of clients.

## 2.7 Confidentiality in Consultations.

Marriage and family therapists, when consulting with colleagues or referral sources, do not share confidential information that could reasonably lead to the identification of a client, research participant, supervisee, or other person with whom they have a confidential relationship unless they have obtained the prior written consent of the client, research participant, supervisee, or other person with whom they have a confidential relationship. Information may be shared only to the extent necessary to achieve the purposes of the consultation.

# STANDARD III

## PROFESSIONAL COMPETENCE AND INTEGRITY

*Marriage and family therapists maintain high standards of professional competence and integrity.*

## 3.1 Maintenance of Competency.

Marriage and family therapists pursue knowledge of new developments and maintain their competence in marriage and family therapy through education, training, and/or supervised experience.

### 3.2 Knowledge of Regulatory Standards.

Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge of and adherence to applicable laws, ethics, and professional standards.

### 3.3 Seek Assistance.

Marriage and family therapists seek appropriate professional assistance for issues that may impair work performance or clinical judgment.

### 3.4 Conflicts of Interest.

Marriage and family therapists do not provide services that create a conflict of interest that may impair work performance or clinical judgment.

### 3.5 Maintenance of Records.

Marriage and family therapists maintain accurate and adequate clinical and financial records in accordance with applicable law.

### 3.6 Development of New Skills.

While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.

### 3.7 Harassment.

Marriage and family therapists do not engage in sexual or other forms of harassment of clients, students, trainees, supervisees, employees, colleagues, or research subjects.

### 3.8 Exploitation.

Marriage and family therapists do not engage in the exploitation of clients, students, trainees, supervisees, employees, colleagues, or research subjects.

### 3.9 Gifts.

Marriage and family therapists attend to cultural norms when considering whether to accept gifts from or give gifts to clients. Marriage and family therapists consider the potential effects that receiving or giving gifts may have on clients and on the integrity and efficacy of the therapeutic relationship.

### 3.10 Scope of Competence.

Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.

### 3.11 Public Statements.

Marriage and family therapists, because of their ability to influence and alter the lives of others, exercise special care when making public their professional recommendations and opinions through testimony or other public statements.

### 3.12 Professional Misconduct.

Marriage and family therapists may be in violation of this Code and subject to termination of membership or other appropriate action if they: (a) are convicted of any felony; (b) are convicted of a misdemeanor related to their qualifications or functions; (c) engage in conduct which could lead to conviction of a felony, or a misdemeanor related to their qualifications or functions; (d) are expelled from or disciplined by other professional organizations; (e) have their licenses or certificates suspended or revoked or are otherwise disciplined by regulatory bodies; (f) continue to practice marriage and family therapy while no longer competent to do so because they are impaired by physical or mental causes or the abuse of alcohol or other substances; or (g) fail to cooperate with the Association at any point from the inception of an ethical complaint through the completion of all proceedings regarding that complaint.

## STANDARD IV

### RESPONSIBILITY TO STUDENTS AND SUPERVISEES

*Marriage and family therapists do not exploit the trust and dependency of students and supervisees.*

#### 4.1 Exploitation.

Marriage and family therapists who are in a supervisory role are aware of their influential positions with respect to students and supervisees, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships that could impair professional objectivity or increase the risk of exploitation. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists take appropriate precautions.

#### 4.2 Therapy with Students or Supervisees.

Marriage and family therapists do not provide therapy to current students or supervisees.

#### 4.3 Sexual Intimacy with Students or Supervisees.

Marriage and family therapists do not engage in sexual intimacy with students or supervisees during the evaluative or training relationship between the therapist and student or supervisee.

#### 4.4 Oversight of Supervisee Competence.

Marriage and family therapists do not permit students or supervisees to perform or to hold themselves out as competent to perform professional services beyond their training, level of experience, and competence.

## 4.5 Oversight of Supervisee Professionalism.

Marriage and family therapists take reasonable measures to ensure that services provided by supervisees are professional.

## 4.6 Existing Relationship with Students or Supervisees

Marriage and family therapists are aware of their influential positions with respect to supervisees, and they avoid exploiting the trust and dependency of such persons. Supervisors, therefore, make every effort to avoid conditions and multiple relationships with supervisees that could impair professional judgment or increase the risk of exploitation. Examples of such relationships include, but are not limited to, business or close personal relationships with supervisees or the supervisee's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, supervisors document the appropriate precautions taken.

## 4.7 Confidentiality with Supervisees.

Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law.

## 4.8 Payment for Supervision.

Marriage and family therapists providing clinical supervision shall not enter into financial arrangements with supervisees through deceptive or exploitative practices, nor shall marriage and family therapists providing clinical supervision exert undue influence over supervisees when establishing supervision fees. Marriage and family therapists shall also not engage in other exploitative practices of supervisees.

# STANDARD V RESEARCH AND PUBLICATION

*Marriage and family therapists respect the dignity and protect the welfare of research participants, and are aware of applicable laws, regulations, and professional standards governing the conduct of research.*

## 5.1 Institutional Approval.

When institutional approval is required, marriage and family therapists submit accurate information about their research proposals and obtain appropriate approval prior to conducting the research.

## 5.2 Protection of Research Participants.

Marriage and family therapists are responsible for making careful examinations of ethical acceptability in planning research. To the extent that services to research participants may be compromised by participation in research, marriage and family therapists seek the ethical advice of

qualified professionals not directly involved in the investigation and observe safeguards to protect the rights of research participants.

### 5.3 Informed Consent to Research.

Marriage and family therapists inform participants about the purpose of the research, expected length, and research procedures. They also inform participants of the aspects of the research that might reasonably be expected to influence willingness to participate such as potential risks, discomforts, or adverse effects. Marriage and family therapists are especially sensitive to the possibility of diminished consent when participants are also receiving clinical services, or have impairments which limit understanding and/or communication, or when participants are children. Marriage and family therapists inform participants about any potential research benefits, the limits of confidentiality, and whom to contact concerning questions about the research and their rights as research participants.

### 5.4 Right to Decline or Withdraw Participation.

Marriage and family therapists respect each participant's freedom to decline participation in or to withdraw from a research study at any time. This obligation requires special thought and consideration when investigators or other members of the research team are in positions of authority or influence over participants. Marriage and family therapists, therefore, make every effort to avoid multiple relationships with research participants that could impair professional judgment or increase the risk of exploitation. When offering inducements for research participation, marriage and family therapists make reasonable efforts to avoid offering inappropriate or excessive inducements when such inducements are likely to coerce participation.

### 5.5 Confidentiality of Research Data.

Information obtained about a research participant during the course of an investigation is confidential unless there is a waiver previously obtained in writing. When the possibility exists that others, including family members, may obtain access to such information, this possibility, together with the plan for protecting confidentiality, is explained as part of the procedure for obtaining informed consent.

### 5.6 Publication.

Marriage and family therapists do not fabricate research results. Marriage and family therapists disclose potential conflicts of interest and take authorship credit only for work they have performed or to which they have contributed. Publication credits accurately reflect the relative contributions of the individual involved.

### 5.7 Authorship of Student Work.

Marriage and family therapists do not accept or require authorship credit for a publication based from student's research, unless the marriage and family therapist made a substantial contribution beyond being a faculty advisor or research committee member. Co-authorship on student research should be determined in accordance with principles of fairness and justice.

### 5.8 Plagiarism.

Marriage and family therapists who are the authors of books or other materials that are published or distributed do not plagiarize or fail to cite persons to whom credit for original ideas or work is due.

## 5.9 Accuracy in Publication.

Marriage and family therapists who are authors of books or other materials published or distributed by an organization take reasonable precautions to ensure that the published materials are accurate and factual.

# STANDARD VI TECHNOLOGY-ASSISTED PROFESSIONAL SERVICES

*Therapy, supervision, and other professional services engaged in by marriage and family therapists take place over an increasing number of technological platforms. There are great benefits and responsibilities inherent in both the traditional therapeutic and supervision contexts, as well as in the utilization of technologically-assisted professional services. This standard addresses basic ethical requirements of offering therapy, supervision, and related professional services using electronic means.*

## 6.1 Technology Assisted Services.

Prior to commencing therapy or supervision services through electronic means (including but not limited to phone and Internet), marriage and family therapists ensure that they are compliant with all relevant laws for the delivery of such services. Additionally, marriage and family therapists must: (a) determine that technologically-assisted services or supervision are appropriate for clients or supervisees, considering professional, intellectual, emotional, and physical needs; (b) inform clients or supervisees of the potential risks and benefits associated with technologically-assisted services; (c) ensure the security of their communication medium; and (d) only commence electronic therapy or supervision after appropriate education, training, or supervised experience using the relevant technology.

## 6.2 Consent to Treat or Supervise.

Clients and supervisees, whether contracting for services as individuals, dyads, families, or groups, must be made aware of the risks and responsibilities associated with technology-assisted services. Therapists are to advise clients and supervisees in writing of these risks, and of both the therapist's and clients'/supervisees' responsibilities for minimizing such risks.

## 6.3 Confidentiality and Professional Responsibilities.

It is the therapist's or supervisor's responsibility to choose technological platforms that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.

## 6.4 Technology and Documentation.

Therapists and supervisors are to ensure that all documentation containing identifying or otherwise sensitive information which is electronically stored and/or transferred is done using technology that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.

## 6.5 Location of Services and Practice.

Therapists and supervisors follow all applicable laws regarding location of practice and services, and do not use technologically-assisted means for practicing outside of their allowed jurisdictions.

## 6.6 Training and Use of Current Technology.

Marriage and family therapists ensure that they are well trained and competent in the use of all chosen technology-assisted professional services. Careful choices of audio, video, and other options are made in order to optimize quality and security of services, and to adhere to standards of best practices for technology-assisted services. Furthermore, such choices of technology are to be suitably advanced and current so as to best serve the professional needs of clients and supervisees.

# STANDARD VII PROFESSIONAL EVALUATIONS

*Marriage and family therapists aspire to the highest of standards in providing testimony in various contexts within the legal system.*

## 7.1 Performance of Forensic Services.

Marriage and family therapists may perform forensic services which may include interviews, consultations, evaluations, reports, and assessments both formal and informal, in keeping with applicable laws and competencies.

## 7.2 Testimony in Legal Proceedings

Marriage and family therapists who provide expert or fact witness testimony in legal proceedings avoid misleading judgments, base conclusions and opinions on appropriate data, and avoid inaccuracies insofar as possible. When offering testimony, as marriage and family therapy experts, they shall strive to be accurate, objective, fair, and independent.

## 7.3 Competence.

Marriage and family therapists demonstrate competence via education and experience in providing testimony in legal systems.

## 7.4 Informed Consent.

Marriage and family therapists provide written notice and make reasonable efforts to obtain written consents of persons who are the subject(s) of evaluations and inform clients about the evaluation process, use of information and recommendations, financial arrangements, and the role of the therapist within the legal system.



## 7.5 Avoiding Conflicts.

Clear distinctions are made between therapy and evaluations. Marriage and family therapists avoid conflict in roles in legal proceedings wherever possible and disclose potential conflicts. As therapy begins, marriage and family therapists clarify roles and the extent of confidentiality when legal systems are involved.

## 7.6 Avoiding Dual Roles.

Marriage and family therapists avoid providing therapy to clients for whom the therapist has provided a forensic evaluation and avoid providing evaluations for those who are clients, unless otherwise mandated by legal systems.

## 7.7 Separation of Custody Evaluation from Therapy.

Marriage and family therapists avoid conflicts of interest in treating minors or adults involved in custody or visitation actions by not performing evaluations for custody, residence, or visitation of the minor. Marriage and family therapists who treat minors may provide the court or mental health professional performing the evaluation with information about the minor from the marriage and family therapist's perspective as a treating marriage and family therapist, so long as the marriage and family therapist obtains appropriate consents to release information.

## 7.8 Professional Opinions.

Marriage and family therapists who provide forensic evaluations avoid offering professional opinions about persons they have not directly interviewed. Marriage and family therapists declare the limits of their competencies and information.

## 7.9 Changes in Service.

Clients are informed if changes in the role of provision of services of marriage and family therapy occur and/or are mandated by a legal system.

## 7.10 Familiarity with Rules.

Marriage and family therapists who provide forensic evaluations are familiar with judicial and/or administrative rules prescribing their roles.

# STANDARD VIII FINANCIAL ARRANGEMENTS

*Marriage and family therapists make financial arrangements with clients, third-party payors, and supervisees that are reasonably understandable and conform to accepted professional practices.*

## 8.1 Financial Integrity.

Marriage and family therapists do not offer or accept kickbacks, rebates, bonuses, or other remuneration for referrals. Fee-for-service arrangements are not prohibited.

## 8.2 Disclosure of Financial Policies.

Prior to entering into the therapeutic or supervisory relationship, marriage and family therapists clearly disclose and explain to clients and supervisees: (a) all financial arrangements and fees related to professional services, including charges for canceled or missed appointments; (b) the use of collection agencies or legal measures for nonpayment; and (c) the procedure for obtaining payment from the client, to the extent allowed by law, if payment is denied by the third-party payor. Once services have begun, therapists provide reasonable notice of any changes in fees or other charges.

### 8.3 Notice of Payment Recovery Procedures.

Marriage and family therapists give reasonable notice to clients with unpaid balances of their intent to seek collection by agency or legal recourse. When such action is taken, therapists will not disclose clinical information.

### 8.4 Truthful Representation of Services.

Marriage and family therapists represent facts truthfully to clients, third-party payors, and supervisees regarding services rendered.

### 8.5 Bartering.

Marriage and family therapists ordinarily refrain from accepting goods and services from clients in return for services rendered. Bartering for professional services may be conducted only if: (a) the supervisee or client requests it; (b) the relationship is not exploitative; (c) the professional relationship is not distorted; and (d) a clear written contract is established.

### 8.6 Withholding Records for Non-Payment.

Marriage and family therapists may not withhold records under their immediate control that are requested and needed for a client's treatment solely because payment has not been received for past services, except as otherwise provided by law.

## STANDARD IX ADVERTISING

*Marriage and family therapists engage in appropriate informational activities, including those that enable the public, referral sources, or others to choose professional services on an informed basis.*

### 9.1 Accurate Professional Representation.

Marriage and family therapists accurately represent their competencies, education, training, and experience relevant to their practice of marriage and family therapy in accordance with applicable law.

### 9.2 Promotional Materials.

Marriage and family therapists ensure that advertisements and publications in any media are true, accurate, and in accordance with applicable law.

## 9.3 Professional Affiliations.

Marriage and family therapists do not hold themselves out as being partners or associates of a firm if they are not.

## 9.4 Professional Identification.

Marriage and family therapists do not use any professional identification (such as a business card, office sign, letterhead, Internet, or telephone or association directory listing) if it includes a statement or claim that is false, fraudulent, misleading, or deceptive.

## 9.5 Educational Credentials.

Marriage and family therapists claim degrees for their clinical services only if those degrees demonstrate training and education in marriage and family therapy or related fields.

## 9.6 Employee or Supervisee Qualifications.

Marriage and family therapists make certain that the qualifications of their employees and supervisees are represented in a manner that is true, accurate, and in accordance with applicable law.

## 9.7 Specialization.

Marriage and family therapists represent themselves as providing specialized services only after taking reasonable steps to ensure the competence of their work and to protect clients, supervisees, and others from harm.

## 9.8 Correction of Misinformation.

Marriage and family therapists correct, wherever possible, false, misleading, or inaccurate information and representations made by others concerning the therapist's qualifications, services, or products.

Members, Pre-Clinical Fellow, and Clinical Fellow.

## Ethics Complaint Process

The AAMFT Ethics Committee has the ability to investigate complaints against AAMFT members for alleged violations of the AAMFT Code of Ethics.

# GEORGIA COMPOSITE BOARD OF PROFESSIONAL COUNSELORS, SOCIAL WORKERS, AND MARRIAGE AND FAMILY THERAPISTS

## *CODE OF ETHICS*

### **135-7-.01 Responsibility to Clients**

(1.) A licensee's primary professional responsibility is to the client. The licensee shall make every reasonable effort to promote the welfare, autonomy and best interests of families and individuals, including respecting the rights of those persons seeking assistance, obtaining informed consent, and making reasonable efforts to ensure that the licensee's services are used appropriately.

(2) Unprofessional conduct includes, but is not limited to, the following:

- (a) exploiting relationships with clients for personal or financial advantages;
- (b) using any confidence of a client to the client's disadvantage;
- (c) participating in dual relationships with clients that create a conflict of interest which could impair the licensee's professional judgment, harm the client, or compromise the therapy;

- (d) undertaking a course of treatment when the client, or the client's representative, does not understand and agree with the treatment goals;
- (e) knowingly withholding information about accepted and prevailing treatment alternatives that differ from those provided by the licensee;
- (f) failing to inform the client of any contractual obligations, limitations, or requirements resulting from an agreement between the licensee and a third party payer which could influence the course of the client's treatment;
- (g) when there are clear and established risks to the client, failing to provide the client with a description of any foreseeable negative consequences of the proposed treatment;
- (h) charging a fee for anything without having informed the client in advance of the fee;
- (i) taking any action for nonpayment of fees without first advising the client of the intended action and providing the client with an opportunity to settle the debt;
- (j) when termination or interruption of service to the client is anticipated, failing to notify the client promptly and failing to assist the client in seeking alternative services consistent with the client's needs and preferences;
- (k) failing to terminate a client relationship when it is reasonably clear that the treatment no longer serves the client's needs or interest;
- (l) delegating professional responsibilities to another person when the licensee delegating the responsibilities knows or has reason to know that such person is not qualified by training, by experience, or by licensure to perform them; and
- (m) failing to provide information regarding a client's evaluation or treatment, in a timely fashion and to the extent deemed prudent and clinically appropriate by the licensee, when that information has been requested and released by the client.

### **135-7-.02 Integrity**

- (1.) The licensee shall act in accordance with the highest standards of professional integrity and competence. The licensee is honest in dealing with clients, students, trainees, colleagues, and the public. The licensee seeks to eliminate incompetence or dishonesty from the profession.
- (2) Unprofessional conduct includes, but is not limited to:
- (a) practicing inhumane or discriminatory treatment toward any person or group of persons;
  - (b) engaging in dishonesty, fraud, deceit, or misrepresentation while performing professional activities;
  - (c) engaging in sexual activities or sexual advances with any client, trainee, or student;
  - (d) practicing while under the influence of alcohol or drugs not prescribed by a licensed physician;
  - (e) practicing in an area in which the licensee has not obtained university level graduate training or substantially equivalent supervised experience;
  - (f) failing either to obtain supervision or consultation, or to refer the client to a qualified practitioner, who faced with treatment, assessment or evaluation issues beyond the licensee's competence;

- (g) accepting or giving a fee or anything of value for making or receiving a referral;
- (h) using an institutional affiliation to solicit clients for the licensee's private practice;
- and
- (i) allowing an individual or agency that is paying for the professional services to exert undue influence over the licensee's evaluation or treatment of a client.

### **135-7-.03 Confidentiality**

- (1) The licensee holds in confidence all information obtained at any time during the course of a professional relationship, beginning with the first professional contact. The licensee safeguards clients' confidences as permitted by law.
- (2) Unprofessional conduct includes but is not limited to the following:
  - (a) revealing a confidence of a client, whether living or deceased, to anyone except:
    - 1. as required by law;
    - 2. after obtaining the consent of the client, when the client is a legally competent adult, or the legal custodian, when the client is a minor or a mentally incapacitated adult. The licensee shall provide a description of the information to be revealed and the persons to whom the information will be revealed prior to obtaining such consent. When more than one client has participated in the therapy, the licensee may reveal information regarding only those clients who have consented to the disclosure;
    - 2. where the licensee is a defendant in a civil, criminal, or disciplinary action arising from the therapy, in which case client confidences may be disclosed in the course of that action;
    - 4. where there is clear and imminent danger to the client or others, in which case the licensee shall take whatever reasonable steps are necessary to protect those at risk including, but not limited to, warning any identified victims and informing the responsible authorities; and
    - 5. when discussing case material with a professional colleague for the purpose of consultation or supervision;
  - (b) failing to obtain written, informed consent from each client before electronically recording sessions with that client or before permitting third party observation of their sessions;
  - (c) failing to store or dispose of client records in a way that maintains confidentiality, and when providing any client with access to that client's records, failing to protect the confidences of other persons contained in that record;
  - (d) failing to protect the confidences of the client from disclosure by employees, associates, and others whose services are utilized by the licensee; and
  - (e) failing to disguise adequately the identity of a client when using material derived from a counseling relationship for purposes of training or research.

### **135-7-.04 Responsibility to Colleagues**

- (1) The licensee respects the rights and responsibilities of professional colleagues and, as the employee of an organization, remains accountable as an individual to the ethical principles of the profession. The licensee treats colleagues with respect and good faith, and relates to the clients of colleagues with full professional consideration.
- (2) Unprofessional conduct includes, but is not limited to:
  - (a) soliciting the clients of colleagues or assuming professional responsibility for clients of another agency or colleague without appropriate communication with that agency or colleague;
  - (b) failing to maintain the confidences shared by colleagues and supervisees in the course of professional relationships and transactions;
  - (c) when a supervisee is unlicensed, failing to inform the supervisee of the legal limitations on unlicensed practice;
  - (d) when a supervisor is aware that a supervisee is engaging in any unethical, unprofessional or deleterious conduct, failing to provide the supervisee with a forthright evaluation and appropriate recommendations regarding such practice; and
  - (e) taking credit for work not personally performed, whether by giving inaccurate information or failing to give accurate information.

### **135-7-.05 Assessment Instruments**

- (1) When using assessment instruments or techniques, the licensee shall make every effort to promote the welfare and best interests of the client. The licensee guards against the misuse of assessment results, and respects the client's right to know the results, the interpretations and the basis for any conclusions or recommendations.
- (2) Unprofessional conduct, includes but is not limited to the following:
  - (a) failing to provide the client with an orientation to the purpose of testing or the proposed use of the test results prior to administration of assessment instruments or techniques;
  - (b) failing to consider the specific validity, reliability, and appropriateness of test measures for use in a given situation or with a particular client;
  - (c) using unsupervised or inadequately supervised test-taking techniques with clients, such as testing through the mail, unless the test is specifically self-administered or self-scored;
  - (d) administering test instruments either beyond the licensee's competence for scoring and interpretation or outside of the licensee's scope of practice, as defined by law; and
  - (e) failing to make available to the client, upon request, copies of documents in the possession of the licensee which have been prepared for and paid for by the client.

### **135-7-.06 Research**

- (1) The licensee recognizes that research activities must be conducted with full respect for the rights and dignity of participants and with full concern for their welfare. Participation in research must be voluntary unless it can be demonstrated that involuntary participation will have no harmful effects on the subjects and is essential to the investigation.
- (2) Unprofessional conduct includes, but is not limited to:
  - (a) failing to consider carefully the possible consequences for human beings participating in the research;
  - (b) failing to protect each research participant from unwarranted physical and mental harm;
  - (c) failing to ascertain that the consent of the research participant is voluntary and informed;
  - (d) failing to treat information obtained through research as confidential;
  - (e) knowingly reporting distorted, erroneous, or misleading information.

### **135-7-.07 Advertising and Professional Representation**

- (1) The licensee adheres to professional rather than commercial standards when making known their availability for professional services. The licensee may provide information that accurately informs the public of the professional services, expertise, and techniques available.
- (2) Unprofessional conduct includes, but is not limited to:
  - (a) intentionally misrepresenting the licensee's professional competence, education, training, and experience, or knowingly failing to correct any misrepresentations provided by others;
  - (b) using as a credential an academic degree in a manner which is intentionally misleading or deceiving to the public;
  - (c) intentionally providing information that contains false, inaccurate, misleading, partial, out-of-context, or otherwise deceptive statements about the licensee's professional services, or knowingly failing to correct inaccurate information provided by others; and
  - (d) making claims or guarantees which promise more than the licensee can realistically provide.

Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists  
237 Coliseum Drive  
Macon, GA 31217-3858



**ALBANY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

***MSW Standards for Social Work Education\****

**1.0 INTRODUCTION**

This document sets out Standards for Social Work Education that applies to graduate students enrolled at Albany State University. Because of the nature of professional social work practice, the Masters of Social Work Program has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the Master of Social Work (MSW) Program. Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with the MSW Program Director and MSW Field Director, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. "Professional judgment" is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process. All MSW students will be provided with, and expected to read, the Standards for Social Work Education, the National Association of Social Workers (NASW) *Code of*

*Ethics*, the International Federation of Social Workers/International Association of Schools of Social Work *Ethics in Social Work, Statement of Principles*, and the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists *Code of Ethics*. These documents may be found in the *MSW Student Manual* and the *MSW Field Manual*. Students will then be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by the documents. The form will be kept in MSW students' files.

## **2.0 CRITERIA FOR EVALUATING ACADEMIC PERFORMANCE**

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the MSW Program evaluates the academic performance of its students in four general areas: (1.) Basic Abilities to Acquire Professional Skills, (2.) Mental and Emotional Abilities (3.) Professional Performance Skills, and (4.) Scholastic Performance. Because this is a professional program, meeting the criteria for scholastic achievement is necessary, but not sufficient, to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

### **2.1 Basic Abilities Necessary to Acquire Professional Skills**

#### **2.1.1 Communication Skills**

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

a) *Written*: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b) *Oral*: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the MSW program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

#### **2.1.2 Interpersonal Skills**

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

#### **2.1.3 Cognitive Skills**

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates

grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

#### **2.1.4 Physical Skills**

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations and in compliance with the Americans with Disabilities Act of 1990.

### **2.2 Emotional and Mental Abilities Necessary for Performance in the MSW Program and Professional Practice**

#### **2.2.1 Stress Management**

Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

#### **2.2.2 Emotional and Mental Capacities**

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- compromise scholastic and other performance,
- interfere with professional judgment and behavior, or  
jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current *Codes of Ethics* of the National Association of Social Workers, the Georgia Composite Board of Professional Counselors, Social Workers *Code of Ethics*, and American Association of Marriage and Family Therapists *Code of Ethics*).

### **2.3 Professional Performance Skills Necessary for Work with Clients and Professional Practice**

#### **2.3.1 Professional Commitment**

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW *Code of Ethics*, the Georgia Composite Board of Professional Counselors, Social Workers *Code of Ethics*, and the Marriage and Family Therapists *Code of Ethics*. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social and economic justice).

#### **2.3.2 Professional Behavior**

Exhibits behaviors that are in compliance with MSW program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community.

Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

### **2.3.3 Self-Awareness**

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

### **2.3.4 Ethical Obligations**

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the *NASW Code of Ethics* and the Georgia Composite Board of Professional Counselors, Social Workers *Code of Ethics*. Ethical behaviors include:

- Adherence to the *NASW Code of Ethics* and the Georgia Composite Board of Professional Counselors, Social Workers *Code of Ethics*
- No history of charges and/or convictions of an offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way.
- Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity.
- Effective and nonjudgmental relation to and work with others who are different from oneself.
- Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system.
- No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.

- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications
- doing one's own work
- giving credit for the ideas of others
- providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries.
- Does not sexually harass others
- Does not make verbal or physical threats
- Does not become involved in sexual relationships with clients, supervisors, or faculty
- Does not abuse others in physical, emotional, verbal, or sexual ways
- Does not or participate in dual relationships where conflicts of interest may exist.

#### **2.4 Scholastic Performance**

MSW students are considered to be in academic difficulty if their GPA drops below 3.0. Students will be advised to withdraw from the program if their grade point average falls below 2.5. Failure to maintain a passing grade in field placement will result in dismissal. A review will be called if a student earns a grade of "C" or "I" (incomplete) in any semester of field. A review may be called if a student earns a grade of "C" or below or "I" in any required social work course. An overall GPA of 3.0 is required for graduation from the Master of Social Work Program.

#### **2.5 Sources of Information for Academic Performance Criteria**

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

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences

Feedback from agency-based field instructors

- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university (UT or other colleges and universities), helping professionals, or community
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to *NASW Code of Ethics* or the Standards, or other contracts between the MSW Program and the student

## **2.6 Accommodations for Disabilities**

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Master of Social Work Program. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Disability Student Services Program and provide documentation as needed. The Disability Student Services Program makes recommendations for accommodations. The MSW Program will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the Disability Student Services Program), and periodic checks between the MSW Program and the student are appropriate courses of action in making accommodations.

## **2.0 POLICIES AND PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE**

Three levels of review can occur at the School of Social Work in reviewing the MSW student's academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, MSW Program Director, or Department administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or MSW Program Director will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

### **3.1 Performance that May Result in a Review and/or Possible Dismissal from the School of Social Work**

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements, as stated under "Scholastic Performance"
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student, as outlined in the *ASU Graduate School Catalog*
- Behavior judged to be in violation of the current *NASW Code of Ethics*
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the MSW Program and becoming known after admission
- Consistent pattern of unprofessional behavior
- Failure to meet any of the MSW Standards for Social Work Education

### **3.2 The Three Levels of Review**

### **Level 1**

A “Level 1” review involves a faculty member and the MSW student. When a faculty member has concerns about a student enrolled in the MSW Program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:

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

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

### **Level 2**

A “Level 2” review involves the faculty member, MSW student, and MSW Program Director. Faculty and MSW Program Director will meet with the MSW student when the student is not meeting or following program or university standards, policies, and procedures or when concerns have not been resolved at “Level 1”. If a problem arises in field, the agency-based MSW Field Instructor, MSW Faculty Field Liaison, and MSW Field Director will conduct the review with the MSW student. In this information gathering process, the MSW Program Director will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the MSW student may be asked, in writing, to modify her or his behavior and/or seek appropriate help. This process is designed to assist MSW students in dealing with identified concerns that have an impact on their performance. The MSW Field Director will assess the nature of these concerns with appropriate faculty, consult with the MSW Program Director and with the Chair, maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to “Level 3”.

### **Level 3**

A “Level 3” review involves the faculty member, MSW student, MSW Program Director, and faculty who have had direct experience with the student in classroom or field. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the MSW student. A “Level 3” review more often is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the MSW student is being considered for withdrawal or discontinuance in the program. In most instances, a Level 3 review is sufficient to deal with student performance and is the last decision making step in the review process within the Department of Social Work. When a “Level 3” review is called, the MSW Program Director will convene a meeting with the appropriate faculty and the MSW student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its

remediation. Appropriate faculty to be involved in a review will include, but are not limited to, those who have direct knowledge of and experience with the student. The MSW student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. After the review meeting has occurred, the MSW Program Director will consult with the Chair of the Department of Social Work to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Chair, and an objective assessment of the information provided, the MSW Program Director will inform the student of the decisions, which can include one or more of the following actions:

- ***Continue the student in the program with no conditions.***

In these situations, the concern has been addressed and no further action by the student or program is required.

- ***Establish formal conditions for the student's continuance in the program.*** In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.

- ***Consult with and/or refer to the Vice-President of Student Affairs.***

In some instances, depending on the nature of the problem, the Vice-President of Student Affairs may be consulted. If a referral is made to that Office after consultation, the MSW student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in referral to the Vice President of Student Affairs include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

- ***Counsel the student to change majors/degree programs and/or discontinue the MSW student in the program.***

In some situations, it will be recommended that the MSW student no longer continue in the MSW program. The MSW student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the MSW program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

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



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

## **Academic Grievance Policy and Procedure**

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

### **4.01 Procedures for Filing a “Notice of Intent to File a Grievance”**

The MSW Student must file a “Notice of Intent to File a Grievance” with the Chair of the Department of Social Work within thirty (30) business days after the date of the incident giving rise to the grievance, or within thirty (30) business days of the time when the MSW Student became aware, or should have become aware, that a grievable incident has occurred, whichever occurs first.

When the “Notice of Intent to File a Grievance” is submitted, the MSW Student will receive a copy of this Policy, along with a “Formal Grievance Cover Sheet” from the Chair of the Department of Social Work. Written acknowledgement of receipt of these items is required for documentation purposes.

Upon completion and return to the Chair of the Department of Social Work, a copy of the “Notice of Intent to File a Grievance” will be transmitted to the involved individual.

### **4.02 Outcomes**

If the issue is resolved informally, the “Notice of Intent to File a Grievance” will be destroyed and no record will be maintained.

If the issue is not resolved informally, the MSW Student may:

- Decide to terminate the process altogether, OR
- Decide to proceed to file a formal grievance.

#### **4.03 Procedure for Filing a Formal Grievance**

If the decision is made to proceed with a Formal Grievance, a written statement, accompanied by a “Grievance Cover Sheet,” must be submitted to the Chair of the Department of Social Work within sixty (60) business days from the date of submitting the “Notice of Intent to File a Grievance” form. The statement must include:

- A one-page (maximum) description identifying the grievable issue or incident, including date and place (if applicable)
- The name of the Respondent against whom the grievance is being filed
- The names of any witnesses to the incident (if applicable)
- Evidence to support the grievance
- The outcome desired by the MSW Student

#### **4.04 Formal Grievance Process**

Upon receipt of the Formal Grievance statement and Cover Sheet, the Chair of the Department of Social Work (or Designee) will, within ten (10) business days, submit the grievance to the Grievor.

##### Level 1

Within five [5] days of receipt of the grievance, the Grievor will contact the Grievor to set up a meeting to discuss the details of the grievance and search for a mutually agreeable outcome, if possible. Following the meeting, the Grievor and the Grievor will complete, sign and date the grievance form at Level One, indicating whether the grievance has or has not been resolved to the Grievor’s satisfaction. These forms are then submitted to the MSW Program Director for documentation purposes. The Grievor and the Grievor are given a copy of all Level One forms.

##### Level 2

If the Grievor is not satisfied with the outcome at Level 1, he or she will complete the Level 2 forms and submit them to the MSW Program Director. The MSW Program Director will then forward the Level 2 grievance forms to the student’s assigned **MSW Faculty Advisor**. Within five [5] business days of receipt, the MSW Faculty Advisor will set up a meeting with the Grievor and Grievor (if appropriate) to discuss the details of the grievance and search for a mutually agreeable outcome. Following the meeting, the Grievor and the MSW Faculty Advisor will complete, sign and date the grievance form at Level Two, indicating whether the grievance has or has not been resolved to the Grievor’s satisfaction. These forms are then submitted to the MSW Program Director. The Grievor is given a copy of all Level Two forms.

##### Level 3

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If the Grievor is not satisfied with the outcome of Level 2, he or she will complete the Level 3 forms and submit them to the MSW Program Director. Within five [5] business days of receipt, the **MSW Program Director** will set up a meeting with the Grievor, the Grievor (if appropriate), and the MSW Faculty Advisor to discuss the details of the grievance and search for a mutually agreeable outcome. Following the meeting, the Grievor and the MSW Program Director will complete, sign and date the grievance form at Level Three, indicating whether the grievance has or has not been resolved to the Grievor's satisfaction. These forms are then submitted to the Chair of the Department of Social Work. The Grievor is given a copy of all Level Three forms.

#### Level 4

If the Grievor is not satisfied with the outcome at Level 3, he or she will complete the Level 4 forms and submit them to the **Chair** of the Department of Social Work. Within five [5] business days of receipt, the Chair of the Department of Social Work will set up a meeting with the Grievor to discuss the details of the grievance and search for a mutually agreeable outcome. Following the meeting, the Grievor and the Chair of the Department of Social Work will complete, sign and date the grievance form at Level Four, indicating whether the grievance has or has not been resolved to the Grievor's satisfaction. These forms are then submitted to the Chair of the Department of Social Work. The Grievor is given a copy of all Level Four forms.

#### **4.05 Grievance Outcomes**

The findings and directives of the Chair of the Department of Social Work are final. The Grievance forms will be held in the Office of the Chair of the Department of Social Work for a period corresponding with the Georgia Board of Regents Documentation Retention Policy, after which time they will be destroyed.

#### **4.06 Appeals Process**

If the Grievor is dissatisfied with the outcome of the MSW grievance process, he or she may contact the **Dean** of the College of Arts and Humanities to petition for a College-level review. This petition for appeal must be made in writing and filed with the Dean of the College of Arts and Humanities within thirty (30) *calendar* days of the final disposition in the Department of Social Work.

If the Grievor is dissatisfied with the outcome of the MSW grievance process with the Dean of the College of Arts and Humanities, s/he may petition the Office of the **Vice-President for Academic Affairs** for a University-level review. This petition for appeal must be made in writing and filed with the Vice-President for Academic Affairs within thirty (30) *calendar* days of the final disposition in the College of Arts and Humanities.

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

*This form is to be completed and submitted to the Office of the Chair of the Department of Social Work. When this form is submitted, the MSW Student will be given a copy of the MSW Student Grievance Policy and the Formal Grievance Cover Sheet. The MSW Student will be asked to sign the bottom portion of this Notice of Intent to File a Grievance, indicating that a copy of the MSW Student Grievance Policy and the Formal Grievance Cover Sheet has been received.*

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

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

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**By my signature below, I acknowledge that I have received a copy of the MSW Student Grievance Policy and the Formal Grievance Cover Sheet.**

[MSW Student Signature]

[Date]

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

*Grievance Cover Sheet*

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

The MSW Student will be given a written notice indicating receipt of these grievance materials. The Grievance Cover Sheet and attached materials will be given to the MSW Program Director who will forward it to the Grievor. The Grievor will contact the Grievor about scheduling a formal grievance review.

Grievor's Name	
Date	

<b>I made an attempt, <i>as required</i>, to resolve the grievance matter informally.</b>	
	I met with the individual against whom I have the grievance [Grievor] on _____ <div style="text-align: right;">[Date]</div>

--	--

<b>I have made these attempts to resolve the issue informally</b> (Check all that apply):	
	I met with my MSW Faculty Advisor with/without the Respondent present on _____ [Date]
	I met with the MSW Program Director with/without the Respondent present on _____ [Date]

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

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

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

**Nature of the Grievance (Please check):**

√	Nature of the Grievance
	Grade of the MSW Student
	Evaluation of the MSW Student in the Field
	Faculty Member's Noncompliance with Stated MSW Student Advising Policy of the MSW Program or Department of Social Work
	Faculty Member's Noncompliance with Stated MSW Policies and Procedures in the Classroom.

	Faculty Member's or Field Instructor's Noncompliance with Stated MSW Policies and Procedures Regarding Field Teaching (In the Classroom or Within the Agency).
	Faculty Member's or Field Instructor's Violation of Usually-Accepted Standards for Professional and Ethical Behaviors in MSW Program or Departmental Activities.
	Faculty Member's or Field Instructor's Noncompliance with Stated MSW Policies and Procedures Regarding the Selection and/or Retention of Field Instruction Placement of the MSW Student.
	Other (Briefly Specify):

**Level 1: The Grievor negotiates with the Instructor or Faculty member and attempts to resolve the issue at that level.**

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

- **The issue to be resolved**
- **In chronological order, describe your attempts to resolve this issue with the Faculty Member or Instructor**
- **The outcome of your attempts to resolve the issue**
- **The outcome you desire in order to resolve this issue to your satisfaction.**

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

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



**OUTCOME OF LEVEL ONE OF THE GRIEVANCE PROCEDURE:**

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

[Signature of Grievor]	[Date]
[Signature of Grievor]	[Date]

*Please specify how the Grievance has been resolved:*

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level 2 of the Grievance Process.

\_\_\_\_\_  
[Signature of Grievor]

\_\_\_\_\_  
[Date]

***Note to Grievor:* Please make a copy of this Form for your files and forward the Original Copy to the assigned MSW Program Director for further processing of the Grievance at Level 2.**

**Level 2: If dissatisfied with the Level 1 outcome, the Grievor seeks advice and resolution from her/his assigned MSW Faculty Advisor.**

***To the MSW Faculty Advisor:* Please record the outcome of your meeting with the Grievor and the Grievor (if appropriate) regarding:**

- **Your joint efforts to resolve the grievance to the Grievor's satisfaction**
- **The outcome of your efforts**

**OUTCOME OF LEVEL TWO OF THE GRIEVANCE PROCEDURE:**

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

[Signature of Grievor]	[Date]
[Signature of MSW Faculty Advisor]	[Date]
[Signature of Grievor, if in attendance]	[Date]

*Please specify how the Grievance has been resolved:*

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level 3 of the Grievance Process.

\_\_\_\_\_  
[Signature of Grievor]

\_\_\_\_\_  
[Date]

**Note: Please make a copy of this Form for your files and forward the Original Copy to the MSW Program Director for further processing of the Grievance at Level 3.**

**Level 3: If, after consultation with her/his assigned MSW Faculty Advisor, the Grievor wishes to pursue the issue further, the Grievor may appeal for intervention from the MSW Program Director. This intervention will take the format of a negotiatory meeting between the MSW Program Director, the Grievor, the Grievor (if appropriate), and the MSW Faculty Advisor.**

***To the MSW Program Director:* Please record the outcome of your meeting with the Greivor regarding:**

- **Your joint efforts to resolve the grievance to the Grievor’s satisfaction**
- **The outcome of your efforts**

**OUTCOME OF LEVEL THREE OF THE GRIEVANCE PROCEDURE:**

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

[Signature of Grievor]	[Date]
[Signature of MSW Program Director]	[Date]
[Signature of Grievor [If present]]	[Date]
[Signature of MSW Faculty Advisor]	[Date]

*Please specify how the Grievance has been resolved:*

--

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level 4 of the Grievance Process.

\_\_\_\_\_

[Signature of Grievor]

\_\_\_\_\_

[Date]

**Note: Please make a copy of this Form for your files and forward the Original Copy to the Chair of the Department of Social Work for further processing of the Grievance at Level 4.**

**Level 4: If a student continues to be dissatisfied with the outcome of the above step, s/he may appeal to the Chair of the Department of Social Work. The written record must demonstrate the fact that the Grievor has taken the previously-mentioned steps, along with the Grievor's perception of the outcomes of those steps.**

***To the Chair of the Department of Social Work: Please record the outcome of your meeting with the MSW Student regarding:***

- **Your joint efforts to resolve the grievance to the Grievor's satisfaction**
- **The outcome of your efforts**

--

**OUTCOME OF LEVEL FOUR OF THE GRIEVANCE PROCEDURE:**

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

[Signature of Grievor]	[Date]
[Signature of the Chair of the Department of Social Work]	[Date]

*Please specify how the Grievance has been resolved:*

<p>This Grievance <b>HAS NOT</b> been resolved and the Grievor requests that the Grievance be forwarded to Level 4 of the Grievance Process.</p>
<p>_____</p> <p>[Signature of Grievor] <span style="float: right;">_____</span>  <span style="float: right;">[Date]</span></p>
<p><b>Note: Please make a copy of this Form for your files and forward the Original Copy to the Dean of the College of Professional Studies for further processing of the Grievance, if desired.</b></p>

**Department of Social Work**

**AMERICANS WITH DISABILITIES POLICY**

Albany State University is supportive of the Americans with Disabilities Act of 1990 and is willing and able to provide reasonable accommodations to students and employees with disabilities, as defined under the Act.

Students who have special needs because of a physical or mental disability should contact the Special Programs and Services Office as soon as they arrive on campus. This office has been established to assist students with handicaps attending Albany State University. The staff of the Special Programs and Services Office has close contact with federal and state agencies which provide services to individuals with disabilities. In dealing with students, the office staff will work with each student individually in order to develop solutions to meet her or his needs.





## **ALBANY STATE UNIVERSITY NON-DISCRIMINATION POLICY**

It is the policy of Albany State University to assure that each member of the University Community be permitted to work or attend class in an environment free from any form of discrimination including that based on age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation, as prohibited by state and federal statutes. This shall include applicants for admission to the University as well as to employment. This statement reflects compliance with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and all other federal and state regulations.

Inquiries concerning this policy and procedures for filing complaints under this policy are to be directed to the University's Equal Employment Officer.



### **Department of Social Work**

## **SEXUAL HARASSMENT POLICY**

Albany State University is committed to providing a professional working and learning environment free from sexual harassment. Sexual harassment is a form of sex discrimination and is illegal. Sexual harassment most often exploits a relationship between individuals of unequal power and authority (e.g., between an employee and a supervisor, between a student and a teacher, etc.), but may also occur between student peers or employees of equal rank. At a university, sexual harassment also constitutes unprofessional conduct which compromises the university's commitment to the pursuit of learning. Albany State University will not tolerate any form of sexual harassment. Furthermore, this institution is committed to providing the training necessary to educate the staff, faculty, and students about sexual harassment policies.

### **Definition and Statutory References**

Harassment on the basis of sex is discrimination in violation of Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e and Title IX of the Educational Amendments of 1972, 20 U.S.C. 1981. In addition, sexual harassment by a public servant is a criminal offense under

the Georgia Penal Code and sexual harassment by any individual may constitute assault, sexual assault, public lewdness, or indecent exposure. Unwelcome sexual advances, request for sexual favors, verbal and written comments, or physical conduct of a sexual nature may constitute sexual harassment when such conduct:

- Is made, either explicitly or implicitly, a term or condition of instruction, employment, or participation in a university activity; or
- Is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
- Creates an intimidating, hostile, or offensive university environment.

In relation to the foregoing statements, sexual harassing behaviors may include, but are not limited to, the following: unwelcome sexual flirtations, advances, or propositions; verbal remarks of a sexual nature (whether to an individual or directed toward a group), including sexually explicit or offensive jokes; graphic or degrading verbal or written comments of a sexual nature about an individual or the individual's appearance; any suggestive or unwelcome physical contact; or physical assault. Sexual harassment is not limited by gender of either party, nor by superior-subordinate relationships.

Failure to investigate allegations of sexual harassment or failure to take timely corrective action is considered a violation of the University's Sexual Harassment Policy. The University is prepared to take preventative and corrective action in cases of sexual harassment. Individuals who engage in such misconduct are subject to appropriate disciplinary action. The right to confidentiality of all parties involved in a sexual harassment charge shall be strictly adhered to during the course of the investigation. For more information, contact the Director of the Social Work Division or the ASU Affirmative Action Office.

## **ALBANY STATE UNIVERSITY ALCOHOL AND OTHER DRUG POLICY**

Albany State University will not tolerate the sale, possession, or use of controlled substances, with the exception of medication prescribed by a physician and taken in accordance with the prescribed usage. The use, sale, possession, manufacturing, and bartering of narcotic drugs, central nervous system stimulants, hallucinogenic drugs, or barbiturates, as defined by Federal, State or University regulations, shall be prohibited in all Albany State University facilities, about the campus, or in any public gathering or recreational areas, or facilities. Those found in violation of this policy could be subject to dismissal in accordance with the procedures of the Student Conduct Code. In addition, legal sanctions by a court of competent jurisdiction may include specific term imprisonment with an appropriate fine. The court may also decree the forfeiture of property, suspend or cancel a license, remove a person from office, or impose any other civil penalty.



#	Name	Position	Telephone Number
<b><i>Department of Social Work Faculty and Staff</i></b>			
1	Dr. Addie Campbell-Mungen CMH 316	MSW Faculty	229/500-2381
2	Dr. Jerry Daniel CMH 337	MSW Faculty	229/500-2378
3	Dr. Tonyesima Furro CMH 321	MSW Faculty	229/500-2379
4	Dr. Annalease Gibson CMH 317	<i>BSW Program Director</i>	229/500-2380
5	Dr. Barbara Nowak CMH 325	<i>Chair/MSW Program Director</i>	229/500-2118
6	Dr. I'van Page CMH 324	MSW Faculty	229/500-2383
7	Ms. Jamie Swain CMH 115	<i>MSW Field Director</i>	229/500-2385
8	Dr. Betty Morris-Mitchell CMH 114	<i>BSW Field Director</i>	229/500-2382
9	Ms. Jasmine Moore CMH 336	Administrative Specialist Coordinator	229/500-2188
<b><i>Department of Social Work Adjuncts</i></b>			
10	Dr. Sharrion Brown	Adjunct	859/684-9428
11	Ms. Reneta Dowdell	Adjunct	705/518-6035
12	Dr. Kay Gresham	Adjunct	470/774-2096
13	Dr. Quinchele King	Adjunct	404/910-8597
14	Dr. Natasha Mike	Adjunct	229/291-7618
15	Ms. Colleen Myrie	Adjunct	917/224-2691

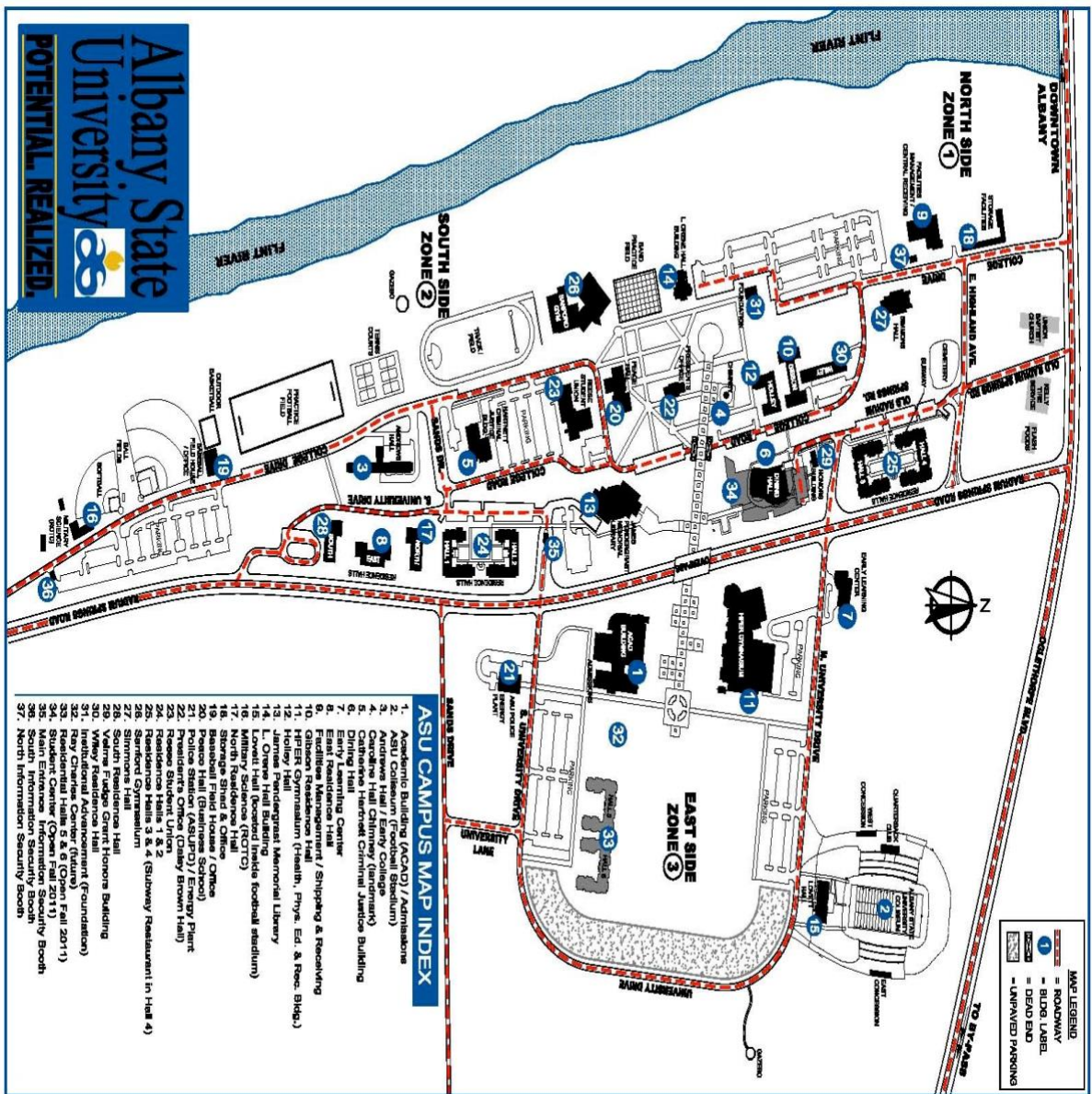
17	Ms. Alfton Turner	Adjunct	229/449-9077
18	Ms. Quandula Wright	Adjunct	229/357-1159

***Other Helpful Telephone Numbers***

19	Dr. Peter Ngwafu	Dean, CBEPS	229/500-2279
20	Dr. Jason Armstrong	Associate Dean	229/500-2376
21	Ms. Cakeitha Harris/Budgets	Budgets Mgr.	229/500-2804
22	Dr. Angela Peters	Provost	229/500-2003
23	Dr. Rhonda Porter	Associate Provost	229/500-2153
24	Dr. Charles Ochie	Graduate Office	229/500-2221
25	Ms. Sandra Mitchell	Graduate Recruit	229/500-4427
26	Ms. Domonique Hines (J110)	Distance Learning	229/500-2909
27	Mr. Frank Malinowski	Registrar	229/500-2959
28	Ms. Joyce Jenkins-RAM Central	MSW/Registrar	229/500-2934
29	Ms. Irma Reliford-RAM Central	BSW/Registrar	229/500-2936

**ALBANY STATE UNIVERSITY**

**EAST CAMPUS MAP**



Albany State University  
 POTENTIAL. REALIZED.



## MSW FIELD INSTRUCTION CALENDAR

*This calendar provides dates for MSW Field Instructor/Task Supervisors/Faculty Field Liaisons and MSW Students to use for completion of field hours and for evaluations:*

Event	Date
MSW Field Instructor Orientation and Training for new MSW Field Instructors	
Fall Semester classes begin	
Fall Semester Field Instruction begins	
<b>LABOR DAY – NO CLASSES</b>	
<i>Signed MSW Field Learning Contracts due</i>	
<i>Signed MSW Field Evaluation –Midterm due</i>	
Deadline to withdraw without academic penalty with a grade of “W” by 5:00 PM	
Mid-term grades due in Banner by 3:00pm	
<i>ALUMNI BRUNCH</i>	
Advisement and registration for Spring Semester	
Spring, 2016 MSW Field Placement Assignments Completed	
<i>PHI ALPHA INDUCTION CEREMONY</i>	
Thanksgiving Holidays – No classes Students work according to agency schedule	
<p><b>Last day of field; all signed forms due:</b></p> <ul style="list-style-type: none"> <li>• <i>MSW Field Evaluation-Final form</i></li> <li>• <i>MSW Field Time Sheets – 225 clock hours</i></li> <li>• <i>MSW Verification of Field Hours Supervision form</i></li> <li>• <i>MSW Student Evaluation of the MSW Program</i></li> <li>• <i>MSW Student Evaluation of the MSW Faculty Field Liaison</i></li> <li>• <i>MSW Field Instructor Evaluation of the MSW Field Program</i></li> <li>• <i>MSW Field Instructor Evaluation of the MSW Faculty Field Liaison</i></li> <li>• <i>MSW Field Instructor Evaluation of the MSW Field Coordinator</i></li> </ul>	
<b>FINAL EXAMINATION WEEK</b>	
<b>Commencement</b>	



<b>Final grades due in Banner by 9:00AM</b>	
<b>Spring, 2017</b>	
Spring Semester classes begin	
Spring Semester Field Instruction begins	
<i>Signed MSW Field Learning Contracts due</i>	
<b>DR. MARTIN LUTHER KING HOLIDAY – NO CLASSES</b>	
Deadline to Apply for Graduation and pay graduation fees.	
<i>Signed MSW Field Evaluation – Midterm due</i>	
Mid-term grades due in Banner by 3:00pm	
<b>SPRING BREAK – NO CLASSES Students work according to agency schedule</b>	
Last day to withdraw without penalty with a grade of “W” by 5:00pm	
Advisement for Summer 2017 and Fall 2017	
Fall, 2016 MSW Field Placement Assignments Completed	
Spring Semester classes end	
Last day of Field Instruction	
<p><b>Last day of field instruction; all signed field forms due:</b></p> <ul style="list-style-type: none"> <li>• <i>MSW Field Evaluation-Final form</i></li> <li>• <i>MSW Field Time Sheet</i> showing 225 clock hours</li> <li>• <i>MSW Verification of Field Hours Supervision form</i></li> <li>• <i>MSW Student Evaluation of the MSW Program</i></li> <li>• <i>MSW Student Evaluation of the MSW Faculty Field Liaison</i></li> <li>• <i>MSW Field Instructor Evaluation of the MSW Field Program</i></li> <li>• <i>MSW Field Instructor Evaluation of the MSW Faculty Field Liaison</i></li> <li>• <i>MSW Field Instructor Evaluation of the MSW Field Coordinator</i></li> </ul>	
<b>FINAL EXAMINATION WEEK</b>	
<b>MSW GRADUATION COMMENCEMENT</b>	
<b>Final grades due in Banner by 3:00pm</b>	

# **MSW STUDENT FIELD FORMS**

**DEPARTMENT OF SOCIAL WORK**  
**APPLICATION FOR MSW FIELD EXPERIENCE**

\_\_\_ **SOWK 6055: Foundation Field I** \_\_\_ **SOWK 6056: Foundation Field II**  
 \_\_\_ **SOWK 7055: Specialized Practice Field I** \_\_\_ **SOWK 7056: Specialized Practice Field II**

***Demographic Information***

Name:	Telephone Numbers: Day: _____ Evening: _____ Cell: _____
Mailing Address:	Email Address(es):

***Field Experience Information***

<p>Have you any preferences as to the kind of placement you would like (e.g., the kinds of people, age preference, problem, setting, etc.)?</p>
<p>Have you any preferences as to the people you would <b>NOT</b> like to work with (e.g., kinds of people, ages, problems, settings, etc.)? Please explain.</p>

<p>List any special conditions or limitations to be considered in arranging your field placement (e.g., transportation limitations, child care, physical or mental abilities, etc.).</p>
--

Many of our affiliated agencies have begun to require criminal background checks and drug screenings of all potential employees and student interns. If you have any concerns about these procedures, please see the MSW Field Coordinator or the MSW Program Director.

○ I have read this statement \_\_\_\_\_ [Please initial]

COMPLETE THE BIOGRAPHICAL STATEMENT FORM. YOUR APPLICATION WILL NOT BE PROCESSED IF THIS FORM IS NOT ATTACHED AND COMPLETE. (DO NOT ATTACH THE RESUME.)

**ATTACH THREE COPIES OF YOUR FIELD APPLICATION PACKAGE.**

**ATTACH THREE (3) PASSPORT-SIZE PICTURES (HEAD SHOT ONLY) WITH THIS APPLICATION.**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
MSW Field Coordinator Signature

\_\_\_\_\_  
Date

***FOR FIELD OFFICE USE ONLY***

\_\_\_\_\_  
**AGENCY  
REFERRED**

\_\_\_\_\_  
**FIELD INSTRUCTOR**

\_\_\_\_\_  
**DATE**

**DEPARTMENT OF SOCIAL WORK**

**BRIEF BIOGRAPHICAL STATEMENT**

**PLEASE TYPE.** Complete this form as carefully as possible.

**ATTENTION: A copy of this form will be mailed to potential field instructors with our affiliated agencies.**

<b>MSW Student Name</b>	
<b>MSW Student Address</b>	
<b>MSW Student Email Address</b>	
<b>MSW Telephone Number</b>	

Do you speak any language other than English fluently? \_\_\_ No \_\_\_ Yes  
(Language: \_\_\_\_\_)

**Educational Background:**

Undergraduate College: \_\_\_\_\_

Major(s): \_\_\_\_\_

Degree: \_\_\_\_\_

Date Received: \_\_\_\_\_

Graduate College (if applicable): \_\_\_\_\_

Major: \_\_\_\_\_

Degree: \_\_\_\_\_ Date Received: \_\_\_\_\_

**Work Experience:**

Years of work experience since your undergraduate degree: \_\_\_\_\_

*List places of employment and job responsibilities below (List most recent position first.)*

Place of Employment	Dates of Employment		Job Responsibilities
	From	To	

**Volunteer Experience**

Describe any volunteer experience you may have had (List most recent first.)

Agency/Organization	Dates		Volunteer Responsibilities
	From	To	

**Previous Field Experiences/Internships**

Agency/Organization	Dates		Internship Responsibilities
	From	To	

Will you be employed while you are completing your field hours? \_\_\_ No \_\_\_  
 Yes (# Hours: \_\_\_\_\_)

What skills do you want to develop in your field placement this semester?

What do you see yourself doing immediately after graduation?

What do you see yourself doing 3 to 5 years from now?

What is your ultimate career goal(s)?

Any other information about yourself or comments you would like to convey to a potential field instructor?

### For Social Work Students Entering Field Placement

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

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

12. I will conduct myself in a professional manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as interacting in a professional manner with all clients and co-workers. \_\_\_\_\_(Initial)
  
13. I will negotiate a learning contract with my Field Instructor and submit it in writing to the seminar instructor by the assigned due date. \_\_\_\_\_(Initial)
  
14. I will comply with all policies, procedures, expectations, and consequences set forth in the "ASU Social Work Field Education Manual". \_\_\_\_\_(Initial)
  
15. I will adhere to client confidentiality and will never/reveal a client's real name or other identifying information. \_\_\_\_\_(Initial)
  
16. I understand to satisfactorily pass field I must obtain 225 hours in my field agency, to include 16 hours of supervision with a MSW, LMSW, or LCSW. \_\_\_\_\_(Initial)

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

\_\_\_\_\_  
MSW Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
MSW Field Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

**Department of Social Work**



## PROFESSIONAL SOCIAL WORK LIABILITY INSURANCE

Malpractice risk starts during social work education. All MSW Students are required to carry professional liability insurance in order to enroll in any field practicum course. Coverage of the social work liability policy will extend from August 15, 2016 through July 31, 2017 and will be in the amount of \$1,000,000/\$3,000,000. NO MSW STUDENT WILL BE ALLOWED TO BEGIN HER OR HIS FIELD PLACEMENT UNTIL PROOF OF MALPRACTICE INSURANCE IS SUBMITTED TO THE MSW FIELD COORDINATOR.

The National Association of Social Workers offers the MSW Student very low premium rates for individual malpractice coverage. To be eligible for individual coverage, the MSW Student must be enrolled in a Council on Social Work Education accredited social work degree program, or a program approved for candidacy, and be a student category member of the National Association of Social Workers. Students can become a member of NASW at [www.socialworkers.org](http://www.socialworkers.org) Annual membership dues are \$57.00 for students.

MSW Students may go to the following website of the National Association of Social Workers ([http://www.naswassurance.org/social\\_worker\\_malpractice.php?page\\_id=10](http://www.naswassurance.org/social_worker_malpractice.php?page_id=10)) for further information on how to obtain malpractice insurance coverage online. The fee for insurance is approximately \$15.00 per calendar year.



DEPARTMENT OF SOCIAL WORK

***REQUEST TO UTILIZE PLACE OF EMPLOYMENT FOR FIELD EDUCATION***

<b>MSW Student/Employee</b>	
<b>MSW Field Agency</b>	
<b>Agency Address</b>	
<b>Agency Telephone</b>	
<b>Agency Fax Number</b>	
<b>Agency Email</b>	

***Placement Request For:***

<b>Check One:</b>	<b>Field Placement Semester Requested</b>	
	<b>SOWK 6055: Foundation Field Experience I (Fall Semester)</b>	<b>225 clock hours</b>
	<b>SOWK 6056: Foundation Field Experience II (Spring Semester)</b>	<b>225 clock hours</b>
	<b>SOWK 7055: Specialized Practice Field Experience I (Fall Semester)</b>	<b>225 clock hours</b>
	<b>SOWK 7056: Specialized Practice Field Experience II (Spring Semester)</b>	<b>225 clock hours</b>

***Required Materials Submitted:***

<b>#</b>	<b>Material Required</b>	<b>Date Received</b>
<b>1</b>	Completed "Request to Utilize Place of Employment for Field Education" form.	
<b>2</b>	A letter from the MSW Student requesting approval and briefly describing how work assignments will be different from MSW field assignments.	
<b>3</b>	A current job description.	
<b>4</b>	A resume from the MSW-level social worker who will serve as the MSW Field Instructor. <i>Please note: The MSW Field Instructor and/or Task Supervisor <b>must</b> be different than the current work supervisor.</i>	
<b>5</b>	Complete the MSW Field Learning Plan.	

<b>6</b>	A letter from the current work Supervisor or Director of the Agency that clearly states that the MSW Student's field education requirements will be ensured by the Agency.	
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**FOR FIELD OFFICE USE ONLY: DO NOT WRITE IN THIS AREA**

***Actions Taken:***

<input type="checkbox"/>	<b>Approved</b>	<input type="checkbox"/>	<b>Denied</b>	<input type="checkbox"/>	<b>Decision delayed pending further information</b>
<hr/>					
<b>Signature of MSW Field Coordinator</b>				<b>Date</b>	
<input type="checkbox"/>	<b>Approved</b>	<input type="checkbox"/>	<b>Denied</b>	<input type="checkbox"/>	<b>Decision delayed pending further information</b>
<hr/>					
<b>Signature of MSW Program Director</b>				<b>Date</b>	

**Comments:**

**DEADLINE: EIGHT (8) WEEKS PRIOR to the semester for which the request is being made.**

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DEPARTMENT OF SOCIAL WORK

MSW **GENERALIST** YEAR FIELD LEARNING CONTRACT AND EVALAUTION

To be filled out by MSW Field Student:

<b>MSW Student Name:</b>	
<b>MSW Field Instructor Name:</b>	
<b>MSW Task Supervisor (If applicable):</b>	
<b>MSW Field Agency Name:</b>	
<b>MSW Faculty Field Coordinator/Liaison:</b>	

Learning contracts are developed jointly by the student and Field Instructor at the beginning of the semester. Students and the practicum agency share joint responsibility in selecting field activities and tasks that ensure mastery of all program goals and Behaviors in practice. The third column details how the MSW Field Instructor will know or measure the student’s performance. Measurement may occur through discussions, observations, or the student presenting data or information from the specified task in the second column. The student and Field Instructor must sign the initial approval page prior to submitting. The Field Instructor will assess the student’s level of performance for each **Behavior indicator** in the last two columns **at Mid-term and at the conclusion of the semester**. The Field Instructor should discuss all evaluations with the student. It is permissible and encouraged to type/write notes detailing feedback, strengths, and growth opportunities. Student performance will be rated according to the following scale:

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

**1 = Emergent Performance** (*some evidence of the Behavior beginning to emerge*)

**2 = Marginal Performance** (*Meets minimum level of performance in demonstrating Behavior.*)

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

**4 = Exceeding Performance Expectations** (*efforts consistently exceed expectations in demonstrating the Behavior through exceptional performance.*)

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

DIRECTIONS: Detail activities and tasks that can performed within the agency that will help master the behavioral competencies and achieve the overall course outcomes. Students should use their knowledge of the agency, discussion with their TS/FI and others within the agency. Be sure to look at ALL other course assignments and consider how you can incorporate them into the LP.

Program Goals	MSW Behaviors	Field Learning Activities/Practice Tasks	Method of Evaluation of Behavior	Behavior Indicators' Outcomes	Rating	Mid-Term	Final
<b>(1.) Ethical and Professional Behavior</b>	1. The MSW Student will demonstrate ethical and professional behavior	<p>Identify tasks within the agency and from seminar assignments that will demonstrate the ability to use the COE to make ethical decisions within the agency.</p> <ul style="list-style-type: none"> <li>Review COE's, child welfare laws, and agency policy.</li> <li>Practice confidentiality, allow self-determination, etc. in services provided to assigned clients.</li> <li>Utilize in-text citation and references during the completion of assignments requiring a literature review, and/or research.</li> <li>Identify the ethical decision making model to be used during the internship, and any additional COE's.</li> </ul>	How will your field instructor measure your progress throughout the semester? Students should complete this prior to submitting to their FI/TS and then allow the FI/TS to change and modify as needed.	1a. Make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context.			
		<ul style="list-style-type: none"> <li>Identify specific tasks to help reflect on student's personal values and to contribute to the positive maintenance of professional practice.</li> </ul>		1b. Accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			
		<ul style="list-style-type: none"> <li>What specific professional behaviors will be demonstrated?</li> </ul>		1c. Attend to professional demeanor in behavior, appearance, and in oral, written, and electronic communication.			

		<ul style="list-style-type: none"> <li>What standard of professional dress will be implemented?</li> </ul>					
				1d. Use technology ethically and appropriately to facilitate practice outcomes.			
				1e. Use supervision and consultation to guide professional judgment and behavior.			
<b>(2.) DIVERSITY AND DIFFERENCE IN PRACTICE</b>	2. The MSW Student will engage diversity and difference in practice			2a. The student demonstrates the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.			
				2b. The student demonstrates the ability to present his or herself as a learner and engage clients and constituents as experts of their own experiences.			
				2c. The student effectively applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.			

Program Goals	MSW Behaviors	Field Learning Activities/Practice Tasks	Method of Evaluation of Behavior	Behavior Indicators' Outcomes	Rating	Mid-Term	Final
<b>(3.) HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE</b>	3. The MSW Student will advance human rights and social and economic justice.			3a. The student effectively applies an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
				3b. The student engages in practice that advances social, economic, and environmental justice.			
<b>(4.) PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</b>	4. The MSW Student will engage in research-informed practice and practice-informed research.			4a. The student uses practice experience and theory to inform scientific inquiry and research.			
				4b. The student applies critical thinking to engage in analysis of quantitative and qualitative research methods & findings.			
				4c. The student translates research evidence to inform and improve practice, policy, & service delivery.			
<b>(5.) POLICY PRACTICE</b>	5. The MSW Student will engage in effective policy practice to advance social and economic well-being and to deliver effective social work.			5a. The student identifies social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services.			
				5b. The student assesses how social welfare and economic policies impact the delivery of, and access to, social services.			
				5c. The student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			



Program Goals	MSW Behaviors	Field Learning Activities/Practice Tasks	Method of Evaluation of Behavior	Behavior Indicators' Outcomes	Rating	Mid-Term	Final
<b>(6.) ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</b>	6. The MSW Student will effectively engage with diverse individuals, families, groups, organizations, and communities.			6a. The student effectively applies knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.			
				6b. The student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			
<b>(7.) ASSESSMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</b>	7. The MSW Student will effectively assess diverse individuals, families, groups, organizations, and communities with regard to social work practice.			7a. The student to collect and organizes data, and applies critical thinking to interpret information from clients and constituencies.			
				7b. The student to effectively applies knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.			
				7c. The student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.			
				7d. The student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			

Program Goals	MSW Behaviors	Field Learning Activities/Practice Tasks	Method of Evaluation of Behavior	Behavior Indicators' Outcomes	Rating	Mid-Term	Final
<b>(8.) INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</b>	8. The MSW Student will effectively intervene with individuals, families, groups, organizations, and communities			8a. The student critically selects and implements interventions to achieve practice goals and enhance capacities of clients/constituents.			
				8b. The student applies knowledge of HBSE, person-in-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituents.			
				8c. The student utilizes inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes.			
				8d. The student negotiates, mediates, and advocates with, and on behalf of, diverse clients and constituencies.			
				8e. The student facilitates effective transitions and endings that advance mutually agreed-on goals.			
<b>(9.) EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	9. The MSW Student will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.			9a. Student selects and uses appropriate methods for evaluation of outcomes.			
				9b. The student applies knowledge of HBSE, person-in-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.			
				9c. Student critically analyzes, monitors, & evaluates interventions & program processes & outcomes.			
				9d. Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.			
<b>TOTAL RATING</b>							

**Comments on student's overall performance:**

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***Learning Contract Part II A (P. B. 1016) Approval    Learning Contract Part II B (P. B. 17 – 31) Approval***

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor Signature

\_\_\_\_\_  
Date

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Field Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Task Supervisor [If applicable]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Task Supervisor [If applicable]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Coordinator

\_\_\_\_\_  
Date

## MID-TERM EVALUATION

(Must be signed in pen/ink)

The field instructor/task supervisor should jointly rate the student's performance using the assessment scale of 0 to 4 detailed at the beginning of the learning contract. Findings and feedback should be shared with the student.

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

_____	_____	_____
<i>Name of Field Instructor</i>	<i>Date</i>	<i>Printed Name of Field Instructor</i>
_____	_____	_____
<i>Signature of Student</i>	<i>Date</i>	<i>Printed Name of Student</i>
_____	_____	_____
<i>Signature of Task Supervisor (If applicable)</i>	<i>Date</i>	<i>Print Name of Task Supervisor</i>

## FINAL EVALUATION

(Must be signed in pen/ink)

The field instructor/task supervisor should jointly rate the student's performance using the assessment scale of 0 to 4 detailed at the beginning of the learning contract. Findings and feedback should be shared with the student.

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

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*Name of Field Instructor*

*Date*

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*Printed Name of Field Instructor*

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*Signature of Student*

*Date*

---

*Printed Name of Student*

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*Signature of Task Supervisor (If applicable) Date*

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*PRINT NAME OF TASK SUPERVISOR*

## LEARNING CONTRACT RUBRIC

**STUDENT'S NAME:** \_\_\_\_\_

The scale will be utilized to assess students' skill level in developing practice tasks that align with the Behavior(s) as well as students' knowledge, critical thinking and communication skills. Practice Tasks must be: logical, behaviorally specific, measurable, congruent with the Behavior indicator for which it was developed, realistic and time sensitive. Each Behavior and Method of Evaluation (MOE) is worth 4 points each. The ratings are defined accordingly:

0---Practice task/MOE is generally unacceptable. Task/MOE does not meet requirements and shows little evidence of understanding the Behavior and/or the skill(s), value(s) and/or knowledge needed to demonstrate Behavior Indicator(s). No evidence of critical thinking.

1---Student has a beginning level of understanding of the skill/concept, but Practice Task/MOE is insufficient for a MSW Student. Needs improvement. Some of the PTs apply, but not all. MOEs repetitive or not relevant. B-SMART components may also be missing. Most PTs/MOEs not related to PB/PT. Little evidence of critical thinking. PTs & MOEs are vague and/or hard to understand. PTs may not be relevant to agency. MOEs may not measure what it purports to measure. Emerging competence.

2---*The Practice Task(s) meets minimal level of expectation. Student needs to be more specific or clear concerning the Practice Task(s) and how the PT's skill/behavior relates to the Behavior. Some of the PTs may apply. MOEs are repetitive or not relevant. Some PTs may B-SMART. One or more components of B-SMART is missing. Some evidence of critical thinking. PTs & MOEs are vague can apply to any agency. PTs not numbered/ inconsistent bulleting. Numerous grammatical errors, punctuation, spelling. A developing level of competence with creating Practice Tasks.*

3---Student demonstrates a level of competence expected at the MSW generalist level in developing practice tasks for Behavior. PTs are B-SMART. PTs numbered. PT incorporates student's name. Evidence of critical thinking. MOEs are not repetitive. MOEs & PTs are concise and clearly related to the PB and agency. PTs note the steps to be taken to demonstrate the Behaviors in chronological order. Specific and relevant models of practice, framework, and or theory. *This is the minimal level of achievement expected of all MSW students. Two or less errors in grammar, punctuation, and or spelling.*

4---Student demonstrates a level of exceptional performance for a MSW Student and the PT/MOE is well written. PT & MOEs are strongly and clearly connected to the Behaviors and agency. MOEs are not repetitive. PTs are B-SMART. PTs are numbered. PTs incorporate student's name and written in the third person. Strong evidence of critical thinking. Zero errors in grammar, punctuation, and spelling. PTs are outlined in a manner that identifies a step by step process to achieving the Behavior and identifies specific model of practice and or theory.

<b>Advance Competence</b>	<b>Competence</b>	<b>Developing Competence</b>	<b>Emerging Competence</b>	<b>Lack Competence</b>
4	3	2	1	0

<b>PRACTICE BEHAVIOR INDICATORS</b>	<b>COMMENTS</b>	<b>RATING</b>
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DEPARTMENT OF SOCIAL WORK PROGRAM

**MSW *SPECIALIZED PRACTICE* FIELD LEARNING CONTRACT AND EVALUATION**

<b>MSW Field Student:</b>	
<b>MSW Field Instructor:</b>	
<b>MSW Task Supervisor [If applicable]</b>	
<b>MSW Field Agency</b>	
<b>MSW Faculty Field Liaison</b>	

Learning contracts are developed jointly by the student and Field Instructor at the beginning of the semester. Students and the practicum agency share joint responsibility in selecting field activities and tasks that ensure mastery of all program goals and Behaviors in practice. The third column details how the MSW Field Instructor will know or measure the student’s performance. Measurement may occur through discussions, observations, or the student presenting data or information from the specified task in the second column. The student and Field Instructor must sign the initial approval page prior to submitting. The Field Instructor will assess the student’s level of performance for each **Behavior indicator** in the last two columns **at Mid-term and at the conclusion of the semester**. The Field Instructor should discuss all evaluations with the student. It is permissible and encouraged to type/write notes detailing feedback, strengths, and growth opportunities. Student performance will be rated according to the following scale:

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

**1 = Emergent Performance** (*some evidence of the Behavior beginning to emerge*)

**2 = Marginal Performance** (*Meets minimum level of performance in demonstrating Behavior.*)

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

**4 = Exceeding Performance Expectations** (*efforts consistently exceed expectations in demonstrating the Behavior through exceptional performance.*)



<b>Program Goal</b>	<b>MSW Behavioral Competencies</b>	<b>Field Learning Activities/Practice Tasks</b>	<b>Method of Evaluation: Note how MSW Field Instructor will know program goals/ behavioral competencies are met?</b>	<b>Semester Evaluation Section- Course Outcomes (how well tasks were performed?)</b>
<b>(1.) ETHICAL AND PROFESSIONAL BEHAVIOR</b>	1. The MSW Student will demonstrate ethical and professional behavior			1aSP ____ The MSW Student makes ethical decisions in clinical social work practice by applying the standards of the NASW <i>Code of Ethics</i> , the NASW Standards for Clinical Social Work in Social Work Practice, the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists, Rules and Regulations Chapter 135-7, Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics, as appropriate to the context.
				1bSP ____ The MSW Student comprehends and can articulate how personal experiences and affective reactions may impact professional clinical judgement and behavior along with strategies to effectively manage them.
<b>(2.) DIVERSITY AND DIFFERENCE IN PRACTICE</b>	2. The MSW Student will engage diversity and difference in practice			2aSP ____ The MSW Student researches culturally sensitive and effective services and interventions with children, families and/or vulnerable adults.
				2bSP ____ The MSW Student effectively works with children, families and/or vulnerable adults from diverse populations in clinical social work practice.
<b>(3.) HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE</b>	3. The MSW Student will advance human rights and social and economic justice.			3aSP ____ The MSW Student engages in practice with children, families, and/or vulnerable adults in a manner that advances social, economic, and/or environmental justice.
<b>(4.) PRACTICE-INFORMED RESEARCH AND</b>	4. The MSW Student will engage in-research informed			4aSP ____ The MSW Student translates research findings into effective practice with children, families, and/or vulnerable adults.

<b>RESEARCH-INFORMED PRACTICE</b>	practice and practice-informed research			
<b>(5.) POLICY PRACTICE</b>	5. The MSW Student will engage in effective policy practice to advance social and economic well-being and deliver effective social work.			5aSP. ____ The MSW Student advocates with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families and/or vulnerable adults.
<b>(6.) ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	6. The MSW Student will effectively engage with diverse individuals, families, groups, organizations, and communities			6aSP. ____ The MSW Student develops a culturally responsive professional relationship with children, families, and/or vulnerable adult clients.
<b>(7.) ASSESSMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS COMMUNITIES</b>	7. The MSW Student will effectively assess diverse individuals, families, groups, organizations, and communities			7aSP. ____ The MSW Student uses multi-dimensional assessment tools with children, families, and/or vulnerable adult clients.
<b>(8.) INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	8. The MSW Student will effectively intervene with individuals, families, groups, organizations, and communities.			8aSP. ____ The MSW Student critically evaluates, selects, and applies evidence-based interventions with children, families, and/or vulnerable adult clients.  8bSP. ____ The MSW Student collaborates with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.

<b>(9.) EVALUATION OF INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	9. The MSW Student will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.			9aSP. ____ The MSW Student evaluates the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients.
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**Comments on student's overall performance:**

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***Learning Contract Part II A (P. B. 1016) Approval    Learning Contract Part II B (P. B. 17 – 31) Approval***

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor Signature

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Date

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Field Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Task Supervisor [If applicable]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Task Supervisor [If applicable]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Coordinator

\_\_\_\_\_  
Date

## MID-TERM EVALUATION

(Must be signed in pen/ink)

The field instructor/task supervisor should jointly rate the student's performance using the assessment scale of 0 to 4 detailed at the beginning of the learning contract. Findings and feedback should be shared with the student.

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

_____	_____	_____
<i>Name of Field Instructor</i>	<i>Date</i>	<i>Printed Name of Field Instructor</i>
_____	_____	_____
<i>Signature of Student</i>	<i>Date</i>	<i>Printed Name of Student</i>
_____	_____	_____
<i>Signature of Task Supervisor (If applicable)</i>	<i>Date</i>	<i>Print Name of Task Supervisor</i>

## FINAL EVALUATION

(Must be signed in pen/ink)

The field instructor/task supervisor should jointly rate the student's performance using the assessment scale of 0 to 4 detailed at the beginning of the learning contract. Findings and feedback should be shared with the student.

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

---

*Name of Field Instructor*

*Date*

---

*Printed Name of Field Instructor*

---

*Signature of Student*

*Date*

---

*Printed Name of Student*

---

*Signature of Task Supervisor (If applicable) Date*

---

*PRINT NAME OF TASK SUPERVISOR*

## LEARNING CONTRACT RUBRIC

**STUDENT'S NAME:** \_\_\_\_\_

The scale will be utilized to assess students' skill level in developing practice tasks that align with the Behavior(s) as well as students' knowledge, critical thinking and communication skills. Practice Tasks must be: logical, behaviorally specific, measurable, congruent with the Behavior indicator for which it was developed, realistic and time sensitive. Each Behavior and Method of Evaluation (MOE) is worth 4 points each. The ratings are defined accordingly:

0---Practice task/MOE is generally unacceptable. Task/MOE does not meet requirements and shows little evidence of understanding the Behavior and/or the skill(s), value(s) and/or knowledge needed to demonstrate Behavior Indicator(s). No evidence of critical thinking.

1---Student has a beginning level of understanding of the skill/concept, but Practice Task/MOE is insufficient for a MSW Student. Needs improvement. Some of the PTs apply, but not all. MOEs repetitive or not relevant. B-SMART components may also be missing. Most PTs/MOEs not related to PB/PT. Little evidence of critical thinking. PTs & MOEs are vague and/or hard to understand. PTs may not be relevant to agency. MOEs may not measure what it purports to measure. Emerging competence.

2---*The Practice Task(s) meets minimal level of expectation. Student needs to be more specific or clear concerning the Practice Task(s) and how the PT's skill/behavior relates to the Behavior. Some of the PTs may apply. MOEs are repetitive or not relevant. Some PTs may B-SMART. One or more components of B-SMART is missing. Some evidence of critical thinking. PTs & MOEs are vague can apply to any agency. PTs not numbered/ inconsistent bulleting. Numerous grammatical errors, punctuation, spelling. A developing level of competence with creating Practice Tasks.*

3---Student demonstrates a level of competence expected at the MSW specialist clinical level in developing practice tasks for Behavior. PTs are B-SMART. PTs numbered. PT incorporates student's name. Evidence of critical thinking. MOEs are not repetitive. MOEs & PTs are concise and clearly related to the PB and agency. PTs note the steps to be taken to demonstrate the Behaviors in chronological order. Specific and relevant models of practice, framework, and or theory. *This is the minimal level of achievement expected of all MSW students. Two or less errors in grammar, punctuation, and or spelling.*

4---Student demonstrates a level of exceptional performance for a MSW Student and the PT/MOE is well written. PT & MOEs are strongly and clearly connected to the Behaviors and agency. MOEs are not repetitive. PTs are B-SMART. PTs are numbered. PTs incorporate student's name and written in the third person. Strong evidence of critical thinking. Zero errors in grammar, punctuation, and spelling. PTs are outlined in a manner that identifies a step by step process to achieving the Behavior and identifies specific model of practice and or theory.

<b>Advance Competence</b>	<b>Competence</b>	<b>Developing Competence</b>	<b>Emerging Competence</b>	<b>Lack Competence</b>
4	3	2	1	0

<b>PRACTICE BEHAVIOR INDICATORS</b>	<b>COMMENTS</b>	<b>RATING</b>
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**ALBANY STATE UNIVERSITY  
 MASTER OF SOCIAL WORK PROGRAM  
 OFFICE OF FIELD EDUCATION**

**MSW STUDENT EVALUATION OF GENERALIST FIELD INTERNSHIP**

**GENERAL INSTRUCTIONS**

Prior to completing the MSW Field Internship, each MSW Student is required to evaluate her/his internship. After completing the following form, we encourage you to review your responses with your Agency MSW Field Instructor and MSW Task Supervisor (if appropriate) in the same manner that your MSW Field Instructor/Task Supervisor will review your evaluation with you. Please do not share your responses on this form with your MSW Field Instructor/Task Supervisor until **AFTER** you have read and signed the *MSW Field Learning Contract and Evaluation* form. Your responses on this evaluation form will not impact your evaluation or your final grade.

You may give the completed Form to your MSW Field Instructor to be sent along with your *MSW Field Learning Contract and Evaluation* form or you can email it, upload it to Tevera, or send it via mail. Please be sure it is received by the deadline but after your last day in the field. **FAILURE TO RETURN THIS FORM BY THE DUE DATE WILL CONSTITUTE AN “INCOMPLETE” GRADE FOR THE INTERNSHIP.**

The form may be uploaded to Tevera or to mailing address for the Office of MSW Field Instruction is:

**The Office of MSW Field Instruction  
 Albany State University  
 Hartnett Hall Room 102  
 Albany, GA 31705**

**Directions**

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

<b>MSW Student’s Name</b>	
<b>MSW Field Agency</b>	
<b>MSW Field Instructor</b>	
<b>MSW Task Supervisor (If appropriate)</b>	

CHECK ONE: \_\_\_\_\_ FALL SEMESTER                      \_\_\_\_\_ SPRING SEMESTER

•



Please rate each category using the Scale below:

Not Applicable	Fail	Needs Improvement	Acceptable	Very Good	Outstanding	Insufficient Evidence or Opportunity
0	1	2	3	4	5	6

**MSW AGENCY EVALUATION**

Please evaluate your MSW Field Internship Agency:

#	Evaluative Item	0 – 6
1	The Agency offered an adequate Orientation.	
2	My role in the Agency was adequately defined.	
3	The Agency Administration was supportive of me.	
4	The Agency Staff was supportive of me.	
5	Activities for learning were provided to me.	
6	The structure of the Agency promoted creativity.	
7	The office space provided to MSW Students was adequate.	
8	The Agency was well-organized.	
9	The Agency's Staff was competent.	
10	I was accepted as part of the Agency.	
11	My workload was manageable.	
12	My workload met my learning needs.	
13	My overall rating of the <b>Agency</b> as a <i>future</i> internship site is:	

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

What did you like least about your MSW Field Internship?

**MSW *FIELD INSTRUCTOR EVALUATION***

My MSW Field Instructor was ( <i>circle</i> ):	On-sight (At the Agency)	Off-site
How often did you meet with your MSW Field Instructor for <i>scheduled</i> supervisory sessions?	_____ times per week	_____ hours _____ minutes per week
How often did you meet with your MSW Field Instructor for <i>unscheduled</i> supervision?	_____ times per week	_____ hours _____ minutes per week

*Please evaluate your **MSW Field Instructor**:*

#	Evaluative Item	0 - 6
	The MSW Field Instructor modeled professional social work knowledge, values and skills.	
	The MSW Field Instructor modeled ethical decision making.	
	The MSW Field Instructor assisted me in critically analyzing models of assessment, prevention, intervention and evaluation.	
	The MSW Field Instructor modeled sensitivity to issues of diversity with clients.	
	The MSW Field Instructor modeled a commitment to human rights and social, economic, and environmental justice in social work practice.	
	The MSW Field Instructor modeled the utilization of evidence-based best practices with clients.	
	The MSW Field Instructor assisted me in understanding and applying theories that guided the processes of assessment, intervention and evaluation.	
	The MSW Field Instructor modeled collaborating with others to advocate for policies that advance social wellbeing.	
	The MSW Field Instructor modeled how to change service delivery and practice to improve the quality of social services to meet emerging societal trends.	
	The MSW Field Instructor provided me with guidance and opportunities to practice engaging effectively with clients.	
	The MSW Field Instructor provided me with guidance and opportunities to assess clients effectively.	
	The MSW Field Instructor provided me with guidance and opportunities to implement effective interventions with clients.	
	The MSW Field Instructor provided me with guidance and opportunities to effectively evaluate practice interventions.	
	The MSW Field Instructor provided me with no less than one hour of supervision each week.	
	The MSW Field Instructor was open to my feedback and input.	
	Overall, the MSW Field Instructor provided me with the instruction and opportunities I needed as a generalist social worker.	

Please make any additional comments regarding your MSW Field Instructor below:

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

**MSW TASK SUPERVISOR EVALUATION**

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

#	Evaluative Item	0 - 6
	My MSW Task Supervisor established a comfortable working relationship.	
	My MSW Task Supervisor gave the amount of time to me that I needed.	
	My MSW Task Supervisor assisted with developing my social work skills and techniques.	
	My MSW Task Supervisor oriented me to my assignments.	
	My MSW Task Supervisor offered me constructive feedback.	
	My MSW Task Supervisor listened to my point of view.	
	My MSW Task Supervisor provided me with support when I needed it.	
	My MSW Task Supervisor assisted in developing my <i>BSW Learning Contract and Evaluation</i> form.	
	My MSW Task Supervisor assisted in organizing and implementing my learning experiences.	
	My MSW Task Supervisor assisted me with documentation responsibilities.	
	My MSW Task Supervisor assisted me in learning about people from diverse backgrounds.	
	My MSW Task Supervisor assisted me in learning social work intervention strategies.	
	My MSW Task Supervisor supplemented my learning experiences with such supports as related reading materials, videos, workshops, conferences, etc.	
	My overall rating of my <b>MSW Task Supervisor</b> is:	

**MSW STUDENT'S EVALUATION OF SELF**

#	Evaluative Item	0 - 6
	I utilized the opportunities presented to me in my field placement.	
	I invested myself in fully in this field internship.	
	I was able to integrate social work theory into my field practice.	
	I resolved any problems I had in the field appropriately (e.g., conflicts, stress, values, ethics, etc.).	
	I consistently made good use of my time in the field placement.	
	I rate the quality of my written work as:	
	I rate the degree to which I successfully completed the 31 practice behaviors of the MSW program as:	
	My overall rating of my performance in this field placement is:	

*Please make any additional comments below:*

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

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

*What are your career goals?*

**EVALUATION OF MSW GENERALIST YEAR**  
**COURSEWORK**

*Please rate how well your required MSW coursework prepared you for your MSW Generalist Field Instruction:*

**MSW Generalist Courses**

Course #	Course	Fail F	Below Average D	Average C	Above Average B	Excellent A
<b>Fall Semester</b>						
SOWK 6020	Achieving Justice					
SOWK 6021	Human Behavior					
SOWK 6031	Direct Practice					
SOWK 6011	Social Welfare Policy					
SOWK 6051	Field Seminar I					
SOWK 6055	Field Experience I					
<b>Spring Semester</b>						
SOWK 6032	Practice with Child/Adol.					
SOWK 6033	Practice with Comm/Org					
SOWK 6041	Research in Social Work					
SOWK 6052	Field Seminar II					
SOWK 6056	Field Experience II					
6000 Elective						

Please make any additional comments regarding how well your coursework prepared you for your Field internship:

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

**MSW FACULTY FIELD LIAISON EVALUATION**

<b>MSW Faculty Field Liaison</b>	
<b>Number of field visits made by your assigned MSW Faculty Field Liaison this semester:</b>	

***Please evaluate your assigned MSW Faculty Field Liaison:***

	My MSW Faculty Field Liaison visited my placement at least once this semester (either in person or virtually).	
	The MSW Faculty Field Liaison reviewed and monitored my <i>BSW Learning Contract</i> .	
	The MSW Faculty Field Liaison assisted in integrating classroom learning into my practice in the field.	
	The MSW Faculty Field Liaison assisted in fairly evaluating my strengths, areas for future growth, and my overall performance in the field.	
	The MSW Faculty Liaison established a good communication link between the field and the MSW Program.	
	The MSW Faculty Liaison assisted us in resolving problems in the field (if required).	
	The MSW Faculty Liaison was available to explain the components of the MSW program to agency personnel to their satisfaction, when needed.	

*Please provide any additional comments regarding your MSW Faculty Field Liaison:*

**SIGNATURES**

<b>MSW Student</b>	
<b>MSW Field Instructor (Optional)</b>	
<b>MSW Task Supervisor (Optional)</b>	
<b>Date</b>	

**ALBANY STATE UNIVERSITY  
 MASTER OF SOCIAL WORK PROGRAM  
 OFFICE OF FIELD EDUCATION**

**MSW STUDENT EVALUATION OF SPECIALIST FIELD INTERNSHIP**

**GENERAL INSTRUCTIONS**

Prior to completing the MSW Field Internship, each MSW Student is required to evaluate her/his internship. After completing the following form, we encourage you to review your responses with your Agency MSW Field Instructor and MSW Task Supervisor (if appropriate) in the same manner that your MSW Field Instructor/Task Supervisor will review your evaluation with you. Please do not share your responses on this form with your MSW Field Instructor/Task Supervisor until **AFTER** you have read and signed the *MSW Field Learning Contract and Evaluation* form. Your responses on this evaluation form will not impact your evaluation or your final grade.

You may give the completed Form to your MSW Field Instructor to be sent along with your *MSW Field Learning Contract and Evaluation* form or you can email it, upload it to Tevera, or send it via mail. Please be sure it is received by the deadline but after your last day in the field. **FAILURE TO RETURN THIS FORM BY THE DUE DATE WILL CONSTITUTE AN “INCOMPLETE” GRADE FOR THE INTERNSHIP.**

The form may be uploaded to Tevera or to mailing address for the Office of MSW Field Instruction is:

**The Office of MSW Field Instruction  
 Albany State University  
 Hartnett Hall Room 102  
 Albany, GA 31705**

**Directions**

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

<b>MSW Student’s Name</b>	
<b>MSW Field Agency</b>	
<b>MSW Field Instructor</b>	
<b>MSW Task Supervisor (If appropriate)</b>	

CHECK ONE: \_\_\_\_\_ FALL SEMESTER                      \_\_\_\_\_ SPRING SEMESTER

•



Please rate each category using the Scale below:

Not Applicable	Fail	Needs Improvement	Acceptable	Very Good	Outstanding	Insufficient Evidence or Opportunity
0	1	2	3	4	5	6

**MSW AGENCY EVALUATION**

Please evaluate your MSW Field Internship Agency:

#	Evaluative Item	0 – 6
1	The Agency offered an adequate Orientation.	
2	My role in the Agency was adequately defined.	
3	The Agency Administration was supportive of me.	
4	The Agency Staff was supportive of me.	
5	Activities for learning were provided to me.	
6	The structure of the Agency promoted creativity.	
7	The office space provided to MSW Students was adequate.	
8	The Agency was well-organized.	
9	The Agency's Staff was competent.	
10	I was accepted as part of the Agency.	
11	My workload was manageable.	
12	My workload met my learning needs.	
13	My overall rating of the <b>Agency</b> as a <i>future</i> internship site is:	

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

What did you like least about your MSW Field Internship?

**MSW *FIELD INSTRUCTOR EVALUATION***

My MSW Field Instructor was ( <i>circle</i> ):	On-sight (At the Agency)	Off-site
How often did you meet with your MSW Field Instructor for <i>scheduled</i> supervisory sessions?	_____ times per week	_____ hours _____ minutes per week
How often did you meet with your MSW Field Instructor for <i>unscheduled</i> supervision?	_____ times per week	_____ hours _____ minutes per week

*Please evaluate your **MSW Field Instructor**:*

#	Evaluative Item	0 - 6
	The MSW Field Instructor modeled professional social work knowledge, values and skills.	
	The MSW Field Instructor modeled ethical decision making.	
	The MSW Field Instructor assisted me in critically analyzing models of assessment, prevention, intervention and evaluation.	
	The MSW Field Instructor modeled sensitivity to issues of diversity with clients.	
	The MSW Field Instructor modeled a commitment to human rights and social, economic, and environmental justice in social work practice.	
	The MSW Field Instructor modeled the utilization of evidence-based best practices with clients.	
	The MSW Field Instructor assisted me in understanding and applying theories that guided the processes of assessment, intervention and evaluation.	
	The MSW Field Instructor modeled collaborating with others to advocate for policies that advance social wellbeing.	
	The MSW Field Instructor modeled how to change service delivery and practice to improve the quality of social services to meet emerging societal trends.	
	The MSW Field Instructor provided me with guidance and opportunities to practice engaging effectively with clients.	
	The MSW Field Instructor provided me with guidance and opportunities to assess clients effectively.	
	The MSW Field Instructor provided me with guidance and opportunities to implement effective interventions with clients.	
	The MSW Field Instructor provided me with guidance and opportunities to effectively evaluate practice interventions.	
	The MSW Field Instructor provided me with no less than one hour of supervision each week.	
	The MSW Field Instructor was open to my feedback and input.	
	Overall, the MSW Field Instructor provided me with the instruction and opportunities I needed as a generalist social worker.	

Please make any additional comments regarding your MSW Field Instructor below:

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

**MSW TASK SUPERVISOR EVALUATION**

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

#	Evaluative Item	0 - 6
	My MSW Task Supervisor established a comfortable working relationship.	
	My MSW Task Supervisor gave the amount of time to me that I needed.	
	My MSW Task Supervisor assisted with developing my social work skills and techniques.	
	My MSW Task Supervisor oriented me to my assignments.	
	My MSW Task Supervisor offered me constructive feedback.	
	My MSW Task Supervisor listened to my point of view.	
	My MSW Task Supervisor provided me with support when I needed it.	
	My MSW Task Supervisor assisted in developing my <i>BSW Learning Contract and Evaluation</i> form.	
	My MSW Task Supervisor assisted in organizing and implementing my learning experiences.	
	My MSW Task Supervisor assisted me with documentation responsibilities.	
	My MSW Task Supervisor assisted me in learning about people from diverse backgrounds.	
	My MSW Task Supervisor assisted me in learning social work intervention strategies.	
	My MSW Task Supervisor supplemented my learning experiences with such supports as related reading materials, videos, workshops, conferences, etc.	
	My overall rating of my <b>MSW Task Supervisor</b> is:	

**MSW STUDENT'S EVALUATION OF SELF**

#	Evaluative Item	0 - 6
	I utilized the opportunities presented to me in my field placement.	
	I invested myself in fully in this field internship.	
	I was able to integrate social work theory into my field practice.	
	I resolved any problems I had in the field appropriately (e.g., conflicts, stress, values, ethics, etc.).	
	I consistently made good use of my time in the field placement.	
	I rate the quality of my written work as:	
	I rate the degree to which I successfully completed the 31 practice behaviors of the MSW program as:	
	My overall rating of my performance in this field placement is:	

*Please make any additional comments below:*

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

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

*What are your career goals?*

**EVALUATION OF MSW GENERALIST YEAR**  
**COURSEWORK**

*Please rate how well your required MSW coursework prepared you for your MSW Generalist Field Instruction:*

**MSW Generalist Courses**

Course #	Course	Fail F	Below Average D	Average C	Above Average B	Excellent A
<b>Fall Semester</b>						
SOWK 7021	Family Dynamics					
SOWK 7041	Evaluation of Practice					
SOWK 7031	A/P with Child/Adol.					
SOWK 7131	Psycho/ Psycho					
SOWK 7051	Field Seminar I					
SOWK 7055	Field Experience I					
<b>Spring Semester</b>						
SOWK 7032	A/P with Families					
SOWK 7033	A/P with Vul. Adults					
SOWK 7011	Legal/Ethical Policy					
SOWK 7052	Field Seminar II					
SOWK 7056	Field Experience II					
7000 Elective						

*Please make any additional comments regarding how well your coursework prepared you for your Field internship:*

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

•

**MSW FACULTY FIELD LIAISON EVALUATION**

<b>MSW Faculty Field Liaison</b>	
<b>Number of field visits made by your assigned MSW Faculty Field Liaison this semester:</b>	

*Please evaluate your assigned MSW Faculty Field Liaison:*

	My MSW Faculty Field Liaison visited my placement at least once this semester (either in person or virtually).	
	The MSW Faculty Field Liaison reviewed and monitored my <i>BSW Learning Contract</i> .	
	The MSW Faculty Field Liaison assisted in integrating classroom learning into my practice in the field.	
	The MSW Faculty Field Liaison assisted in fairly evaluating my strengths, areas for future growth, and my overall performance in the field.	
	The MSW Faculty Liaison established a good communication link between the field and the MSW Program.	
	The MSW Faculty Liaison assisted us in resolving problems in the field (if required).	
	The MSW Faculty Liaison was available to explain the components of the MSW program to agency personnel to their satisfaction, when needed.	

*Please provide any additional comments regarding your MSW Faculty Field Liaison:*

**SIGNATURES**

<b>MSW Student</b>	
<b>MSW Field Instructor (Optional)</b>	
<b>MSW Task Supervisor (Optional)</b>	
<b>Date</b>	

***MSW FIELD AGENCY/  
INSTRUCTOR FORMS***

**ALBANY STATE UNIVERSITY  
 MASTER OF SOCIAL WORK PROGRAM  
 OFFICE OF MSW FIELD INSTRUCTION**

***MSW FIELD AGENCY APPLICATION FORM***

<b>Agency Name</b>		
<b>Division/Unit</b>		
<i>Please check one:</i>		
<b>Public Agency</b>	<b>Voluntary/Non-Profit</b>	<b>Private/For Profit</b>
<b>Name/Title of Agency Director</b>		
<b>Address</b>	<b>Telephone Number(s)</b>	
<b>Fax Number</b>	<b>Email Address</b>	
<b>Name/Title of Educational Coordinator</b> <i>(Person who serves as the main contact for the MSW Field Experience program)</i>	<b>Telephone Number</b>	
	<b>Email Address</b>	



## *MSW Field Instructors*

	Name of MSW Field Instructor	MSW Degree?		Year Graduated with MSW	Name of College/ University	Georgia LCSW		Email Address	Previous Field Instructor	
		Yes	No			Yes	No		Yes	No
1.										
2.										
3.										
4.										
5.										

### *Type of Agency*

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

### *Service Setting*

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

### *Hours of Operation*

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

**Agency Services Provided**

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

**Populations Served**

***The MSW program adheres to and supports CSWE accreditation mandates that students commit themselves to seeking social, economic and environmental justice for all vulnerable populations, as identified by age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Below, please describe the client population served by your Agency.***

**Agency Activities Available to MSW Field Students**

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

***Agency Meetings***

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

--

***Agency Requirements***

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

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

***Stipends and Fellowships***

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

--

***Transportation***

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

--

***Disabilities Accommodations***

<b><i>Please describe your Agency's accommodations for MSW Students with disabilities.</i></b>

***Agency Census***

<b><i>Please describe the average number of clients receiving social work services throughout the year.</i></b>

***Number of MSW Students Accepted by the Agency Each Semester***

<b><i>Please describe the number of MSW Students your Agency accepts each semester. Please include information on other MSW programs from which you accept MSW Students.</i></b>

***Other Pertinent Information***

<b><i>Please describe any other information you believe the MSW Program and its graduate students should know about your Agency.</i></b>

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

---

**Signature of the Educational Coordinator of the Agency**

---

**Date**

---

**Signature of the MSW Field Coordinator**

---

**Date**

---

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

**Comments:**

---

**[Signature of MSW Field Coordinator]**

---

**[Date]**

## DEPARTMENT OF SOCIAL WORK MSW FIELD INSTRUCTOR PROFILE

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

**PLEASE TYPE OR PRINT CLEARLY.**

<b>Date:</b>	<b>Title (Please Circle):</b>	<b>First Name</b>	<b>MI</b>	<b>Last Name</b>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Mr.</td> <td style="width: 25%;">Ms.</td> <td style="width: 25%;">Mrs.</td> <td style="width: 25%;">Dr.</td> </tr> </table>	Mr.	Ms.	Mrs.	Dr.			
Mr.	Ms.	Mrs.	Dr.					
<b>Agency Information</b>								
<b>Agency Name:</b>								
<b>Department (If Applicable):</b>			<b>Program Name (If Applicable):</b>					
<b>Position:</b>			<b># of Years in Current Position:</b>	<b># of Years in Agency:</b>				
<b>Address Line 1:</b>			<b>Address Line 2:</b>					
<b>City:</b>		<b>State:</b>		<b>Zip Code:</b>				
<b>County:</b>								
<b>Business Telephone Number:</b>		<b>Extension:</b>		<b>Cell Telephone Number:</b>				
<b>FAX Number:</b>			<b>Email Address:</b>					
<p>What is your primary area or specialization in social work practice (e.g., public child welfare, schools, chemical dependency, gerontology, juvenile justice, military, family therapy, case management, mental health, etc.):</p>								
<b>Education</b>								
	<b>College/University Attended</b>	<b>From</b>	<b>To</b>	<b>Major</b>	<b>Degree</b>			
<b>Undergraduate</b>								
<b>Graduate</b>								
<b>Post-Graduate (If applicable)</b>								
<b>Licensures (LMSW, LCSW, LSW, CADC, AAMFT, etc.):</b>			<b>Second Licensure (if applicable)</b>					
<b>License and #:</b>			<b>License and #:</b>					
<b>State:</b>			<b>State:</b>					
<b>Institutes or other advanced work completed (Please give dates and a description):</b>								
<b>Professional Memberships:</b>								

<b>Previous Employment</b>								
<i>List Most Recent First</i>								
	Agency	Title/Position	To	From	Specialization or Field of Practice			
1								
2								
3								
<b>Field Instruction Experience</b>								
Have you been a Field Instructor for BSW or MSW students? <input type="checkbox"/> No <input type="checkbox"/> Yes, BSW Students <span style="float: right;"><input type="checkbox"/> Yes, MSW Students</span>								
<b>If you have been a Field Instructor previously, please complete the information below:</b>								
Name of University	BSW		MSW					
	To	From	To	From	Clinical	Administration	Community Development	Advanced Generalist
<b>Field Instruction Trainings and Workshops</b>								
Have you attended field instruction training programs? <input type="checkbox"/> No <input type="checkbox"/> Yes (If so, please complete):								
College/University			Topic of Field Instruction Training				Date Completed	

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

*Please return this form, along with your current resume, to the MSW Field Program/CMH 336, Albany State University, 504 College Drive, Albany, GA 31705. Thank you very much for your interest and support of our MSW Program.*



DEPARTMENT OF SOCIAL WORK OFFICE  
OF FIELD EDUCATION

**MSW FIELD INSTRUCTOR’S EVALUATION OF THE MSW FIELD  
PROGRAM**

**GENERAL INSTRUCTIONS**

Following the completion of your assigned Field Student’s placement, the MSW faculty would appreciate your feedback on the various components of our MSW Program. This evaluation form may be uploaded on Tevera along with the Student’s *MSW Field Learning Contract and Evaluation* form or you can mail it or bring it directly to the Office of MSW Field Coordinator.

**The Office of MSW Field Instruction  
Albany State University  
Hartnett Hall Room 336 Albany,  
GA 31705**

**Directions**

*Please answer each section of this evaluation form. A space for your written response is provided for each question.*

<b>MSW Field Instructor</b>	
<b>MSW Field Agency</b>	
<b>MSW Task Supervisor (If applicable)</b>	
<b>MSW Field Student</b>	

CHECK ONE:      \_\_\_\_\_ FALL SEMESTER                      \_\_\_\_\_ SPRING SEMESTER

CHECK ONE:                      \_\_\_\_\_ FOUNDATION YEAR  
   \_\_\_\_\_ SPECIALIZED PRACTICE YEAR

•



Please rate each category using the Scale below:

Not Applicable	Fail	Needs Improvement	Acceptable	Very Good	Outstanding	Insufficient Evidence or Opportunity
0	1	2	3	4	5	6

***EVALUATION OF THE MSW FIELD PROGRAM***

Please evaluate the MSW Field Program:

#	Evaluative Item	0 – 6
1	The MSW Program offered an adequate Orientation.	
2	My roles as a MSW Field Instructor were adequately defined.	
3	My responsibilities as a MSW Field Instructor were adequately defined.	
4	Ideas for activities for learning were provided to me.	
5	The MSW faculty act in a competent, professional manner.	
6	The MSW faculty members were available for consultation when needed.	
7	The <i>MSW Field Manual</i> is up-to-date and a good resource for me.	
8	The MSW curriculum prepares students for effective practice in the field.	
9	The MSW Field Program is well organized.	
10	I am accepted as a valuable member of the MSW Field Program.	
11	The amount of work required of me by the Program was manageable.	
12	I found the experience of being a MSW Field Instructor to be valuable.	

What did you like most about the MSW Field Program?

What did you like least about the MSW Field Program?

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***EVALUATION OF THE MSW FIELD COORDINATOR***

*Please evaluate the MSW Field Coordinator:*

<i>Not Applicable</i>	<i>Fail</i>	<i>Needs Improvement</i>	<i>Acceptable</i>	<i>Very Good</i>	<i>Outstanding</i>	<i>Insufficient Evidence or Opportunity</i>
<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>

#	Evaluative Item	0 - 6
1	The MSW Field Coordinator was clear about her role.	
2	The MSW Field Coordinator clarified her expectations of me as a MSW Field Instructor.	
3	The MSW Field Coordinator monitored my MSW Field Student's progress throughout the semester.	
4	The MSW Field Coordinator was accessible for consultation regarding problems and issues in the Field.	
5	The MSW Field Coordinator was able to assist me in developing teaching techniques, methodologies, etc.	
6	The MSW Field Coordinator was able to provide further orientation and instruction regarding graduate field instruction.	
7	The MSW Field Coordinator was able to assist in interpreting the MSW Program and its policies to the Agency personnel.	
8	The MSW Field Coordinator kept the Agency informed of current MSW Program policies and procedures.	

Please make any additional comments regarding the MSW Field Coordinator below:

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

**EVALUATION OF THE MSW FACULTY FIELD LIAISON**

*Please evaluate your assigned MSW Faculty Field Liaison:*

<i>Not Applicable</i>	<i>Fail</i>	<i>Needs Improvement</i>	<i>Acceptable</i>	<i>Very Good</i>	<i>Outstanding</i>	<i>Insufficient Evidence or Opportunity</i>
<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>

#	Evaluative Item	0 - 6
1	The MSW Faculty Field Liaison set up the field site visit within the first four weeks of the semester.	
2	The MSW Faculty Field Liaison demonstrated professionalism and competency.	
3	The MSW Faculty Field Liaison helped me better understand the connection between the MSW curriculum and the field practicum.	
4	The MSW Faculty Field Liaison reviewed the <i>MSW Learning Contract</i> during the field site visit.	
5	The MSW Faculty Field Liaison was able to assist in the development of field learning activities to assure achievement of the behavioral competencies.	
6	The MSW Faculty Field Liaison was able to provide me with information, when requested, on evolving best practices, current research, literature, etc. to enhance social work practices within my Agency.	
7	The MSW Faculty Field Liaison reviewed the course and progress of the MSW Field Student in the field.	
8	The MSW Faculty Field Liaison was accessible for consultation, as needed, throughout the semester.	
9	The MSW Faculty Field Liaison assisted me in effectively resolving problems that occurred with the MSW Field Student during the semester.	

Please make any additional comments regarding the MSW Faculty Field Liaison below:

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

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**EVALUATION OF COURSEWORK**

Please evaluate each of the MSW courses below in relation to how well it prepared the MSW Student for competent social work practice in the field, in your estimation.

**First Year Foundation Coursework**

<i>Course #</i>	<i>Course</i>	<i>Unable to Evaluate</i>	<i>Fail 1</i>	<i>Below Average 2</i>	<i>Average 3</i>	<i>Above Average 4</i>	<i>Excellent 5</i>
SOWK 6020	Achieving Justice in a Diverse World						
SOWK 6021	Human Behavior/Social Environment						
SOWK 6031	Direct Practice Methods						
SOWK 6011	Social Welfare Policies and Programs						
SOWK 6051	Foundation Field Seminar I						
SOWK 6055	Foundation Field Experience I						
SOWK 6032	Theory/Practice w/Families & Groups						
SOWK 6033	Theory/Practice w/Communities & Org.						
SOWK 6041	Research in Social Work						
SOWK 6052	Foundation Field Seminar II						

**Second Year Specialized Practice Concentration Year Coursework**

<i>Course #</i>	<i>Course</i>	<i>Unable to Evaluate</i>	<i>Fail 1</i>	<i>Below Average 2</i>	<i>Average 3</i>	<i>Above Average 4</i>	<i>Excellent 5</i>

7021	Family Dynamics Over the Lifespan						
7041	Evaluation of Practice						
7031	Assessment/Practice Children/Adolescents						
7032	Assessment/Practice with Families						
<b>Course #</b>	<b>Course</b>	<b>Unable to Evaluate</b>	<b>Fail 1</b>	<b>Below Average 2</b>	<b>Average 3</b>	<b>Above Average 4</b>	<b>Excellent 5</b>
7033	Assessment/Practice with Vulnerable Adults						
7051	Specialized Practice Field Seminar I						
7033	Legal/Ethical Issues in Child/Family Policy						
7052	Specialized Practice Field Seminar II						

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

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

**SIGNATURE**

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<b>MSW Field Instructor (Optional)</b>	
<b>Date</b>	

# MSW FACULTY FIELD LIAISON FIELD FORMS



DEPARTMENT OF SOCIAL WORK

**PERFORMANCE CONTRACT/FIELD INTERNSHIP RESOLUTION FORM**

***Demographic Information***

<b>MSW Field Student</b>	
<b>MSW Field Instructor</b>	
<b>MSW Agency</b>	
<b>MSW Faculty Field Liaison</b>	
<b>Placement Level (Check One:)</b>	<input type="checkbox"/> <b>Generalist Year</b> <input type="checkbox"/> <b>Specialized Practice Year</b>
<b>Date</b>	

**Student Strengths Exhibited in the Field:**

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**Specific Behavioral Competency(ies) Requiring Improvement:**

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**Expected Level of Performance:**

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**Learning Activities Assigned to Improve Performance and Satisfactorily Attain Behavioral Competency(ies):**

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**Method(s) of Evaluation:**

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<b>Performance Contract Reviewed On:</b>	
<b>Performance Contract Successfully Completed On:</b>	
<b>Performance Contract Extended To:</b>	

<b>Performance Contract Has Not Been Met and Has Been Referred to MSW Field Coordinator – Date of Referral:</b>	
<b>MSW Student Signature:</b>	
<b>MSW Field Instructor Signature:</b>	
<b>MSW Task Supervisor Signature (If Applicable)</b>	
<b>MSW Field Coordinator Signature:</b>	

**Comments:**

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DEPARTMENT OF SOCIAL WORK

**MSW FIELD CONTRACT FOR RESOLUTION OF MSW FIELD HOUR DEFICIENCIES**

<b>MSW Field Student Name:</b>	
<b>MSW Field Agency Site:</b>	
<b>MSW Field Instructor Name:</b>	
<b>MSW Task Supervisor Name (If Applicable):</b>	

<b>Field Course (Please Circle the Applicable Field Semester):</b>	<b>SOWK 6055: Generalist Field Experience I (Fall Semester)</b>	<b>SOWK 6056: Generalist Field Experience II (Spring Semester)</b>	<b>SOWK 7055: Specialized Practice Field Experience I (Fall Semester)</b>	<b>SOWK 7056: Specialized Practice Field Experience II (Spring Semester)</b>
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The Council on Social Work Education (CSWE) mandates that MSW Students complete 900 clock hours of MSW-supervised field experience prior to graduation. The MSW Program at Albany State University requires that Students complete 225 clock hours of MSW-supervised field experience for each of the four semesters of the Program (approximately 16 hours per week). The MSW Student will successfully complete 450 MSW-supervised clock hours in the Foundation Year and 450 MSW-supervised clock hours in the Specialized Practice Concentration Year, for a total of the requisite 900 clock hours.

Your current field hours do not meet the clock hours required for the above field course, preventing either your continuance in the MSW Program or your graduation from the MSW Program. Below, please specify (a.) the number of clock hours currently completed within the semester; (b.) the number of clock hours still needed to meet the required 225 clock hours per semester; and (c.) your plan for completing those hours before the stipulated deadline. This Contract will then be reviewed by the MSW Field Coordinator for approval.

Your signature on this Contract indicates your commitment to completing the MSW-supervised clock hours required for the above field experience course. Failure to meet those clock hours may result in a hold being placed on your registration for the next semester of the MSW Program or a delay in your graduation from the MSW Program until the required field hours are successfully completed.



**DEPARTMENT OF SOCIAL WORK**

	<b>Calculation of Field Hours</b>
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<b>MSW-Supervised Clock Hours Required for The Semester in the Field Placement:</b>				<b>225</b>			
<b>MSW-Supervised Clock Hours Currently Completed in the Field Placement:</b>							
<b>MSW-Supervised Clock Hours Remaining to Meet the 225 Requirement for the Semester:</b>							
<b>Time Requirement for Completing Remaining Field Hours for this Semester of Field</b>				<b>Beginning Date:</b>			
				<b>Completion Date By:</b>			
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	TOTAL WEEKLY HOURS
____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	
____ hours	____ hours	____ Hours	____ hours	____ hours	____ hours	____ hours	
____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	
____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	
____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	
____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	
____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	
____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	
____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	
____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	
____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	
____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	
____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	____ hours	

**TOTAL MSW-SUPERVISED FIELD HOURS:**

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**SIGNATURE PAGE**

*I agree to complete the required MSW-supervised field hours as outlined in this MSW Field Contract. I acknowledge that my failure to complete the field hours as contracted may result in (a.) a block being placed on any further to register for future MSW classes, or (b.) a block being placed on my graduation from the MSW Program until all field deficiencies are met.*

\_\_\_\_\_

[MSW Student Signature]

\_\_\_\_\_

[Date]

MSW Student Comments [If any]:

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

\_\_\_\_\_

[MSW Field Coordinator]

\_\_\_\_\_

[Date]

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

**Comments:**



DEPARTMENT OF SOCIAL WORK

**MASTER OF SOCIAL WORK PROGRAM**  
**MSW FACULTY FIELD LIAISON VISIT GUIDE**

<b>Date of MSW Field Site Visit</b>	
<b>MSW Field Agency</b>	
<b>MSW Field Instructor</b>	
<b>MSW Task Supervisor (If applicable)</b>	
<b>Assigned MSW Faculty Field Liaison</b>	
<b>Field Course Number</b>	<b>SOWK 6055    SOWK 6056 SOWK 7055    SOWK 7056</b>

<b>Individuals Present During Site Visit (Circle)</b>	MSW Field Instructor	MSW Task Supervisor	MSW Field Student	Other:
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<b>Total Hours Completed (225 required)</b>	
<b>Total Supervision Hours (16 required)</b>	
<b>Document plan to address any deficiencies in agency hours or supervision hours.</b>	

<b>Target Population of the Agency (Circle)</b>	Children	Adults
	Adolescents	Elderly

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

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<p><b>Student Identified Strengths</b></p>	
<p><b>FITS Identified Strengths</b></p>	
<p><b>Student Identified Areas of Growth</b></p>	
<p><b>FITS Identified Areas of Growth</b></p>	

**REVIEW OF MSW LEARNING CONTRACT & EVALUATION FORM**

<p><b>Ethical &amp; Professional Behavior</b></p>	
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<b>Diversity &amp; Difference in Practice</b>	
<b>Advance Human Rights &amp; Social, Economic, &amp; Environmental Justice</b>	
<b>Engage in Practice-Informed Research &amp; Research-Informed Practice</b>	
<b>Engage in Policy Practice</b>	
<b>Engage with Individuals, Families, Groups, Organizations &amp; Communities</b>	
<b>Assess Individuals, Families, Groups, Organizations, &amp; Communities</b>	
<b>Intervene with Individuals, Families, Groups, Organizations, &amp; Communities</b>	



<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	
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**SUMMARY OF MSW FIELD SITE VISIT**

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

**RATING OF FIELD SITE AND FIELD INSTRUCTOR**

**PROVISION OF OPPORTUNITIES TO DEMONSTRATE COMPETENCIES**

<b><i>OPPORTUNITIES TO DEMONSTRATE COMPETENCIES</i></b>	<i>Site Provides Opportunities</i>	<i>Site Does Not Provide Opportunities</i>	<i>Field Instructor Provides Opportunities</i>	<i>Field Instructor Does Not Provide Opportunities</i>
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Provides opportunities for MSW students to demonstrate competency in ethical and professional behavior				
Provides opportunities for MSW students to demonstrate competency in engaging diversity and difference in practice				
Provides opportunities for MSW students to demonstrate competency in advancing human rights and social, economic and environmental justice				
Provides opportunities for MSW students to demonstrate competency in engaging in practice-informed research and research-informed practice				
Provides opportunities for MSW students to demonstrate competency in policy practice				
Provides opportunities for MSW students to demonstrate competency in engaging with individuals, families, groups, organizations and communities				
<b><i>OPPORTUNITIES TO DEMONSTRATE COMPETENCIES</i></b>	<b><i>Site Provides Opportunities</i></b>	<b><i>Site Does Not Provide Opportunities</i></b>	<b><i>Field Instructor Provides Opportunities</i></b>	<b><i>Field Instructor Does Not Provide Opportunities</i></b>
Provides opportunities for MSW students to demonstrate competency in assessing individuals, families, groups,				

organizations and communities				
Provides opportunities for MSW students to demonstrate competency in intervening with individuals, families, groups, organizations and communities				
Provides opportunities for MSW students to demonstrate competency in evaluate practice with individuals, families, groups, organizations, and communities				

<b>MSW Field Student recommends further use of this field site</b>	<i>Yes</i>	<i>No</i>
<b>MSW Faculty Field Liaison recommends further use of this field site</b>	<i>Yes</i>	<i>No</i>
<b>MSW Faculty Field Liaison recommends further use of the MSW Field Instructor.</b>	<i>Yes</i>	<i>No</i>

*Please provide any additional comments below:*

<b>MSW Faculty Field Liaison Signature</b>	<b>Date</b>