

STUDENT HANDBOOK
OF THE
BACCALAUREATE
SOCIAL WORK PROGRAM

2006/2007

BAYLOR UNIVERSITY
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General Information

Mission of the School of Social Work

The mission of the Baylor University School of Social Work is to prepare students in a Christian context for excellence in professional social work practice and leadership in diverse settings worldwide.

Statement of Philosophy and Program Rationale

Three interrelated concepts inform the development of the curriculum of the School of Social Work at Baylor and make the program distinctive: (1) the integration of faith and practice, (2) the building of communities as the primary focus of practice, and (3) a perspective that emphasizes strengths rather than problems.

Ethical Integration of Christian Faith and Practice

Regardless of the setting of social work practice - public or private, religious or nonsectarian - social workers need to understand and be able to work effectively and professionally with the religious, faith, and spirituality dimensions of persons and of communities. They also need to have examined their own religious frameworks and spirituality in order to know how these personal aspects inform, conflict with, and can be used in their service as social work professionals.

In addition to the need for all social workers to be able to integrate knowledge about faith, spirituality, and religion with professional practice, many social workers practice in organizational contexts that have religious missions and faith orientations. These social work practice contexts include staff positions in congregations, gerontological and medical services in denominational agencies, child welfare services provided by denominations through their children's homes and family services, community service and development organizations sponsored in part or totally by religious constituencies, and national and international missions with diverse ethnic and cultural groups. The vast network of faith-related social service institutions needs leadership by professional social workers who are knowledgeable of, value, and can work effectively with faith communities and organizations. For example, in the child welfare sector alone, more than two-thirds of private child welfare agencies are sponsored at least partially by churches and other religious entities. The most effective professional social workers for these practice contexts are those who have social work education that includes knowledge, values, and skills needed for working with churches and denominations as voluntary associations and mission-driven institutions (Garland, 1994).

The baccalaureate and graduate programs prepare social workers to work with individuals, families, groups, organizations, and communities in a wide range of settings including congregations of faith and faith-based organizations. The baccalaureate program prepares social workers for generalist practice and the graduate program prepares for advanced levels of practice in areas such as counseling, advanced case management, administration, research, community development and social ministries.

As a church-related institution, Baylor University derives its understanding of God, humanity, and nature from scholarly activity and artistic creativity, as well as from the biblical record and from Christian history and tradition. The social work program embraces and reflects this worldview, building on the convictions that life is more than accidental in origin, and that humankind is answerable in its aspirations to more than itself alone. Baylor University and the social work program affirm that human dignity, fundamental human rights, and moral responsibility derive their objective validity from a personal God whose spirit is universal. Striving for Christian scholarship rather than for sectarian indoctrination, Baylor University and the social work program are concerned with the moral welfare as well as the intellectual development of those who come within its sphere of influence.

While many students may not personally be Christian in their faith orientation, the program operates with a Christian worldview, as reflected in the following foundational program principles:

A personal loving God exists who cares for all persons, whom God created with freedom of choice.

Every person is sacred and unique, and therefore worthy of love, respect, self-determination, and dignity, regardless of race, age, class, gender, sexual orientation, cultural or regional origin, religious or non-religious orientation, health status, physical or cognitive challenges, or life choices. The life of Jesus Christ, the model for Christians, exemplified both compassionate care for persons, particularly those marginalized by society, as well as passionate work for social justice.

The goal of Christians who are social workers is to build on the strengths of persons, families, and communities in order to develop and enhance healthy relationships of persons with their families, groups, communities, the larger world, and God.

Although some religious organizations have caused suffering and alienation, religious organizations are called to model their work on the life of Christ, demonstrating compassionate care for persons and a commitment to social justice.

All individuals, families, and groups need health-supporting, socially just communities, and the goal of social service and religious organizations should be the development of such communities.

Social workers have the knowledge, values, and skills to help religious organizations serve persons, build healthy communities, and work toward social justice, and thus need to serve in positions of leadership in religious organizations with these purposes.

Neither social work values nor Christian beliefs (the soul-freedom and sacredness of individuals) support attempts to impose values or beliefs on others, or to treat them as less worthy because of their beliefs, choices, or actions.

Social workers serve best when they empower others through a participatory model of leadership and service, building on strengths of persons, social systems, and communities.¹

Building Communities as the Focus of Practice

"Community" is a fragile and fundamental resource, particularly for vulnerable families and population groups. Brueggeman has defined community as the "natural human associations based on ties of kinship, relationship, and/or shared experiences in which individuals voluntarily attempt to provide meaning in their lives, meet needs, and accomplish personal goals" (Brueggemann, 1996, p. 110). Building on this definition, the Baylor program defines community as the set of personal contacts through which persons and families receive and give emotional and interpersonal support and nurture, material aid and services, information, and new social contacts.

The development, strengthening, and empowerment of communities are critical for individuals and families in an age of managed care, mobility, devolution of public social welfare programs, and increasing social fragmentation. Within the classroom and in internship settings, Baylor social work students learn to build on the strengths of persons, families, and communities, and to contribute to the development of communities which are healthy, safe, socially and spiritually nurturing, and opportunity-enriched.

The community-building focus of the program derives from an ecosystemic approach to practice. It defines families and other primary groups as social systems embedded in an ecological context and draws upon both systems theory and the ecological sciences for understanding human social systems. Individuals, groups, and families cannot be understood without looking beyond them to the social and physical environment that nurtures, shapes, and is influenced by them. The ecosystemic perspective uses ecology as a metaphor for human systems and their relationship with their physical and social environments. Thus, the ecosystemic approach looks at systems within systems within systems, each system nested in the next larger system, and how this complexity of interacting layers of factors create the internal and external environment in which persons, families, groups, and communities function (Garland, 1989; Garland & Panoast, 1990; Hartman & Laird, 1983; Kretzmann & McKnight, 1993).

Strengths Perspective

The program operates from a strengths, or "asset-based," perspective. The program's premises are that:

All individuals, families, groups, and communities have God-given strengths that are particular to their culture, beliefs, interpersonal relationships, and natural resources.

The best professional practice with human systems focuses and builds on their strengths, capacities, and resources rather than emphasizing their limitations.

¹ These principles were derived in part from the Andrews University self-study process (1997), in which Diana Garland served as consultant. They have been revised and expanded, however to fit the particular mission and cultural context of Baylor University's Social Work program.

Building on the assets and resources of human systems recognizes that significant change only takes place when persons and social systems are committed to investing themselves and their resources in the effort (Kretzmann & McKnight, 1993).

These three overarching concepts--the integration of faith and practice, the building of communities, and a strengths perspective--inform the mission of the School of Social Work at Baylor University.

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Hartman, A., & Laird, J. (1983). Family-centered social work practice. NY: Free Press.

Kretzmann, J. P., & McKnight, J. L. (1993). Building communities from the inside out. Evanston, IL: Center for Urban Affairs and Policy Research.

School of Social Work Faculty (listed in alphabetical order)

Full-Time Faculty:

F.B. (Pete) Campbell, moved to Waco from North Carolina to serve as the Director of Baccalaureate Field Education. Dr. Campbell most recently served as Professor and Chair of the Division of Education and Physical Education at Lees-McRae College in Banner Elk, NC. Previously, he served as Professor and Chair of the Department of Sociology, Social Work, and Family Studies at Mississippi College, where he also served as Director of Field Education. He has also served as Director of the Social Work Program at Campbell University in Buies Creek, NC. Before entering academic life, Dr. Campbell was in private practice for 5 years as a marriage, family, and child therapist with a pediatrician group in Hickory, NC, and was a supervisor and mental health clinician in a family guidance center. Dr. Campbell earned his Ed.D. in Education Administrative from Campbell University, his MSW from Louisiana State University, and his B.A. from Mississippi College.

Preston Dyer, Professor of Social Work and Sociology, joined the Baylor faculty in 1969 to begin one of the state's first baccalaureate social work programs. He completed his baccalaureate work at Baylor in sociology and received his MSW from Louisiana State University. He was the first male to receive the Ph.D. in sociology from Texas Woman's University. Dr. Dyer's practice experience is in mental health and family. His early practice was in state and VA psychiatric hospitals. In 1970, he began seeing private clients and was the first social worker in Waco to establish a private practice. He works with couples in pre-marital counseling, marriage enrichment and marriage therapy. He and his wife, Dr. Genie Dyer, have

developed a number of premarital counseling and marriage enrichment programs, and trained hundreds of leaders for these programs to help couples avoid divorce. In 1990, the Dyers received the Moore-Bowman Award from the Texas Chapter of the National Council on Family Relations for “meritorious service to Texas Families”. The Dyer’s publications include *The Language of Married Love*; *Growing Together: A Group Premarital Counseling Program*; and *Marriage Enrichment Process, Strategies and Techniques*. You may contact Dr. Dyer at Preston_Dyer@baylor.edu, or call 254.710.6230.

Jim Ellor is Associate Professor and Director of the Center for Gerontological Studies. He joined the faculty in August 2004. Prior to coming to Baylor, Jim taught for 21 years at National-Louis University and at the University of Chicago School for Social Work. Prior to his work in higher education, Jim worked for several years at Augustana Hospital and Rush-Presbyterian-St. Luke’s Medical Center as a medical social worker. He has also served in several Presbyterian churches as Parish Associate Pastor, as well as serving Edward Hospital and the Methodist Home of Chicago as a chaplain. Dr. Ellor specializes in working with adults and older adults. He has been the editor of *The Journal of Religion, Spirituality and Aging* and is Editor-in-Chief of the Haworth Pastoral Press. He has edited or written more than 9 books. His most recent books are *Understanding Religious and Spiritual Aspects of Human Service Practice* (Ellor, J., Netting, E., and Thibault, J., Columbia: The University of South Carolina Press, 1999); *Aging, Spirituality, and Pastoral Care in the Twenty-First Century: A Multi-National Perspective* (McKinlay, E., Ellor, J., Pickard, S., Binghamton: The Haworth Press, 2002); *Faith-Based Initiatives and Older Adults* (Netting, E. and Ellor, J., Binghamton: The Haworth Press, 2004). Dr. Ellor holds the Master of Social work from the University of Chicago, a post-MSW Certificate in Group Psychotherapy from Smith College School of Social Work, the M.Div. from McCormick Theological Seminary and a D.Min. and a Ph.D. from Chicago Theological Seminary. His areas of interest include research in the role of the church as service provider, various aspects of counseling, particularly employing existential and humanistic therapies, group treatment, psychosocial aspects of medical impairments, psychosocial treatment of Alzheimer’s disease, and various end-of-life issues. He can be reached at James_Ellor@baylor.edu, or 254.710.4439.

Diana Garland is Professor of Social Work and Dean. Dr. Garland came to Baylor in 1997. As an author, lecturer, and consultant, Dr. Garland has worked with numerous agencies, universities, churches, and religious organizations. She is currently conducting research on family faith and on the strengths and challenges of families in Christian congregations. She holds a Ph.D. in Interdisciplinary Studies in Marriage and Family (clinical psychology, sociology and social work) from the University of Louisville. She holds the MSSW and BA degrees, also from Louisville. She attended Oklahoma Baptist University and engaged in postgraduate study at the University of Tuebingen, Germany. Dr. Garland's most recent books are: *Sacred Stories of Ordinary Families: Living the Faith in Daily Life* (2003, Jossey-Bass), *Family Ministry* (1999, InterVarsity Press), and *Precious in His Sight: A guide to child advocacy* (1996, New Hope Press). She was the recipient of the 1996 Jack Otis Whistleblower Award from the National Association of Social Workers and the 1994 National Volunteer Service Award. Dr. Garland was on the faculty (1980-1996) and Dean (1993-1995) of the Carver School of Church Social Work of The Southern Baptist Theological Seminary (Louisville, KY). You may contact Dr. Garland at Diana_Garland@baylor.edu, or 254.710.6223.

Helen Wilson Harris, LCSW, DCSW, Senior Lecturer and Director of Graduate Field Education, joined the faculty of the School of Social Work in August 1997 as Field Coordinator of the Baccalaureate social work program. Mrs. Harris' practice experience has been with both secular and faith-based organizations. She was the founding director of the Community Hospice program in Waco, Texas and was director of foster care and developed and directed the independent living program at the South Texas Children's Home. Mrs. Harris' research interests include aging, end of life, intergenerational ministry, faith-based child welfare, hospice and palliative care, and professionalism of social work practice. Mrs. Harris holds an MSW degree from the Worden School of Social Services at Our Lady of the Lake University (1979) and a BA in Behavioral Sciences from Mary Hardin-Baylor College (1975). You may contact Mrs. Harris at Helen_Harris@baylor.edu, or call 254.710.6233.

Kim Kotrla, Ph.D., LCSW, received both her masters and doctoral degrees in social work from the University of Texas at Austin. She joined the social work faculty in August 2006. Dr. Kotrla has an extensive practice background in healthcare, working for over 10 years at Scott & White Hospital and Clinic. Dr. Kotrla also has an established base of research in the area of substance abuse and has previously taught courses, including Introduction to Social Work, Social Work Policy, and Social Work Research. You may contact Dr. Kotrla at Kim_Kotrla@baylor.edu or call 254-710-4434.

Dennis R. Myers, Ph.D., is Professor of Social Work and Associate Dean for Graduate Studies. He has a M.S.S.W. in interpersonal helping from the University of Texas at Austin and a Ph.D. in social work education from the University of Texas at Austin. He has taught full-time at Baylor University since 1981. Dr. Myers is published in the areas of educational gerontology, adult care giving, productive aging, and service and faith. He has been the principal or co-principal investigator on four research grants that total \$900,000. For nine years, he was the Associate Director of the Institute for Gerontological Studies which offered two graduate degrees in gerontological studies. He also served for two years as the Director of the Baylor Civic Education and Community Service program. His first appointment in social work education was as the Director of the Baccalaureate program. He has been nominated once as the Baylor Outstanding Faculty member. Before teaching, Dr. Myers was in social work practice for six years. He spent five years in the delivery of family counseling and program development services at the Wichita Falls Mental Health and Mental Retardation Center. Dr. Myers provided individual, marital, and family therapy services; established an outpatient service to include genetic counseling services for families of developmentally challenged persons; and directed a community Intermediate Care Facility for Mentally Retarded adults. Prior to pursuing his doctoral studies, he served as the educational director for the Texas Department on Aging. You may contact Dr. Myers at Dennis_Myers@baylor.edu, or 254.710.6404.

Robin K. Rogers, Associate Professor of Social Work and Director of the Center for Literacy, joined the Baylor University faculty in August 2001. He teaches in the areas of social policy, research, and administration. He is serving as Associate Director of the Faith & Service Technical Education Network (FASTEN) research project, funded by The Pew Charitable Trusts. His practice experience has been in workforce development, program evaluation, and social policy analysis. He served for nine years as the Executive Director of the Center for Workforce Excellence in Pittsburgh, Pennsylvania. He has also served as a senior policy analyst for the Education Policy and Issues Center in Pittsburgh. From 1977-1985, he served as Associate Professor and Director (1982-84) of the School of Church Social Work at The Southern Baptist Theological Seminary in Louisville, Kentucky. He has also served as an

adjunct professor in the School of Social Work at the University of Pittsburgh. He has conducted research studies and published a number of professional articles, reports and directories related to faith-based organizations, workforce development, educational policy, and helping children at risk of educational failure to succeed. Recent publications include Methodological challenges in identifying effective practices in urban faith-based social service programs, *Social Work and Christianity* (2005) and Public-private partnerships: Interactions between faith-based organizations and government, *The Social Policy Journal* (2004). His research interests include workforce and career development and multi-sector collaboration with faith-based organizations. Dr. Rogers was “Social Worker of the Year” in Kentucky in 1983. Dr. Rogers received his B.A. from Baylor University (1969), his M.R.E. from The Southern Baptist Theological Seminary (1973), his M.S.S.W. from the University of Louisville (1974), and his Ph.D. from the University of Pittsburgh (1997). You may contact him at Rob_Rogers@baylor.edu or 254.710.4321.

T. Laine Scales, Associate Professor of Social Work, and Associate Dean of Graduate Studies and Professional Development in the Baylor Graduate School, joined the faculty of the School of Social Work in January 1999. Her practice experience has been with congregations and church-related institutions. Her research interests include social welfare history, rural social work, the role of Baptist women historically in charity and social work, and teaching in social work; particularly teaching with decision cases. Dr. Scales has authored, co-authored, or co-edited seven books and over twenty articles in these areas of interest. Dr. Scales received the Ph.D. from the University of Kentucky (1994), Certificate in Theology from The Southern Baptist Theological Seminary, Louisville, Kentucky, Master of Social Work from Carver School of Church Social Work (1986) and B.A. from the University of North Carolina (1983). You may contact her at Laine_Scales@baylor.edu or 254.710.6284.

Michael Sherr, Assistant Professor of Social Work, received his Ph.D. in Social Work from the University of South Carolina in Columbia, SC. He joined the social work faculty in August 2006. Dr. Sherr has written numerous research articles and book chapters on an eclectic array of interests that include integration of faith in social work education and practice, volunteerism, end-of-life care, Afrocentrism, and rural social work. He is currently writing his first book, *Social Work with Volunteers*. He is also Assistant Editor for *Social Work and Christianity*. Dr. Sherr is an LCSW and has been the director of a behavioral health clinic, a clinician who worked with adults in a partial hospitalization program, and a clinician who worked with children and families in a hospice setting. Dr. Sherr received his BSW from the University of North Carolina Greensboro. He received an MSW and Ph.D. in Social Work from the University of South Carolina, where he was nominated in 2003 as a Carolina Scholar. You may contact him at Michael_Sherr@baylor.edu, or call 254.710.4483.

Jon E. Singletary, Assistant Professor of Social Work and Director for the Center for Family & Community Ministries, joined the social work faculty in 2003. Dr. Singletary has written in the area of faith-based human services in conjunction with the Faith and Service Technical Education Network (FASTEN). He served as a consultant encouraging churches to be involved in community service and promoting social justice. To this end, he helped launch the Virginia Baptist Women’s Missionary Union Parish Social Work Training Program, a program to encourage social workers in Baptist churches to provide information and referrals to people in need, to plan family and community-based services, and to coordinate volunteers for existing services. Dr. Singletary received his BA from Baylor and his M.Div. from the Baptist Theological Seminary at Richmond. He received an MSW and Ph.D. in Social Work from

Virginia Commonwealth University. You may reach Dr. Singletary at Jon_Singletary@baylor.edu (http://www3.baylor.edu/~Jon_Singletary) or 254.710.4819.

Gaynor Yancey, Associate Professor of Social Work and Associate Dean for Baccalaureate Studies, joined the faculty of the School of Social Work in August, 1999. Dr. Yancey's practice experience has been in church and community ministry, poverty and justice issues and faith-based community organizing. Her research and publication interests are in congregations and communities, poverty, diversity, social justice, racism, policy issues, and faith-based and congregational community development/organization initiatives. Dr. Yancey has received the Clovis Brantley Award for Outstanding Service in Christian Social Ministries, and was Professor of the Year in 1997-98 and 1998-99 at Eastern College. In 2004, Baylor University and *The Texas Baptist Standard* awarded her the Marie Mathis Award for Outstanding Life Achievement in Lay Ministry. She was also selected as Outstanding Teacher by Baylor University in 2006. Dr. Yancey received the DSW from the University of Pennsylvania (1998), Advanced Certificate in Social Welfare Policy from the University of Pennsylvania (1993), Master of Social Work from Temple University (1988), Master of Religious Education from Southwestern Baptist Theological Seminary (1970), and B.A. from East Texas Baptist University (1967). You may contact her at Gaynor_Yancey@baylor.edu, or 254.710.6424.

Part-Time Faculty: (listed in alphabetical order)

Dale Barron, LCSW, has 20 years experience working with at-risk youth and families and is currently employed as Director of Development with the World Hunger Relief, Inc., in Waco. Mr. Barron has a Masters of Clinical Social Work with a Health Care Concentration from the University of Houston Graduate School of Social Work. He teaches in the area of research, practice, and policy and has served the school as a field instructor.

Shelia Bates, LMSW, has 24 years of experience working with abused children and families and has been a Program Director since 2004. Additionally, she provides cultural diversity training and consultation for several agencies. Ms. Brown has the Master in Social Work from the University of Texas at Arlington and has a Master of Arts in Sociology from Baylor University. Ms. Brown teaches the graduate foundation year integrative field seminar and has served as a field instructor and faculty field liaison for the Baylor School of Social Work.

Elizabeth (Libby) Bellinger, D.Min., LPC, is the Assistant Director of Central Texas Senior Ministry. Dr. Bellinger has a Master of Science in gerontology from Baylor University. She has worked in the field of aging for twenty years. She has served as a chaplain in five nursing homes in Waco. She has been a counselor at the Family Counseling Center. Dr. Bellinger has been active in the field education program, serving as a task supervisor for both graduate and undergraduate students.

JoAnn Bristol, LCSW, is a social worker in private practice and a social work consultant for several agencies. Additionally, she provides ACP supervision. She has a Masters of Science in Social Work from the University of Texas at Austin and has worked as a psychotherapist, a hospital social worker, and a hospice social worker. Mrs. Bristol has served as field specialist in the School and teaches a baccalaureate and foundation integrative field seminars.

Genie Dyer, Ph.D., has her doctorate in Family Studies from Texas Women's University in Denton, Texas. Dr. Dyer is active in marriage enrichment and premarital counseling with her

husband, Preston Dyer. Dr. Dyer team teaches Marriage and the Family in the baccalaureate program in the School.

Paul Illich, Ph.D., is the Senior Director of the Institutional Effectiveness and Planning Department at McLennan Community College. He teaches Statistics in baccalaureate education and serves as a statistics consultant for the concentration graduate students.

Tracey Kelley, MSW, has a Master of Social Work degree from Baylor University. She is employed in the Legal Guardianship Program at Friends for Life in Waco.

Carol Kemp, MSW, has a Master of Social Work degree from the University of Houston. She is the Director of Programs at the McLennan County Youth Collaboration (MCYC) in Waco.

Ray Lisauckis, LCSW, has been with the School since 1991. Mr. Lisauckis has a Master of Science in Social Work from the University of Texas at Austin. He has been active in the field education program as a field specialist and field liaison, and has taught Practice, integrative field seminar, and Introduction to Social Work courses in both the baccalaureate and graduate programs. He is employed at the Department of Veterans Affairs Medical Center in Waco.

Kay O'Brien, LMSW, has been with the School since 1997. Ms. O'Brien has served as a consultant to churches and denominational groups. Her practice experience has included teen pregnancy, adoption, medical social work, and administration of a senior adult volunteer mentoring program. Mrs. O'Brien received her Master of Social Work degree from the University of Southern Mississippi, Hattiesburg, MS (1977) and the Bachelor of Arts degree from Mississippi College, Clinton, MS (1975).

Elizabeth (Bethie) Timmons, LCSW, has a Master of Social Work degree from Our Lady of the Lake University in San Antonio, Texas. She served as Clinical Director for the Association of Retarded Citizens in Waco and has worked as clinical director at the Advocacy Center for Crime Victims and Children and as a psychotherapist, hospital social worker, and child protective services social worker. Ms. Timmons teaches the Advanced Practice course in the Families concentration and the Advanced Concentration Internship integrative seminar in the Families concentration. She has also been active in teaching elective courses for the School. She is currently in private practice in Waco.

Student Ethical Practice

Faculty Expectations and Ethical Behavior: Faculty expects that students will not engage in blatant acts of abuse, dishonesty, and malevolence. Therefore, this statement of expectations reaches for ethical behaviors that are at the margins within the unique culture of the School. On the surface, this beginning list reads like others found in texts such as *Techniques and Guidelines for Social Work Practice*, authored by Sheafor and Sheafor (2000).

Students should express a deep respect and empathy for clients. This Social Work program affirms the life of Christ as a model for human relatedness and for the social worker's response to client systems. Thus, students should have the tendency to respect the choices that clients make about the living of their lives and let this principle be the touchstone for shaping the nature

of the social worker's intervention. While judgment is a fundamental aspect of the assessment process, condemnatory attitudes directed at the client as a person are unacceptable, especially when they emanate from an exaggerated sense of cultural, philosophic, and/or religious piety.

Students should reach for and value the cultural and ethnic diversity of client systems. Ethnicity is a resource for persons who are experiencing psychosocial challenges and students should know how to engage extant cultural strengths and become a life-long student of the diverse ways persons make sense of living and relating.

Students should respect the auspice and mission of the field/employing agency. Behaviors which contradict the mandate and mission from which the agency draws its being are unethical. For example, if the agency is publicly funded and governed by the separation of church and state principle, ethical students will not begin with prayer in that setting. In some faith-based settings and in response to client's requests, beginning sessions with prayer could be ethical social work practice.

This is not meant to imply that the social workers should conform to agency policy at all times. When policies are oppressive, ethical social workers should seek change of the untoward policy or seek employment elsewhere. Because of the linkage between the profession and agency, ethical social workers should seek employment in agencies where there is value congruence. The field placement process is also guided by this practice reality.

Students should be committed to addressing social injustice. This expectation affirms the reality that the human condition is the result of a complex set of factors, not the least of which is the effect of oppressive policies, unkind social arrangements, and powerful economic and political forces. The ethical social worker understands that social work intervention includes change at the organizational and community level.

Students with a faith orientation should integrate this worldview and value system into social work practice. They should intentionally apply the resources of this orientation to the benefit of client systems. Responsible integration is expressed within the boundaries of their license, the employing agency, and Code of Ethics.

Students should want to practice social work. Ethical practice begins with an understanding that being a licensed social worker implies a willingness to respond affirmatively to the public trust bestowed by the license. When acting within the role, the ethical social worker embraces this mantle and governs his/her actions within the ethical boundaries prescribed by law.

Social workers 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. (Code of Ethics)

Student Code of Conduct

The mission of the School of Social Work focuses on the education and preparation of students for professional social work practice. Students are expected to practice upholding the major themes of the School: community building, strengths perspective, and the ethical integration of faith and practice. Students are expected to uphold the core values and ethical standards of the

social work profession. These values and ethical principles are identified and discussed in the Council on Social Work Education standards, in the NASW Code of Ethics and in the Texas State licensing standards (or comparable licensing standards in the state in which the student is practicing). As a part of the requirement for baccalaureate entry into the major and graduate entry into the program and for all practice in the community, students are asked to read and sign the following Student Code of Conduct derived from the NASW Code of Ethics and the Texas State Licensing Board regulations. (Numbers at the end of each item refer to the applicable section of the NASW Code of Ethics.)

1. Social work students are expected to uphold the values, ethics, and standards of the profession. (5.01)
2. Social work students are expected to treat their peers, faculty, and staff with dignity and respect (2.01A), and avoid unwarranted negative criticism and demeaning comments of these colleagues (2.01B).
3. Social work students should strive to enhance their competence and recognize the need for continuous professional growth (4.01).
4. Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination against persons (4.02).
5. Social work students should not participate in, condone, or facilitate any type of dishonesty, fraud, or deception (4.04).
6. Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their abilities to meet classroom, volunteer service learning, and field practice requirements are expected to take appropriate remedial action and show documented evidence that this has been successfully undertaken (4.05).
7. Social work students should not permit their private conduct to interfere with their classroom, volunteer service learning, and field practice responsibilities (4.03).
8. Social work students engaged in research are expected to protect the confidentiality of human subjects, obtain voluntary informed consent, and inform participants of their right to withdraw from the study (5.02).
9. Social work students should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed (4.08).

Standards of Practice

Prior to any academic work in the community that involves the use of social work knowledge, values and skills, students are asked to review the entire NASW Code of Ethics and the applicable state code. The following are some of the major standards for practice in the community as delineated in the NASW Code of Ethics.

Please note: If at any time during your service learning or internship, you find yourself in a situation in which you have questions about a potential ethical concern, please contact your field instructor, faculty liaison, or the Director of Field Education in your program.

Commitment to Clients (1.01)

A social worker's primary responsibility is to promote the well-being of clients.

Self-Determination (1.02)

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

Competence (1.04)

Social workers should provide services and represent themselves as competent only within the boundaries of their education. It is important to inform your clients that you are a student.

Conflicts of Interest (1.06)

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- (b) Social workers should not take unfair advantage of any professional relationship.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there are risks of exploitation or potential harm to the client.

Privacy and Confidentiality (1.07)

Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

Sexual Relationships (1.09)

Social workers should under no circumstances engage in sexual activities or sexual conduct with current or former clients, whether such conduct is consensual or forced.

Physical Contact (1.10)

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the clients as a result of the contact (such as cradling or caressing clients).

Derogatory Language (1.12)

Social workers should use accurate and respectful language in all communications to and about clients.

Ethical Responsibility to Colleagues (2.01& 2.07)

Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views and obligations of colleagues.

Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

Social workers should avoid engaging in sexual relationships with colleagues when there is a potential conflict of interest.

Student Rights and Responsibilities

The rights of social work students include, but are not limited to:

Right to participate in shaping the development of plans, programs, and policies that affect quality of the School of Social Work's curriculum.

Right to learn in an environment that promotes individual and career development.

Right to learn in a diverse community which provides exposure to a wide range of viewpoints.

The responsibilities of social work students include, but are not limited to:

Accountability for their own learning.

Expectation to perform as a social work professional according to the guidelines of the NASW Code of Ethics.

Expectation to be an active agent in the process of continuously improving the School of Social Work's academic program.

The school policy conforms to the Student Right to Due Process Policy and Procedures as outlined in the *Baylor University Student Handbook*.

Grievance Policies and Procedures

Students should review the grievance policies and procedures found in *The School of Social Work Catalog*.

Social Work Student Safety

Students in the School of Social Work engage in educationally-directed practice in the community. Policies and guidelines to ensure student social work safety may be found in the Appendix. Students are responsible for reading and following the social worker safety guidelines when engaged in educational placement activities and to assess agency safety using tools provided by the program.

Student/Program Communication and Notification

It is the student's responsibility to keep a current address, Baylor University email address, and phone number on file with the office of the School of Social Work. The School will record the postal address, phone number, and email address at the time of initial admission. Any changes in contact information from that point forward must be initiated by the student. All students are required to obtain and monitor a Baylor email account. This contact information will be used to inform students of upcoming events and any unforeseen circumstances such as emergency cancellation of classes. Additionally, many faculty are managing courses through the University Blackboard System.

The School of Social Work faculty and staff communicate with students through a variety of methods:

Student Folders

Upon admission to the program, each student is assigned a folder located in a file cabinet in the Student Lounge located in the Speight Plaza building. Information about meetings and class activities, as well as messages from faculty and staff are placed in the folders. Students should check their folders frequently.

Email

Faculty use email to communicate with students concerning class assignments, activities, and appointments. All Blackboard communication utilizes Baylor email. All students are required to obtain, monitor and use a Baylor email address.

Bulletin Boards

The School maintains three bulletin boards located in the Draper classroom building and the Speight Plaza building. Information about advisement, class changes, Social Work Organization (NASW/Baylor and Phi Alpha) meetings, etc, is posted on these boards. Students should make a habit of checking them at least twice a week.

Website/Electronic Bulletin Boards

The School maintains a webpage within the main Baylor University website, which provides information to current and prospective students, including job announcements for current and graduating students. Electronic bulletin boards (Blackboard) may also be utilized by faculty to post classroom and other important information. Students should check these information sources frequently.

Other Methods

Other methods of communicating school information to students include updates at NASW/Baylor meetings, graduate brown bag lunch meetings, baccalaureate meeting of the majors, announcements in classes, and standard mail.

Students should attend the scheduled Student Forums and check e-mail frequently. These methods of communication serve as primary channels of information for the baccalaureate and graduate program about program updates and changes.

Policy on Speakers/Content of Discussion in the Classroom

The purpose of the social work classroom is to contribute to the students' professional formation—to gain knowledge, wrestle with professional and personal values as they are congruent and in conflict, and be able to respond skillfully to the task of professional practice, whether that task is the formation of social policy that has an impact on many clients or the treatment of an individual family in crisis. None of these situations is ever easy; that is why our profession requires years of professional preparation and practice under supervision. The purpose of the classroom is to help students gain the wisdom, commitments, and skills they need to find their way through the complex tasks that will face them as professionals. The classroom is not to be a place where the authority of the teacher or a guest speaker is to be used to promote or condone a particular position on a complex question, and that is even more the case when that position is in conflict with the policies of Baylor University or the religious community that is our context for practice. Social workers emphasize that the context in which they practice gives definition to what they do. Baylor University is our educational context. That means that we certainly will study and discuss topics that are controversial, but that we do so as it is relevant for preparing professionals for social work practice, and with respect and appreciation for the Christian context of Baylor University.

There may come a time in this University, as can happen in any organization, when policies and values are in direct conflict with the educational task of preparing professional social workers. It is the social worker's responsibility in that situation to seek resolution of the conflict directly with the administration, following administrative guidelines and channels constructed for that

purpose. We do not engage in protest against the policies of the institution in the classroom. The classroom is never to become a platform for promoting one viewpoint, even should it be one we hold dear and are struggling to support in the organization or community. Rather, the classroom is to be a community of learners exploring the various viewpoints and perspectives and their ramifications for professional practice, both those we personally hold and those of others with whom we differ.

Students and faculty will not invite persons to share their personal lives in our classrooms in ways that might place them at risk for disciplinary action in this community or legal action in the wider community. The classroom is to be a safe place for dialoguing about and struggling with the complexities of issues that present themselves to social work professionals, but it is not a place where we treat clients, offering them the privileges of confidentiality or professional services. To invite Baylor university students to speak about their life experiences that are a violation of the university's codes of conduct or a community member to speak about life experiences that may lead to criminal charges is counter to our fundamental concern for and commitment to the well-being of others.

Students should be provided with opportunities to learn about the life experiences, stresses, and challenges of all kinds of persons and the organizations who serve them. That may be through speakers, videotapes, interviews in the classroom and in the wider community, and case studies. The faculty prepares professionals who have the skills to provide care to persons whose life decisions, experiences, and circumstances are not the norm in some faith communities. For example, students need to hear the stories of persons who have dealt with what it means to experience themselves as gay or lesbian, and to hear about the oppression and violence to which these persons have been subject. In order to do so, faculty may have persons in classes who can speak from personal experience. Obviously, to have persons in class who can talk about their life experiences is not at all the same thing as endorsing or advocating a judgment of morality one way or the other. Students may hear the experiences of victims of domestic violence, of adults abused as children, of recovering addicts, of crime perpetrators, of ethnic minority groups who have experienced racism and hate crimes, of persons whose lives have been shaped by poverty, of refugees who have survived war and persecution. This kind of learning is not only permitted by Baylor's policies, but the mission of the church to care for all of God's children demands that we seek them out, hear their stories, and provide them with the best social work has to offer.

Research Approval Process

All research done in the School of Social Work, both faculty and student, must be reviewed by the School of Social Work Research Approval Committee. Faculty and students must submit their proposals to the committee in the format prescribed by the University Institutional Review Board (IRB). After reviewing the research proposal, the committee will determine if the proposal should be referred to the IRB or if it can be approved by the School's Research Approval Committee, with the consent of the University IRB.

If the decision is not to forward it to the University IRB based on the fact that it does not meet the IRB criteria for research, the proposed research must not be conducted.

Social Work Emergency Funds

Students experiencing crisis may communicate a need to the faculty. The faculty member will assist the student with the process and transmit the required information to the Dean of the School.

State Licensing Examination

To become a licensed social worker (LBSW) in the state of Texas, the Texas State Board of Social Work Examiners requires a bachelor's degree in social work from a CSWE-accredited social work program and a grade of 70 or better on the ASWB basic social work examination. This is a national examination used by most states for the licensure of entry-level social workers. Because it provides an independent, objective measure of an individual's basic competency for entry-level social work practice, the program recommends that students take this exam while at Baylor. Historically, 99-100% of Baylor students taking the exam have passed this examination, often with a grade several points higher than the state average.

Procedure

The examination may be taken during the semester the student is enrolled in SWO 4492, Internship II, or SWO 4293, Senior Capstone Seminar.

The test is given on a computer and can be taken in Waco. It takes several weeks to get a test date, so students should apply for a date early. Obtain an application by calling the Texas State Board of Social Work Examiners (1-800-232-3162) and asking that a licensure application be sent to you. Once your application has been received and approved, you will be notified by the state office to contact the EXPro Test Center at an 800 number to schedule the examination date and location of your choice. When calling for your appointment, have your social security number and school code (mailed to you with your approval letter) available. The center will give you a confirmation number that you will need to know to be admitted to the test center on the examination day. In addition to your confirmation number, you will need to bring your approval letter, two forms of signature-bearing identification, (one must be a picture ID card), and a cashier's check or money order for the cost of the examination. They will not accept cash or a personal check. You will receive your score immediately after you complete the examination. Students may make a copy of the score form and turn it in to the Field Director to assist the program with program evaluation. You may keep the original for your records.

Individuals who fail the licensing examination three times must petition the Texas State Board of Social Work Examiners in writing to take the examination again. The board will require the individual to complete either a college or continuing education course related to the deficiencies identified by the examination report, or complete an examination preparatory course prior to retaking the examination. If an individual fails the examination the fourth time, the applicant will not be allowed to retake the examination for one year.

Baccalaureate Field Education

Goals and Objectives

The goals and objectives of the School of Social Work are operationalized within the field education program. Field internship learning contracts and evaluation tools are centered around the program objectives with students, field faculty and classroom faculty collaboration on the

development of tasks in the agency that address each objective. Mission and objectives of Field Education are found in the *Catalog of the School of Social Work*.

Organization and Structure of the Field Internship

Administration of the Field Internship

The Field internship is delivered through several components: the field office, including Director of Baccalaureate Field Education; Field Education Committee; Field Specialist; Field Instructors and Task Supervisors; Field Liaisons and Seminar Instructors; and the Student Intern.

Field Education is administered by the Field Education Office including the Director of Baccalaureate Field Education and the field education staff. The Director of Baccalaureate Field Education has primary administrative responsibility for the field program and represents the field education program on the School's administrative committee and to the program's boards.

Social work faculty members teach the field internship integrative seminars and serve as field liaisons for the internships. Numerous agencies and their staff serve as field placements sites and instructors, thus providing the invaluable supportive core of the field instruction curriculum.

Field Education Committee

The Field Education Committee is composed of the Directors of Field Education, social work faculty members, at least three field instructors, student members, and a field specialist. The committee is alternately chaired by the Director of Graduate Field Education and the Director of Baccalaureate Field Education. Policies and procedures are in the *Catalog of the School of Social Work*. Members of the Field Education Committee sign an agreement to serve one year and to attend regularly. Three or more absences result in replacement on the committee. The Associate Deans will serve as ex-officio members.

The Field Education Committee provides an advisory function in these areas:

1. Field admissions
2. Field policies and procedures
3. Planning of special programs and services for field instructors and students
4. Recommendation of Field Intern of the Year and Field Instructor of the Year awards.

Responsibilities of the Director of Baccalaureate Field Education

The responsibilities of the Director of Baccalaureate Field Education are carried out under the director of the Associate Dean of Baccalaureate Studies and when appropriate, coordination with the Director of Graduate Field Education. The primary responsibilities of the Director of Baccalaureate Field Education are:

1. Develop new field placement sites that enhance the educational experiences available to students.

2. Process, review, and assess applications of new agencies for possible affiliation with the Baylor School of Social Work.
3. Review and assess currently affiliated agencies.
4. Process, review, and assess applications of new field instructors and task supervisors to include presenting documentation of qualifications and recommendations for approval of new field instructors to the faculty.
5. Develop and maintain resources by which students may become familiar with available agencies, field instructors, and client populations.
6. Develop and implement the student field internship application process, including consultation with the Associate Dean for Baccalaureate Studies and practice faculty about a student's academic readiness for the field internship and internship needs.
7. Review, in consultation with the Field Education Committee, baccalaureate student applications for admission to field internship and foundation student registrations for the field internship. These applications are reviewed by the Associate Dean for Baccalaureate Studies who will certify that the student has met the requirements for field internship. The Field Education Committee will make recommendations regarding field learning experiences based on the content of the field application/registration.
8. Plan and implement the process for baccalaureate student notification of acceptance status into the field internship program and assignment to field internship.
9. Assign baccalaureate students to agencies and field instructors.
10. Design, review, and revise supplemental materials such as the Field Internship Section of the *Baccalaureate Student Handbook* and field forms.
11. In collaboration with the Director of Graduate Field Education, organize and conduct field internship orientation meetings, and continuing education opportunities for students, field instructors, and faculty.
12. Provide consultation to the Associate Dean for Baccalaureate Studies regarding faculty field liaisons for baccalaureate interns. (Generally the liaison will be the seminar faculty.)
13. Consult with liaisons regarding individual student problems and/or requests for change of placement.
14. Consult individually with students and/or field liaisons when requested to give direction or support in completing field internship requirements.
15. Design and implement an ongoing evaluation program for field internship to ensure that learning objectives are met.
16. Serve as a faculty liaison for assigned field students.

17. Teach at least one baccalaureate and/or graduate field seminar as needed each year.
18. Assist Associate Dean for Baccalaureate Studies with any curricular issues impacted by or impacting field education.
19. In collaboration with the Director of Graduate Field Education, provide input and feedback regarding the supervision of the field education staff.

Responsibilities of the Field Liaison

Field liaisons are either social work program faculty members or field specialists employed by the University through the School of Social Work to provide additional field services. The faculty field liaison functions as a part of the educational team working together with the field instructor and the student toward the realization of the student's educational goals. The liaison provides the primary linkage between the school program and the field agency. The liaison contributes to the development of the student's learning contract, focuses on monitoring the student's educational progress and performance, consistently maintains a working relationship between the student, school, and the field agency and is responsible for the final field grade.

Responsibilities of the faculty field liaison include:

1. Assisting the field instructor and intern in developing the learning contract, including selection, ordering, and enhancement of learning objectives and tasks.
2. Regular contact with the field instructor and/or intern. This may include phone contact, scheduled and as needed visits in the agency, and e-mail.
3. Serving as a resource person to intern and field instructor on classroom content, integrating classroom and field knowledge, practice, and skills.
4. Consulting with the Director of Baccalaureate Field Education in relation to initiating, continuing, or terminating the field placement site.
5. Discussing with student and field instructor the student's level of performance toward meeting educational objectives and assisting with modifying the Learning Contract when needed.
6. Observing students in interaction with clients in the agency when indicated as part of the field instruction and supervision process; with permission and scheduling assistance of the agency; with observation only/no direct service delivery.
7. Serving on the Field Curriculum Team.
8. Making the final decision on the grade in the field portion of the course.
9. Securing and providing to the Field Education Office all Final Field Evaluations (prior to turning in grades).

The field liaison assumes final responsibility for the student's grade in the field placement. The grade is based on the student's performance in the field and, in most instances, reflects the assessment and recommendation of the field instructor. In instances where the student's performance is deemed less than satisfactory by the field instructor and/or seminar instructor, the faculty field liaison shall be informed and shall consult with the field instructor, and/or seminar faculty and student regarding a satisfactory resolution of student problems. In instances where the field instructor's grade recommendation is changed, the field liaison has the responsibility to document in writing, to the student, field instructor and Director of Baccalaureate Field Education reasons for changing the recommended grade.

The Field Internship I and Field Internship II grades are each composed of the field evaluation tool completed by the field instructor (50%) and the integrative seminar grade (50%), determined by the seminar faculty.

Field Liaison Procedure

The assignment of a faculty member to the field liaison role is made by the Associate Dean in conjunction with the Director of Baccalaureate Field Education at the beginning of each semester. The field instructor and students are notified of the liaison process and the assigned liaison. The assigned liaison is notified of all agencies and students for whom he/she is responsible. In most cases, the faculty for the integrative seminar will also be the field liaison for the students in the seminar.

Each student is responsible for submitting to the field liaison a copy of the “completed” learning contract. For baccalaureate Field Internship I, a minimum of two field visits by the field liaison, and for baccalaureate Field Internship II, a minimum of one visit by the field liaison, is scheduled to insure a cohesive and progressive training experience for the student. These liaison visits will include discussion of the learning contract, the students’ responsibilities in the agency, specific theoretical frameworks used in the agency, assessment and evaluation of the student’s progress and skills and field policies or procedures about which the field instructor and/or intern have questions.

The field liaison structures these visits in advance with his/her respective field instructor (and agency task supervisor) and determines the most effective way to work together. The agency is notified of the date and the anticipated length of the visit. Liaison visits take place in the agency unless there is a compelling reason to meet elsewhere.

Responsibilities of the Field Instructor

Field instructors represent the heart of the field internship as they, in their dual role as practitioners and teachers, enable students to bridge the gap between theoretical concepts and practice realities. Field instructors are generally social workers on staff in the social service agencies in which interns are placed. In some cases field instructors are social workers who are under contract with or are volunteering for a social service agency or congregation. In either event, the social worker has a formal relationship with the agency and serves as a field instructor out of that professional relationship. Field instructors are generally in the agency for a minimum of 3-6 months before providing supervision for a student in that agency. The field instructor embodies the professional mentor role for the intern. In close relationship with the student, it is the field instructor who leads the student to a personal understanding of the

responsibilities and rewards of professional social work practice. Toward this end, field instructors assume the following responsibilities:

Administrative:

1. Orient the student to purpose, policies and procedures of the agency and expectations for student performance.
2. Secure meaningful social work practice experiences for the student(s). This includes assigning tasks to meet the student's educational needs while considering the student's skills and preparedness to carry out the agency function.
3. Secure accommodation of the student role within the agency and access for the student to agency information and services that may be needed for the student's educational requirements and work with clients.
4. Participate in field orientations, seminars, continuing education offerings, and/or other support systems available for the faculty.
5. Participate in periodic meetings with the faculty liaison to evaluate student progress and the effectiveness of the educational experience. This includes keeping the faculty liaison informed in a timely manner about the student's progress and any problem areas.
6. Provide feedback to the social work program regarding the future use of the placement.

Educational:

7. Become familiar with the basic curriculum content of the Social Work Program and, more particularly, the expected content of field expectations.
8. Help the student develop a plan for his/her education in field to integrate what he/she has learned in the classroom with what she/he is experiencing in field.
9. Make available to the student cases and learning experiences that will address the student's particular learning need and abilities.
10. Provide weekly supervision to the intern. Individualized supervision of 16-hour internships should involve no less than 1 1/2 hours per week. Establish a regular, "standing appointment" time to meet with the intern each week. In those cases where several interns are placed at the same agency, group supervision may be provided with the understanding that at least 30 minutes a week of individual supervision is provided and that group supervision will be a minimum of an hour a week. Use the supervisory agenda format provided to guide the supervisory sessions.
11. Review student's documentation, process recordings, and/or audio or video tapes of work and provide written and verbal feedback to the intern concerning the content of their recordings/work, including patterns in communication, use of knowledge and skills, values, application of relevant theory and professional and personal presentation. This review should occur on at least a weekly basis.

12. Become familiar with the theoretical approaches to social work practice taught in the program and support the student's skill development in line with these approaches. Of particular importance are the three theoretical underpinnings of the program: integration of faith and practice, the strengths perspective, and community building.
13. Review the student's supervisory agenda with particular attention to the number of hours the student is in field placement and hold the student accountable for completing the required hours. Note: review with the student the field policies regarding missed hours.
14. Complete and discuss with the student the evaluation forms provided by the school at mid-term and at the completion of the field internship.

Responsibilities of the Task Supervisor

Occasionally agencies can provide a valuable social work experience for interns, but do not at that time employ a social worker who meets the criteria to serve as a field instructor. In this situation, the agency provides an employee to serve as task supervisor to provide on-site supervision, and the social work educational supervision is provided either by an agency MSW volunteer or by an off-site community-based MSW, referred to in this manual as a field specialist. Task supervisors are generally in the agency for a minimum of 3-6 months before supervising students in the agency.

The responsibilities of the agency-based task supervisor include:

1. In consultation with the field instructor/ field specialist, secure and document meaningful social work experiences for the intern(s) in placement.
2. Assign clients, workload, and other tasks to the interns.
3. Serve as the on-site supervisor to the interns:
 - a. Answer immediate questions the interns have concerning their work
 - b. Aid interns in case management
4. Orient interns to the agency including to the policies and procedures in the agency, with specific attention to safety in the agency.
5. Review and verify the number of hours the intern participates in the field placement. Students must complete a minimum of 240 hours in the agency for each semester of baccalaureate internship.
6. Monitor and document students' organizational performance at the agency, including dependability, attitude, work with clients, participation in meetings, and documentation.
7. Provide formal and informal feedback to the field instructor/specialist concerning student's performance and progress.
8. Meet with intern and field instructor/specialist a minimum of two times per semester concerning the student's progress. These meetings may be with the field liaison as well.

9. Contact field instructor/specialist in the event of any significant changes, difficulties, or concerns.
10. Participate in field orientation, continuing education and in-service opportunities provided by the field education program as do field instructors.

Educational issues as well as administrative issues encountered in the supervision of students must be identified and referred to the field instructor/specialist and/or field liaison as soon as possible.

Responsibilities of the Field Specialist

The University may approve the hiring of a field specialist to assist with field instruction in agencies where a social worker is not available but whose work calls for the work of a social worker. In addition to the supervisory role, the field specialists also usually serve as faculty field liaisons for the unit of students they supervise.

Another model is for the agency to contract with a community practitioner (or faculty member) independent of the school to provide field instruction in the agency. This may be for a fee or may be voluntary experience. In these cases, the contract is between the field agency and the field instructor. The field instructor would be functioning much like a field specialist without the formal field connection to the School of Social Work.

A field specialist's responsibilities include:

1. Consulting with task supervisor and Director of Baccalaureate Field Education to ensure that a meaningful social work experience is maintained for the intern.
2. Helping the student develop a plan for his/her education in field to integrate what he/she has learned in the classroom with what she/he is experiencing in field.
3. Providing weekly professional, educational supervision to the intern. We estimate that individualized supervision of a 16-hour intern should take no less than 1 1/2 hours per week. Establish a regular, "standing appointment" time to meet with the intern each week.
4. Reviewing student's documentation, process recordings, and/or audio or video recordings of work and providing written and verbal feedback to the intern concerning the content of their recordings/work, including patterns in communication, use of knowledge and skills, values, and professional and personal presentation. (Students will protect client confidentiality on all documentation and/or process recordings submitted for review.)
5. Participating in field orientations, seminars, continuing education offerings, and/or other support systems available for the faculty.
6. Participating in periodic meetings with the agency-based task supervisor to evaluate student progress and the effectiveness of the educational experience.
7. Knowing the basic curriculum content of the social work program and, more particularly, the goals and objectives of field instruction.

8. Knowing the theoretical approaches to social work practice taught in the social work program and supporting the student's skill development in line with these approaches.
9. In consultation with the task supervisor, completing and discussing with the student the evaluation forms provided by the school at mid-term and at the completion of the field internship.
10. Conferring with the Director of Baccalaureate Field Education in relation to continuing or terminating the field placement with which he/she consults.

In instances where the student's performance is deemed less than satisfactory by the field specialist and/or seminar instructor, and/or agency-based task supervisor, the Director of Baccalaureate Field Education shall consult with the field specialist, and/or seminar instructor and student regarding a satisfactory resolution of the student's problems. The field specialist is responsible for assigning the grade. Students may appeal the grade to the Director of Baccalaureate Field Education. The Director of Baccalaureate Field Education has ultimate responsibility for the student's grade when a field specialist and task supervisor provide field supervision. In instances where the field specialist's grade recommendation is changed, the Director of Baccalaureate Field Education has the responsibility to document, in writing, to the student and field specialist, the reasons for changing the recommended grade.

Responsibilities of the Field Student Intern

Responsibilities of the Field Student Intern are also listed in the *Catalog of the School of Social Work* as well as below.

One of the opportunities and responsibilities for students in field internship is to share the learning experience with field instructors. This will happen by identifying learning possibilities in his/her placement, identifying his/her own professional needs, as well as using the supervisory time to learn what he/she needs to know, share ideas, and evaluate his/her own practice skills, knowledge, and values.

Although field placements vary greatly, all field placements offer practice opportunities in a number of the following ways: working with individuals, families, groups and organizations, including faith based organizations, congregations, neighborhoods, and communities; participating in direct practice, in program development and/or implementation, in program and practice evaluation, and in assessing and even formulating social policy. To identify learning possibilities within the placement, the student should consider each of these areas within the agency for potential field learning. All students in all field placements should have the opportunity for social work practice for which they are personally responsible within one or more of these areas. Whatever the placement situation, the student should always be thinking, "What can I do to help my client?" and "How can I improve my knowledge and skills?"

The Director of Baccalaureate Field Education, field instructor, and the other students in field internship seminar are available to support and assist each student in taking responsibility for his/her own professional development. Additional field intern responsibilities in field education include:

1. Attending the Field Orientation.
2. Reading, knowing, and following the policies outlined in the field policies in the *Social Work Catalog* and in the *Student Handbook*.
3. Completing the "Application for Field Experience", supplying all other required application materials, completing successfully any screening and/or criminal background checks required by the agency and conveying to the Director of Baccalaureate Field Education all information pertinent to the selection of a field placement in the semester prior to field internship. Understanding that once placement decisions are made and field assignment paperwork is completed, assignments are final and will not be changed except based on the published criteria for "Change of Field Placement."
4. Spending at least the required hours per week and per semester in assigned agency (as designated in the Internship Seminar syllabus). Baccalaureate field will begin with the first week of classes. A minimum of 240 hours per semester in the agency doing the work specified on the learning contract is required for a passing grade. Field hours must be completed across the course of the semester; students will not complete hours more than one week before the scheduled end of the semester. Students wanting to begin placements or internship hours before the beginning of the course must have approval of the field office, seminar faculty and field instructor and must include the start date and tasks on a new learning contract for that semester.
5. Functioning as a professional and a student intern in the placement setting. Students are responsible for reading and abiding by the agency Personnel Manual and any related policies including safety policies.
6. Abiding by the NASW Code of Ethics and the applicable State Board of Social Work Examiners Code of Ethics and Standards of Practice. Failure to abide by the professional codes of ethics will be grounds for dismissal from field placement, result in a failing grade, and may warrant further school disciplinary action. The complete NASW and Texas Codes can be found in the Student Handbook. Interns in other states or countries as part of the internship are responsible for abiding by the NASW Code of Ethics and any applicable codes in the state or country in which they are practicing and should obtain a copy of those codes from the field instructor.
7. Being prompt for work at the agency and adhering to the mutually arranged schedule. It is the responsibility of the student to notify the field instructor if unable to report for field work. Students are responsible for making arrangements for clients to be seen or rescheduled. Unavoidable absences can be made up within a reasonable limit. (Refer to the Sick Leave Policy in this manual). Irresponsibility with regard to fulfilling attendance expectations will be grounds for termination from field with a failing grade.
8. Using initiative and creativity in his/her activities in field work.
9. Sharing field experiences and activities in seminar and classroom discussions, in formal presentations, and in recruiting and/or educational NASW presentations.
10. Entering field experience with a positive and receptive attitude.

11. Completing all seminar and field internship assignments by designated deadlines, including for baccalaureates the required process recordings per week.
12. Completing documentation required by the agency according to the agency's personnel policies. Failure to complete agency-required paperwork within agency guidelines may be grounds for termination from the agency and result in a failing grade.
13. Arranging a conference with the faculty field liaison and/or Director of Baccalaureate Field Education pertaining to problems or other matters of concern to the student regarding the field placement.
14. Completing an evaluation of the field experience at the conclusion of the internship. This evaluation form is supplied as part of the termination process.

Agency Documentation Requirements for Interns

Interns are required to complete and submit all agency documentation as instructed and within the timeframes specified by the agency's policies and the field instructor's directions. Agency documentation requirements are completed during field internship hours. Agency documentation requirements are paperwork in addition to the seminar requirements. Process recordings required for the internship are completed outside of internship hours. Agency orientation and training should cover documentation requirements. Agencies may require that field instructors or supervisors review and/or co-sign interns' documentation. It is the interns' responsibility to follow the requirements for agency documentation and not to write anything in a client's file without learning the proper agency procedure. Agency files are the agency's property and should never be removed from the agency.

Selection of Field Sites and Instructors for Field Placements

Criteria for Selection of Field Agencies/Sites

Field sites are approved by the Director of Graduate Field Education and Director of Baccalaureate Field Education with review by the Field Education Committee and oversight approval of the faculty. In order for agencies (field sites) to be approved by the School of Social Work for the purpose of providing field instruction, they must meet minimum criteria. The agency shall:

1. Be compatible with the philosophy, values, and ethics of the social work profession.
2. Be familiar with and supportive of the mission of the School of Social Work.
3. Affirm in purpose and function the mission, methods, and curriculum of the program.
4. Be clear about their programs and methods.

5. Support the professional role of the intern by engaging the intern in the work of an entry level professional under the supervision of an experienced practitioner and by valuing the work of the supervisor.
6. Offer social work interns a wide range of learning opportunities. Students' assignments will include opportunities to work with one or more of the following: individuals, families, groups, organizations including faith-based organizations, congregations, neighborhoods, and communities. Internship experiences should include the entire problem-solving process. Cases are selected by the field instructor and represent diversity within the client population. All interns are expected to have experience working with oppressed, disadvantaged, and marginalized populations. All interns will have opportunity to choose to work with faith-based organizations and/or congregations as a context of practice.
7. Include interns in opportunities for understanding and, when possible, contributing to organizational activity including policy development, budgetary processes, public speaking and other administrative activities. Additionally, agencies shall make provision for interns to, under supervision carry out macro assignments in administration, planning, research, public relations, policy formation, budgeting or grant writing as part of the placement.
8. Have respect for professional social work education and demonstrate support for the objectives and the educational focus of the program and of field education.
9. Provide release time for field instructors to attend field-related meetings and to carry out field instruction.
10. Make provision for interns to engage in indirect service opportunities in the agency, such as staff meetings, team meetings, and in service training.
11. Make available desk space, telephones, supplies, and other resources necessary for the intern to carry out assigned agency responsibilities.
12. Agree to the execution of a written agreement between the University and the agency. This contact is facilitated by the legal department of the University.

Agency Affiliation Process and Agreement

The process of agency affiliation with the Baylor University School of Social Work for the purpose of field instruction usually involves:

1. The agency expressing its interest in affiliation through writing or by phone contact with the Director of Baccalaureate Field Education or the Director of Graduate Field Education.
OR
The Director of Baccalaureate Field Education or Director of Graduate Field Education contacts an appropriate agency representative, inquiring about their interest in becoming a field internship site.
2. The Director of Baccalaureate Field Education meets with an appropriate agency representative to discuss field internship requirements and to assess further the agency's

and designated field instructor's (or agency-based task supervisors') qualifications and compliance with program criteria.

3. Upon approval of the agency as a field internship site, an Affiliation Agreement is signed by duly authorized representatives of both the agency and the University.
4. The Affiliation Agreement is considered in effect until revoked by the University or the agency.

Out-of-Area Field Placements

Out-of-Area Field Placements Policy is found in the *Catalog of the School of Social Work*.

Funded Internships

Subsidized internships will be the exception rather than the rule in the baccalaureate program. Subsidized internships will be treated like uncompensated internships in relation to field requirements. Baccalaureate internship subsidies will be negotiated between the intern and the agency as will employee benefits/arrangements.

The field education program is committed to securing compensated internships when possible. However, the field education program is committed first to the educational integrity of the internship and does not guarantee any student the possibility of a compensated field internship. Some internship stipends will be provided through the agency directly to the student while others are provided through the agency to Baylor and then to the student. Others may be provided through grants in the School of Social Work. Students with special needs for compensated internships should discuss these needs with the Director of Baccalaureate Field Education. All students will have equal opportunity to apply for any available subsidized internships. When more than one student is interested in a compensated internship, the students will interview with the subsidy provider who will have significant input in making the final decision about the placement.

In order to ensure an educationally directed field experience, School policy requires that a student complete field instruction in an agency/program in which he or she is not employed. In special circumstances, the School may consider an exception to the policy contingent upon the field placement meeting the Council on Social Work Education (CSWE) standards. These include:

1. The student will have release time for course and field instruction.
2. The student's assignments will differ from those associated with the student's employment.
3. The student's field work supervision will differ from those associated with the student's employment.
4. There is no diminution of the program's established requirements in class and field interaction.

5. The program's established requirement in field instruction is educationally focused rather than solely centered on agency's services. (Adapted from SFA policies.)

The School of Social Work has established criteria for the utilization of a student's work setting as field instruction placement. These are:

1. The field placement must have social work as its primary function. The organization must be one in which social work practice is clearly distinguishable from the practice of other disciplines.
2. The organization must provide social work students with a qualitatively different experience from that provided by regular employment.
3. The student must answer to a different supervisor than the work supervisor.
4. The field placement must have a clearly identifiable education focus guided by the learning contract and unencumbered by workload of regular employment.
5. The agency must support the student's obligations for academic coursework and assignments related to the integrative seminar and research project.
6. The agency must meet all requirements of any agency site for field placements including affiliation with the SSW.
7. The employment work hours and internship hours must be clearly articulated ensuring release time for course and field instruction. Compensation for a new internship assignment will be considered.
8. Under no circumstances will a student do more than one field placement at the place of employment.
9. The student, employer, field instructor and field education office must sign the Contract for Placement in Place of Employment. See General Appendix (Adapted from SWT policies).

Criteria for Selection of Field Personnel

Selection of Field Instructors

Each potential field instructor's information sheet and resume are reviewed by the Field Education office. A phone interview or on-site interview may be required by the Director of Baccalaureate Field Education. Recommendations regarding field instructors are presented to and voted on by the faculty of the School of Social Work. Approved field instructors are considered field faculty. Field instructors should have professional competence, concern and responsibility for social work as a profession, and commitment to the education of the next generation of social workers. In order to be approved by the program as a field instructor, she/he must meet the criteria below:

1. For baccalaureate field, possess the Masters of Social Work degree or possess the Bachelors of Social Work degree from an accredited social work program, and have a minimum of two years social work experience following the Bachelors degree.
2. Agree to adhere to the responsibilities of a Field Instructor as outlined previously in this manual.
3. Support the mission of Baylor University and guide their behavior and interactions with students according to the NASW Code of Ethics, the State of Texas Board of Social Worker Examiners Code of Ethics and the Baylor University faculty code of conduct
4. Support the mission of the Baylor University School of Social Work.
5. Practice congruent with the values and ethics of the profession.
6. Be licensed and in good standing as a social worker in the state in which he/she practices. Field instructors who were approved by the program prior to 1998 may not be licensed if practicing in indirect practice social work roles like program planning and research. The faculty provided a “grandparent” provision for those field faculty members already serving as field faculty in 1998.
7. NASW membership and involvement is strongly encouraged.

Field Instructor Affiliation Process

For new agencies, the field instructor selection process is part of the initial agency affiliation process. Field Instructor Information Sheet and Vita are reviewed together with the agency request. For affiliated agencies wishing to utilize new staff as field instructors, the pattern of review below is usually followed:

1. The agency informs the Director of Baccalaureate Field Education of new staff who would like to become field instructors.
2. The Field Education office sends each individual a letter and a Field Instructor Information Form. The potential field instructor completes the Field Instructor Information Form and submits it with an up-to-date vita/resume.
3. Upon favorable review of the information, the Director of Baccalaureate Field Education interviews the potential instructor, discussing the responsibilities and benefits of field instruction, reviewing the *Social Work Student Handbook* and the evaluation tools. Discussion will also include the work of the agency and the role of interns in the agency.
4. The Director of Baccalaureate Field Education submits the recommendation for approval as a field instructor or task supervisor to the Field Education Committee which will make a recommendation to the faculty at a faculty meeting. The field education office makes available the vita and data submitted. A majority committee vote and subsequent faculty vote are required to approve all field faculty. In the event a field supervisor needs approval before the Field Education Committee and/or faculty meet to approve the

applicant, the Director of Baccalaureate Field Education or Director of Graduate Field Education is empowered to give temporary approval.

5. New field instructors are provided a copy (Hard copy or disk) of the *Student Handbook* including field policies as well as Baylor field faculty identification. (Note the *Catalog* and the *Student Handbook* are also online at http://www.baylor.edu/social_work.)
6. The field instructor attends the next field orientation and training meeting. Additional in-service and training materials are made available to the new field instructor including field books and video tape series. Several experienced field instructors are available to “mentor” a new field instructor who is interested in being partnered with someone who has been a field instructor for three or more years.
7. Field instructors will be re-considered each school year for availability for appointment.

Assignments of interns will be made to those field instructors who are approved for appointment. Additionally, field instructors available for appointment may be asked to assist with baccalaureate or graduate Capstone presentations, mentoring new field instructors, hosting a field event and/or serving on the Field Education Committee.

Selection of Field Specialists

Field Specialists may be University employees as full time or part time faculty or may be volunteers with the agency to provide field instruction.

Part-time faculty are required by the University to apply for the part-time position through letter and by submitting their vitae to the Director of Baccalaureate Field Education. They participate in an interview process with the Director of Baccalaureate Field Education and the Associate Dean for Baccalaureate Studies and must be approved by the social work faculty. They then complete the employment process required by the University for faculty employment. This includes an interview by the Dean of the School of Social Work and other designated university administrators. They must meet the criteria set out by the University for university employment.

The School of Social Work requires the Field Specialist to:

1. Possess the Masters in Social Work Degree from an accredited social work program.
2. Have had previous experience as a social work field instructor, preferably with the Baylor School of Social Work.
3. Understand and support the mission of the Baylor University School of Social Work. This will include the ability and willingness to supervise students in congregations and faith-based organizations and to assist all interns with the integration of faith and practice.
4. Meet all the criteria for a social work field instructor as outlined in this handbook.

5. Provide the time necessary to travel to each agency to meet with the assigned students and provide at least 1 1/2 hours of individual supervision per week to each student.
6. Provide the time needed to prepare for supervisory conferences with each intern, including reading and providing written comments on each student's process recordings and related seminar assignments.
7. Maintain a flexible schedule which will allow for scheduling meetings with agency-based task supervisors during agency hours.
8. Work closely with the Director of Baccalaureate Field Education.

Selection of Task Supervisors

In the unusual event that a field agency site does not have or contract with a licensed social worker who meets the criteria for field instructor, it is the agency/field site's responsibility to appoint an employee to the role of task supervisor. It is preferable that this individual has some understanding of the social work profession. The appointed task supervisor is interviewed by the Director of Baccalaureate Field Education. The role and the responsibilities of the task supervisor are described, and the Office of Field Education assesses whether the appointed individual will be able to perform the required role. In the event that a task supervisor can not be mutually agreed on by the agency and the Field Education Office, the agency will not be used as an internship placement site. Agencies that contract for field instruction by a volunteer or contractual employee off site may also elect to provide a Task Supervisor in the agency.

Support and Benefits for Field Supervisors, Field Instructors and Task Supervisors

The agency-based field instructors are members of the Baylor Social Work field faculty. Their contributions to the education of the program's social work students are substantial. Since they work in partnership with classroom faculty, it is important that they have the resources of the University available to them. Agency based task supervisors are also a critical part of the educational team for students in field placements without an on site supervisor. The resources available to field instructors are available to task supervisors as well. All field supervisions support the mission of Baylor University and guide their behavior and interactions with students according to the Baylor University faculty code of conduct.

All field supervisors including field instructors and task supervisors are issued Baylor Faculty Identification Cards. These cards entitle field instructors to the following:

1. Identification as Baylor University field faculty.
2. Annual field orientation and in-service workshops for all field supervisors including field instructors and task supervisors related to social work and student/educational issues.
3. Half-price early registration discount on all School of Social Work continuing education opportunities.
4. Individual field consultation from faculty assigned as liaisons to the agency.

5. Use of Field Education Program instructional materials, including books, journals, and video tapes.
6. Use of Baylor University library facilities.
7. Use of Baylor University recreational facilities. (exception: the Student Life Center.)
8. Discount at the University Bookstore.
9. Discount to educational, cultural and sports activities as specified by the University.
10. Each semester of supervision recognized for .5 CEUs to meet continuing education requirements for social work licensure by the State of Texas. (Continuing education units are available to task supervisors in other disciplines as approved by their discipline.)
11. Periodic informal discussion sessions to share ideas and support with other field instructors and task supervisors.
12. Subscription to the School of Social Work quarterly newsletter.
13. Access to audit graduate program elective courses as space is available.

**Denotes benefits available during semesters when an intern is placed with the field instructor or the field instructor is otherwise actively providing service to the School.*

Field Instructor and Task Supervisor of the Year

The School may recognize the contributions of field supervisors through the awarding of an award for the outstanding field instructor and outstanding task supervisor in a particular year. Nomination forms are provided in the Appendix. Nominations may be made by any student, faculty member, or agency representative. The Field Education Committee will consider nominations and make recommendations in the fall semester. Recommendation of award recipients will be made to the Awards Committee for presentation at the Dyer Workshop.

Criteria considered include:

1. Excellence in supervision of student(s)
2. Years of service
3. Numbers of students supervised
4. Contribution to the programs and activities of the School
5. Support of the mission and objectives of the School
6. Excellence in practice

The field supervisor's agency will be notified of the award so representatives may be present when the award is presented.

Assignment of Students to Field Placements

Relationship Between the Degree Plan and Field Internship

Volunteer learning opportunities are included in Introduction to Social Work. Service learning opportunities are included in Practice I and Practice II. Students will have opportunity in a variety of ways to interact in agencies, to observe the work of social workers, and to begin to practice skills under the direction and supervision of course faculty and agency personnel.

Baccalaureate field internship begins after the student has successfully completed the core Social Work courses. These include: Introduction to Social Work, Marriage and Family, Human Behavior and the Social Environment I and II, Policy, Research, and Practice I and II.

Field internship is the application of the knowledge and skills the student has obtained in the core classroom courses. The program includes two semesters of field instruction taken concurrently with other courses. Internship I and II each require the student to complete at minimum, 16 hours per week for 15 weeks (Summer, 28 hours per week for 10 weeks), for a minimum total of 240 hours per semester (280 summer hours) or 480 hours total. During the first semester field internship, the student is not permitted to take more than 15 semester hours (including field internship) without the consent of either the Director of Baccalaureate Field Education or Associate Dean for Baccalaureate Studies. Students taking summer field internship are not permitted to take more than one additional hour of coursework during the summer without the consent of either the Director of Baccalaureate Field Education or the Associate Dean for Baccalaureate Studies.

Because of the Baylor class schedule, most baccalaureate students are involved in their placements on Tuesdays and Thursdays and attend classes on Mondays, Wednesdays, and Fridays. Because field internship agencies provide services to school aged children and working people, working hours vary from agency to agency. The intern is expected to work out a time schedule with the agency and field instructor and to communicate specific scheduling needs to the Director of Baccalaureate Field Education before placement. Internship hours must be completed in blocks of at least four hours at a time. Exceptions must be approved by the Director of Baccalaureate Field Education. Internship hours must be completed across the semester of internship, ending no earlier than one week before the end date on the course outline.

All students are expected to complete internship hours across the course of the semester; students will not complete the internship more than one week prior to the official end of the internship and a liaison or field office representative must be available for consultation.

Field Orientation

Prior to beginning field internship, all students must attend a 2 1/2 hour field internship orientation. This orientation includes presentation of field policies, discussion of field requirements and evaluation, grading procedures, a description of the field faculty/liaison system, and a description of the current internship sites. Failure to attend this orientation will

prohibit entry into field internship and will therefore delay a student's course of study. The date, time and place of the field orientation is posted in the School of Social Work, in students' social work mail slots and is announced in the core courses. Students who miss the orientation may request of the Director of Baccalaureate Field Education to take the Field Orientation Replacement Exam, an exam on the field education policies in the *Catalog of the School of Social Work* and *Student Handbook*. A score of 85 or above will substitute for the required field orientation.

Field Application Process

Each baccalaureate student must first apply for admission to the field. The students are given field application materials during the field orientation. In addition to two copies of the completed application, each student is required to submit a grade audit, the transcript release form, and the shared information policy form, and a self addressed stamped envelope. Deadlines for submission of applications for all field application materials are final. Failure to submit materials by the posted deadline date results in not being eligible for placement in that specific semester. Deadlines for field applications are given in writing at the field orientation.

Field applications are reviewed by the Associate Dean for Baccalaureate Studies who certifies that the student meets the requirements for field education. Students are notified in writing of additional needed materials for their application to be further considered (e.g. interview, recommendation letter, etc.). Once the required items are received, the Associate Dean for Baccalaureate Studies will reconsider the applicant's readiness status. The application is then referred to the Field Education Committee for review.

The Field Education Committee will review all application materials. (Student representatives are excused from this session of the Field Education Committee.) Following this process, the field education office will notify all applicants by mail of their field admission status. Students are either admitted, denied admission, or admitted pending completion of some specification.

Admission to Field

Students who are admitted into the field program will be notified of acceptance to the field program. The Field Program office will discuss with the student any requirements for screening and/or criminal background checks at the agencies designated by the student as field placement preferences. The student will contact the agency and complete any required screening and background checks. Once the field office receives notice from the agency that the student's placement has been approved and confirmed, the student will receive a letter indicating their field agency assignment, supervisor, and contact information. Students contact the field agency and field instructor by the end of the semester of assignment to receive information regarding orientation, name badges, instructions, and directions. Field begins the first week of school in the subsequent semester. Completing orientation to the agency prior to the beginning of the semester is an asset in several placement sites. For example, Child Protective Services orientation and computer training is essential to being able to perform necessary tasks in the agency and hospital placements are facilitated by completed required JCAHO orientation before the beginning of the internship semester.

Students who are denied admission are informed in writing the concern of the Field Education Committee, and are directed to contact the Associate Director for Baccalaureate Studies and/or their faculty advisor.

Field Requirements and Considerations for Admission

1. Completion of the core social work courses listed previously in this *Handbook*.
2. Admission to the baccalaureate program verified by the Associate Dean for Baccalaureate Studies.
3. GPA of 2.7 in social work courses.
4. Recommendation from the Practice I and Practice II instructors, community service practicum supervisor, and one other faculty.
5. Minimum of a “B” in Practice II.
6. Completion of Field Orientation and required paperwork.

Agency Placement Considerations

Considerations by the Director of Baccalaureate Field Education in placing students are:

1. Available placements and supervisors who have a formal contract with the University and School of Social Work to provide social work internships.
2. Students' preferences for field placement settings. (These will be given serious consideration in field assignments. The final determination is the responsibility of the Director of Baccalaureate Field Education, based on the student's interests, strengths, and educational needs.)
3. Feedback from student's Practice instructors and other faculty who are familiar with the student's work in social work courses.
4. Evaluation feedback from Community Service supervisor(s).

Students may be asked to interview in an agency setting prior to placement.

Second Semester Field (Internship II)

The second semester field experience will generally be in the same setting as the first with a focus on depth of experience and new learning experiences in the agency. There may be times when the student or faculty member indicates a need for a different second internship placement. In these circumstances, second semester placements are individually tailored to bridge the student's past experiences and his/her immediate and long-term professional needs. The philosophy undergirding the placement process in this semester is to develop an experience that will build upon and enhance existing strengths and to prepare students for future social work practice. The Director of Baccalaureate Field Education retains responsibility for all placement decisions; however, student preferences are carefully considered.

The application for different second field site includes completion of a field choice form, the shared information form, and an assigned self awareness paper, which is given to the second

semester field instructor. Students are supplied with an outline for this paper. This paper also guides the development of the learning contract in the second semester of internship.

Additional Factors

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

1. The student's areas of interest.
2. Available transportation and distance of agency from school/home.
3. Special language requirements.
4. Special physical or other challenges of student and/or placement. (Students will not be placed with a primary client population when the student has identified with that client population as an area for personal counseling or therapy.)
5. Particular practice learning needs of the student as determined by the Practice and/or Lab faculty.
6. Specific hours required by the agency as related to student availability.
7. Students will NOT be able to serve as interns in an agency with their seminar faculty as field instructor or in the line of authority with the field instructor. This is to avoid dual relationships.

The field education office will make reasonable attempts to place a student in a field placement, to include arranging for interviews with supervisors in up to three agencies.

Placement decisions will be final when the paperwork is mailed to the student and to the agency.

Policy/Procedure for Change of Placement

A careful selection of social service agencies and instructors for the field internship is made by the School of Social Work. It is the policy and practice of the field office to assist students in working out any problems that arise in the placement. However, occasionally a student's educational needs cannot be met in an agency and a change of field placement is necessary, and may be considered for any of the following reasons:

Initiated by the student:

1. Change in personal circumstances (finances, transportation, health). (Not personal preference.)
2. Internal matters at the agency.
3. Change in personal circumstances for the field instructor.

4. Unethical behavior by the agency or supervisor

Initiated by the Field Instructor or Faculty Liaison:

5. Irreconcilable differences between student and Field Instructor.
6. Student's inability to perform the job requirements of the agency
7. Unethical behavior by the student
8. Student becoming a client of the agency

Procedure for Change:

1. The student must first discuss the desire for change of field placement and/or field instructor with the field instructor.
2. If the issues are not resolved, the student must discuss the concerns with the faculty field liaison. The liaison must review the concerns with both student and field instructor before making a formal recommendation to the Director of Baccalaureate Field Education.
3. After consultation with the faculty field liaison, the Director of Baccalaureate Field Education may meet with the student and/or the field instructor with the liaison and will make a decision regarding the requested change.
4. If the field instructor initiates the request change, the matter must be discussed with the student and then with the faculty liaison.
5. A conference with the student, field instructor, faculty liaison and Director of Baccalaureate Field Education will take place. The Director of Baccalaureate Field Education will evaluate the information shared and arrive at a decision regarding the desired change. Efforts will be directed toward working through problems in the placement. Whenever possible, efforts will be made for transitions that best meet the needs of the clients, the agency and the intern. See the Memorandum of Agreement for specific contractual agreement.
6. The Director of Baccalaureate Field Education will notify all parties of the decision regarding a placement change and establish a plan with the appropriate parties to implement the decision.
7. The Associate Dean for Baccalaureate Studies will be made aware of the student's or field instructor's request and the disposition.

If the situation is not resolved to the satisfaction of the student, the Grievance Procedures of the program are to be followed. These are outlined in the *School of Social Work Catalog*.

Policy/Procedure for Unsatisfactory Progress in the Placement

When a student is not making satisfactory progress or doing satisfactory work in the agency, the field instructor and/or task supervisor should notify the faculty liaison as soon as possible.

Unsatisfactory work includes performance problems like repeated tardiness or absence and late assignments as well as inadequate demonstration of professional knowledge, skills, or values or serious problems with colleagues or supervisors. The faculty liaison will schedule a conference with the field instructor, and subsequently with the student to discuss the problem(s) and update the learning contract to address the problem(s). This information will be communicated to the Director of Baccalaureate Field Education who may be included in any subsequent meetings.

The student will receive formal notification by letter regarding the specific concerns and the specific changes necessary. If the student does not meet the requirements of the updated learning contract and those in the formal notification, the student will receive a failing grade for the placement. If the student may meet the objectives with additional time and work, an “Incomplete” may be given at the discretion of the seminar faculty member and the field office with contracted, specific requirements for successful completion of the placement. This will be dependent on the willingness of the agency, the field instructor’s ability to give the extra time required, and the student’s commitment to and investment in the continued learning requirements.

Field Liaison Visits

The faculty field liaison assists the field instructor in individualizing the student intern’s learning plan and contract. Additionally, the liaison may function as a “bridge” between the academic world of the student and the professional world of the placement. The liaison will be prepared to communicate the curriculum plan, the mission and the theoretical underpinnings of the School of Social Work. The liaison will maintain contact with the agency and field instructor and will visit the field placement setting during the semester to assist with the learning contract, the evaluation process, and any problems/concerns that may arise during the placement. The liaison may schedule a visit to observe the student interacting with client(s) with the agency’s permission and with observation status only. Any questions or concerns regarding the liaison should be addressed to the Director of Baccalaureate Field Education.

Educational Policies

Learning Contract and Mid Term Evaluation

The Learning Contract is a working document designed to give direction and structure to the internship experience. It is the joint responsibility of the student and field instructor to negotiate this contract within the first few weeks of placement. The student is responsible for submitting a copy of the Learning Contract to the faculty field liaison. The faculty field liaison utilizes the contract in his/her joint efforts with the student and field instructor to ensure a cohesive and progressive training experience. A separate contract is written to cover each semester of field internship.

The Learning Contract/Mid-Term/Final Evaluation Form will be posted on Black board and will be given to each student in the integrative field seminar at the beginning of each semester. A

copy of the Learning Contract/Mid term/Final Evaluation Form is included in the Appendix of the Student Handbook. The Learning Contract/Mid-term/Final Evaluation Forms consist of the program's learning objectives operationalized with tasks the student will be engaged in as an intern. The form provides the student with the opportunity to identify strengths and limitations and then develop a plan for specific tasks and behaviors to address areas of limitation and growth. The Learning Contract, with specific tasks and behaviors for each learning goal, is to be updated at least at the time of the mid-term evaluation, and as often during the semester as is necessary.

Evaluation Procedures

Evaluation of the student's performance in the field agency by the field instructor is to be an ongoing process through which the student receives continued assessment of his/her performance. Feedback is given orally, in writing on documentation assignments and process recordings, and in writing on the Learning Contract/Mid-Term and Final Evaluation Form provided by the program. Evaluation includes the following components:

1. Participation by the student in all steps of the evaluation process is essential if the evaluation is to achieve its purpose.
2. Responsibility for the Mid-term and Final Evaluation must be placed with the field instructor. However, the student has a right to express difference and have this difference recorded. The student will read the written evaluation and will sign it to indicate that he/she has read it, prior to transmittal of the evaluation to the faculty field liaison by the field instructor. Space is provided on the evaluation form for students to write their comments. Students are encouraged to write their response to the evaluation even if they fully agree with the instructor's comments.
3. Evaluation should determine and clarify not only the student's current performance, but progress that needs to be made within a specified period in the future. The evaluation at mid-term should not only address the current grade assessment of the student, but also the specific tasks and behaviors to be demonstrated by the end of the semester for improved grading, and more importantly, improved practice.
4. There should be no surprise in the Final Evaluation, since progress should be evaluated on an on-going basis.
5. The instructor must sign the evaluation form prior to submitting it to the faculty field liaison, and there is also space provided for the faculty liaison to write comments.

Evaluation Principles

1. Evaluation must assess not only where the student is in relation to defined goals, but must help her/him identify factors that facilitated and/or interfered with his/her performance.
2. It is imperative that the field instructor notify the faculty field liaison immediately if there is an indication that the student's performance is less than satisfactory at mid-term.
3. If the student's performance at mid-term (or at any point in the semester) is assessed by the field instructor as less than satisfactory, the faculty field liaison shall inform the Director of Baccalaureate Field Education. The field liaison shall aid the student and field

instructor in the development of a plan of action to help the student achieve an acceptable level of performance. The student is expected to participate actively in this conference and to prepare a self-assessment of his/her performance in preparation for it. This not only encourages the student to develop an awareness of his/her own progress, but also provides for a more meaningful exchange between student and field instructor.

4. The plan of action is prepared in writing by the faculty field liaison with a copy sent to the student, field instructor and Director of Baccalaureate Field Education. This plan of action should also be reflected in the updated Learning Contract.
5. A final conference between the field instructor, student and faculty field liaison is to be held prior to the end of the semester to evaluate the student's progress.

Placement Disruption

When disruption or difficulties occur, the liaison will work with the student and the field instructor to resolve it. Difficulties that may occur in a placement include:

- a. Student personal issues: The liaison may recommend counseling and/or modification of the learning contract to accommodate learning.
- b. Student performance: The liaison will document performance difficulties and remedial plans through deficiency reports, evaluations, letters, and recommendations for remedial work.
- c. Field instructor leaving the agency: The liaison will work with the agency to identify an appropriate replacement supervisor and facilitate the transfer of evaluation information.

Removal of a Student from Field Internship

A student may be removed from the field agency at any time by the field instructor and/or agency representative (such as the task supervisor) for documented unprofessional conduct or for lack of progress in achieving field internship learning objectives. These violations may be academic or reflective of professional comportment in nature. Academic violations would include violations of professional code of ethics, agency policies, and field internship policies. A written statement and, if appropriate, the Evaluation Form will be prepared by the field instructor in consultation with the faculty field liaison attesting to this action. These items will be placed in the student's file.

Examples of circumstances leading to removal of a student from field placement include:

1. Student request
2. Failure to abide by the NASW and/or Texas State Board of Social Worker Examiners Code of Ethics
3. An attempt to harm oneself or someone else.
4. Excessive tardiness or absence from the agency, especially without notification.
5. Inappropriate or unprofessional behavior in connection with the field placement.
6. Inability, because of illness or other circumstance, to meet the necessary job requirements of the placement.

The final decision regarding removal from field will be made by the Director of Baccalaureate Field Education. The student may appeal the decision according to the program and University grievance policy. The possibility of return to field will depend on the seriousness of the

problem. The student may apply to return to field. The Director of Baccalaureate Field Education, Associate Dean of Baccalaureate Studies and field faculty will decide on the appeal and decide on conditions of return if approved.

**Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) are available in the Appendix and online at www.csw.org.*

Administrative Policies

Holidays

Students in the field are entitled to observe all University holidays except Diadeloso. Baylor University holidays are published in the Schedule of Classes and the semester-by-semester Field Instructor's Handout. In the event that an agency holiday which is not an official Baylor University holiday falls on a scheduled internship day, the student must make up such hours as agreed upon by the student and field instructor.

Inclement Weather

In the event of inclement weather that restricts travel, the student shall first follow the University ruling. If the University and the agency are closed, the student is excused from his/her placement, and is not required to make up the hours. If the University is closed, but the agency is open, the student may elect, with the permission of agency-based field instructor or task supervisor not to go to the agency, but the time missed must be made up. If the agency is closed, but the University is open, the student is also required to make up the missed time.

For placements out of Waco and McLennan County, the student shall follow the agency ruling. If the agency is closed, the student is excused from the placement and is not required to make up the hours. If the agency is open but the student is unable to safely go to the agency, the hours may be made up when travel can be accomplished safely. The student shall notify the agency and make arrangements for rescheduling client appointments and other work responsibilities.

Dress Code

Students are expected to abide by the dress code of the agency. Students are responsible for dressing professionally remembering that they represent the professional staff of the agency and that they represent the School of Social Work. Modest professional dress that is consistent with the policy of the agency and reflects professionalism is expected of all students in the field.

Sick Leave

In the case of illness or injury necessitating absence from the field setting, students shall notify the field instructor at the earliest possible time and take responsibility for canceling or rescheduling appointments and/or meetings. Hours missed must be made up within two weeks of the day(s) missed, and at the time agreed upon by the student and field instructor. If the student misses more than two consecutive days, or more than three days collectively at any

point during the semester, the field liaison shall be notified by the student and by the field instructor. Students shall follow the policies of the agency regarding working when ill.

Travel

It is the student's responsibility to secure transportation to and from the field setting. It is also the student's responsibility to provide his/her own liability insurance coverage for agency-related travel if no such coverage is provided by the agency. The Baylor School of Social Work does not reimburse students for the use of their automobiles or for other expenses incurred in the conduct of agency business. Agencies are encouraged but not required to reimburse interns for mileage for agency business. It is the strong recommendation of the School of Social Work that interns not transport clients in their own vehicles. Baylor University does not provide any coverage for transportation of clients. Interns who transport clients do so under their own automobile insurance and at their own risk.

Students may travel with agency representatives on agency business. Any field internship trips out of the area must be reported to the field liaison prior to the trip and must be reflected on the learning contract. The student is responsible for communicating with the field liaison any plans to travel as part of the field internship out of the local service area. Students will not share overnight accommodations with field instructors or field supervisors or anyone with supervisory responsibility or authority over the student.

Professional Liability Insurance

The University provides limited professional liability insurance coverage for students involved in professional field internships in the United States. This insurance includes coverage for professional activities required as part of the educational experience only. The School of Social Work has been assured by duly appointed University administrators that this coverage is adequate and will cover both in compensated and uncompensated placements. However, the faculty strongly recommends each student also purchase his/her own professional liability insurance through NASW or a comparable professional group or private insurance firm. Students should also ask the agency about availability of professional liability or malpractice insurance coverage provided by the agency. The limited professional liability insurance coverage provided by the University does not cover internship activities outside of the United States.

Personal Safety Guidelines

Student interns are provided information in textbooks and in class regarding personal safety guidelines. Students are encouraged to be aware that social work practice includes some potential for risk to personal safety. It is the responsibility of the student to assess the risk of environmental factors and to take precautions for personal safety. A guide for discussion of safety in the agency is provided in the *Appendix* and online. This guide is for discussion and not intended to be prescriptive for agencies. Additionally, students should request in-service training and orientation in the agency regarding the particular personal safety information in that setting. The student should review the personnel policies and safety guidelines of the agency before any work with the agency begins. Students are expected to follow the recommended safety guidelines of the practice setting rigorously, and additionally to use discernment when making

home visits or delivering services in the community. Students should always let someone in the agency know where s/he will be when working outside of the agency offices. Students have the right and the responsibility to report any unsafe situation to a supervisor and request alternate assignment. They have the right and responsibility to appeal to the liaison or Director of Baccalaureate Field Education if they have concerns about the response to their request. Finally, students are expected to follow the infection control guidelines of the agency to protect from contagious diseases. A guideline for Social Worker Safety written and provided by permission of Dr. Isaac Gusukuma is provided in the Appendix of the *Baccalaureate Student Handbook* to assist students with personal safety protection.

Students in placements outside the local area (150 mile radius of the School) will follow Baylor's "Off-Site Academic Programs Within the United States Policy":

Academic programs may require academic credit through experience in clinical or other business locations that are not part of Baylor facilities. Such off-site programs may place a single student participant in an off-site location without the presence of Baylor faculty or support. Student participants in off-site programs are encouraged to plan carefully all aspects of the off-site experience to maximize the academic experience and minimize any potential safety or health problems. The following guidelines emphasize student responsibility for planning and for communicating during the program and in the event of any emergency.

1. Know how to obtain emergency health and law enforcement services off site.
2. Obtain, read and carefully consider materials related to the off-site location, particularly those materials relating to safety and health issues in the off-site program and locale.
3. Consider your health and personal circumstances when applying for or accepting placement in the off-site program.
4. Make available to the off-site program and Baylor accurate and complete physical and mental health information and any other personal data that is necessary to plan a safe and healthy off-site program experience.
5. Assume responsibility for all the elements necessary for personal preparation for the off-site program.
6. Participate fully in any orientations by the off-site program and Baylor.
7. Obtain or maintain appropriate insurance coverage, particularly health insurance in the event of sickness or injury during the program.
8. Inform next of kin and others with a need to know about participation in the off-site program.
9. Provide next of kin and Baylor's program director with emergency contact information, and keep them informed on an ongoing basis.

10. Understand and comply with the off-site program's terms of participation, codes of conduct, and emergency procedures, as well as Baylor's terms of participation, codes of conduct, and emergency procedures. (Baylor's codes of conduct apply off site.)
11. Be aware of local conditions that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the off-site program and Baylor.

Inform Baylor Department of Public Safety (254) 710-2222 or the Baylor program director of an emergency or if you need assistance.

International Field Internships

International field internship experiences must include approval through Baylor University's International Programs office. Contact the Coordinator of International Programs at 710-1461. Students must follow all safety requirements established through that office. The approval process may take several weeks so students should be planning with the Director of Baccalaureate Field Education and the Office of International Programs before final decisions around internships are made.

Students participating in international travel as a part of their internship will follow all Baylor University and agency policies and procedures regarding travel abroad.

Field Grievance Policy

The Baylor University School of Social Work Grievance Policy is found in the *School of Social Work Catalog*. The University's grievance policy is in the *University Student Handbook*. It is the student's responsibility to be familiar with these policies and to initiate implementation when needed.

In instances where a student's rights have been allegedly denied or violated with respect to his/her field experience, the student should formally discuss the issue with her/his task supervisor and field instructor. If the student feels that the meeting does not provide a satisfactory resolution, the student should request a meeting with her/his field instructor and faculty field liaison. If this meeting does not lead to a satisfactory resolution of the issue, the faculty field liaison will schedule a meeting with the Director of Baccalaureate Field Education, field instructor, and the student. If resolution is not reached, the student may request in writing a meeting with the Associate Dean for Baccalaureate Studies, Director of Baccalaureate Field Education, faculty liaison, and field instructor. If this meeting does not result in a satisfactory resolution for the student, she/he may request in writing to discuss the issue with the Dean of School of Social Work. The student also has the option of filing a grievance with the Academic Appeals Committee as prescribed in the *Baylor University Student Handbook*.

Confidentiality

The NASW Code of Ethics serves as our guide for confidentiality in all aspects of the field experience. Students sign a release of information (Information Sharing Form) which makes provision for discussion of the student's learning needs and successes and information pertinent

to the field education experience and client services among the social work faculty and the field personnel. Students are also bound by the Code of Ethics pertaining to confidentiality in matters relating to clients both in contacts as part of the agency, and in contacts within the educational setting, including the integrative seminar. A breach in confidentiality can be grounds for termination and could even be grounds for reporting professional malpractice. Students are required to know and abide by the agency's policies regarding confidentiality, specifically with regard to documentation, clients' records, and informed consent to make referrals and release information.

Within the educational context, there will, of necessity be discussion regarding clients and the intern's practice. The intern is expected to protect the client's identity in those discussions and on process recordings by disguising names and situations, not revealing information that is not pertinent to the discussion, and following agency policy regarding documentation. Additionally, seminar participants are expected to protect client information discussed during the processing portion of the seminar.

Sexual Harassment

The School of Social Work endorses the Baylor University policy prohibiting sexual harassment and expects that the field environment will be free from sexual harassment. Interns are encouraged to examine policy within the agency regarding sexual harassment and should notify the faculty liaison and the Director of Baccalaureate Field Education immediately in the event there is any incident which appears to involve sexual harassment.

*NASW Code of Ethics and Texas State Code of Ethics are both available in the Appendix of the *Student Handbook* and on the School of Social Work website.

Field Internship Seminars

Each semester of field placement is accompanied by an integrative seminar. These seminars provide support to the internship learning process.

Baccalaureate Internship I Seminar

This seminar is a required course for all baccalaureate social work majors, taken in conjunction with their first semester of supervised field instruction.

An attempt is made, with University approval, for the number of students enrolled in each section of the seminar to remain at a maximum of twelve students. The seminar is typically held every week for two hours each meeting time. Most meeting times are split between a topical lecture/class discussion, and group processing time. The group processing time is spent reflecting on the internship experience and applying the lecture material to the student's field internship experience. For example, if the topical discussion has been about supervision, the group time may be spent discussing each student's field supervision experience. The topical lectures may be led by a community practitioner with expertise in the identified area, and the group processing time is led by a social work faculty member. Students may be asked to facilitate the group processing time.

Baccalaureate Internship I Seminar Outcomes:

Seminar Objectives:

1. Provide classroom support for the field experience.
2. Facilitate the integration of all aspects of social work education with field practice.
3. Promote the opportunity for continued professional and personal growth through continuous consultation with the instructor, community social workers, and fellow students.
4. Expose students to a variety of practice areas and experiences through seminar discussions and case presentations.
5. Provide the opportunities for continued development of assessment and helping skills.
6. Provide an experience in group process through the use of the seminar group process.
7. Give the students the experience and understanding of the function of the social service agency within the larger system.
8. Prepare for the state licensure exam.
9. Begin to prepare for the oral competency process, including beginning the oral competency papers.

Internship objectives and outcomes:

The successful Field Internship I student will:

1. Apply critical thinking skills at an entry level within the context of professional social work practice.
2. Understand and interpret the history of the social work profession and its impact within their agency context.
3. Apply at an entry level the knowledge and skills of generalist social work practice using a strengths-oriented, spiritually-sensitive, and community-building ecological systems perspective with systems of all sizes and clients across the lifespan.
4. At an entry level, analyze, formulate, and influence social policies.
5. At an entry level, evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
6. At an entry level, use supervision and consultation appropriate to social work practice.
7. At an entry level, use communication skills differentially at an entry level across client populations, colleagues, and communities.

8. Practice at an entry level without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender (social role expectations), marital status, national origin, race, religion, sex (biology), and sexual orientation.
9. At an entry level, use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life course and the interactions among individuals, families, groups, organizations, and communities.
10. At an entry level, understand the value base of the profession and its ethical standards and principles, including the integration of personal worldview, political, spiritual, religious and professional values, and practice accordingly.
11. At an entry level, understand and demonstrate at an entry level knowledge and appreciation of the organizational contexts of social work practice including religious settings, and the changing nature of those contexts.
12. At an entry level, function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. At an entry level, intervene appropriately in systems of power and leadership, work with committees, and seek funding and develop resources effectively.
14. At an entry level, demonstrate a developing self-awareness, the ability to be self-critical, ability to identify impact of life experience and stereotypical thinking, and the ability to use self in generalist social work practice.
15. Effectively apply at an entry level an understanding of the roles of spirituality and religion in social work practice with individuals, families, groups, organizations, and communities.
16. At an entry level, understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Baccalaureate Internship II Seminar

This seminar is a required course for all baccalaureate social work majors, taken in conjunction with their second semester of supervised field instruction.

The second semester seminar is designed to build on the first semester seminar and field experiences. Students are encouraged to remain with the same group they participated in for the first semester seminar. Similar to the first seminar, an attempt is made, with University approval, for the number of students enrolled in each section of Field Internship Seminar II to remain at a maximum of twelve students. This seminar is typically held every week for two hours each meeting time. Again, most meeting times are split between a topical lecture/class discussion, group processing time, and student presentations.

The group processing time is spent applying the lecture material to the student's field internship experience. The topical lectures may be led by a community practitioner with expertise in the identified area, and the group processing time is led by a social work faculty member and/or a seminar student gaining experience in group facilitation.

Internship II Seminar Objectives

Seminar Objectives:

1. Provide classroom support for the field experience.
2. Facilitate the integration of all aspects of social work education with field practice.
3. Promote the opportunity for continued professional and personal growth through continuous consultation with the instructor, community social workers, and fellow students.
4. Expose students to a variety of practice areas and experiences through seminar discussions and case presentations.
5. Provide opportunities for continued development of assessment and helping skills.
6. Provide an experience in group process through the use of the seminar group process.
7. Provide an added emphasis on the attitudes, values and ethics of social work practice as they relate to diverse groups of people.
8. Encourage the state licensure process including the state licensure exam.
9. Successfully complete the oral competency process.
10. Provide discussion around the integration of faith and practice including exposure to practice in a congregational context or faith based organization.
11. Successfully complete all of the program goals and objectives in the field internship.

Internship Objectives:

The successful Field Internship II student will:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand and interpret the history of the social work profession and its impact within their agency context.
3. Apply the knowledge and skills of generalist social work practice using a strengths-oriented, spiritually-sensitive, and community-building ecological systems perspective with systems of all sizes and clients across the lifespan.
4. Analyze, formulate, and influence social policies and their impact on clients and the agency.

5. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
6. Use supervision and consultation appropriate to social work practice.
7. Use communication skills differentially across client populations, colleagues, and communities.
8. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender (social role expectations), marital status, national origin, race, religion, sex (biology), and sexual orientation.
9. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life course and the interactions among individuals, families, groups, organizations, and communities.
10. Understand the value base of the profession and its ethical standards and principles, including the integration of personal worldview, political, spiritual, religious and professional values, and practice accordingly.
11. Understand and demonstrate knowledge and appreciation of the organizational contexts of social work practice including religious settings, and the changing nature of those contexts and the impact on client populations and the agency.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Intervene appropriately in systems of power and leadership, work with committees, and seek funding and develop resources effectively.
14. Demonstrate a developing self-awareness, the ability to be self-critical, ability to identify impact of life experience and stereotypical thinking and the ability to use self in generalist social work practice.
15. Effectively apply an understanding of the roles of spirituality and religion in social work practice with individuals across the life course, families, groups, organizations, and communities.
16. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Volunteer and Service Learning

Volunteer Learning

Students in the Introduction to Social Work course begin to examine social work contexts of practice and decide about applying to the major. This examination and decision process is enhanced when students have some exposure to social service contexts. Students in the Introduction course will choose a voluntary setting in which to provide 30 hours of observation or volunteer work. Assignments and class discussion will draw on the volunteer experience. This volunteer work will be with the student's choice of location and will not involve placement by the Field education program in an approved agency. Students who request assistance from the Field office will be provided a list of social service agencies that have utilized students as volunteers in the past.

Service Learning

Service learning is a deliberate connection between classroom learning and exposure to social service and social work delivery. Service learning provides students with an opportunity to be in a social service agency affiliated with the School of Social Work, to observe a social worker or social service worker in their role(s) with clients, and to reflect in classroom in discussions and assignments on those observations and interactions. When possible, social service learning includes the opportunity for students to begin to use their developing social work skills for interaction with clients in the agency. Tasks for service learning students are limited to those that do not require completion of practice courses and must be performed under the supervision of agency staff, preferably social work staff.

Students in Practice I courses will be assigned to a service learning agency affiliated with the Field education program. Students will spend 32 hours in the agency involved in observation of a social worker, learning about the agency, providing volunteer and clerical assistance and/or beginning interviewing with clients. Assignments connecting the service learning experience to the classroom will be outlined in the syllabus. The Practice I faculty member will oversee the service learning experience with consultation as needed from the Director of Baccalaureate Field Education.

Students in Practice II courses will be assigned to a service learning agency affiliated with the Field education program. Students will spend 32 hours in the agency involved in observation of a social worker, learning about the agency, and/or beginning interviewing with clients. Assignments connecting the service learning experience to the classroom will be outlined in the syllabus. The Practice II faculty member will oversee the service learning experience with consultation as needed from the Director of Baccalaureate Field Education.

Appendix

**Baylor University School of Social Work
Field Education Program**

**[] SWO 4491 Field Internship I
[] SWO 5491 Foundation Field Internship I**

Field Internship I Learning Contract, Mid-Term and Final Evaluation

Student: _____ **[] Fall [] Spring [] Summer**

Field Liaison: _____ **Seminar Faculty:** _____

Agency: _____ **Field Instructor:** _____

[] Task Supervisor: _____ **[] Field Specialist:** _____

Learning Contract: _____ **Mid-term:** _____
Date(s) and Initials **Date(s) and Initials**

PERFORMANCE MEASURES AND METHODS

List **measures and methods** which indicate the ways by which the student's performance **will be evaluated** in relation to the achievement of objectives. Such measures will include process recordings while methods may include direct instructor observation, staff feedback, supervisory conferences, presentations, or client response.

Measures

1. Process Recordings
2. Mid term and Final Evaluations

Methods

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

INSTRUCTIONS

The *learning contract* and *midterm evaluation* AND **final evaluation** form are combined in a working document designed to give direction and structure to the field experience. It is the joint responsibility of the student and field instructor to negotiate the learning contract portion **within the first three weeks** of the placement. The student should have a copy of this document prior to the initial visit with the field liaison each semester. The student is responsible for providing a copy to the field liaison.

The learning contract is developed around program objectives outlined in this form. The student should begin the form by assessing readiness for field by describing his/her social work *strengths* and *limitations*. Students and field instructors should then review the program objectives and how those objectives can be operationalized in the agency. The student and field instructor will identify tasks that the student will engage in during the internship. Each task will be followed with the number of the objectives addressed by that task. The tasks should be clearly stated, feasible, and, where possible, placed within a time frame. The student should use the learning contract and evaluation tool for self-evaluation *throughout the entire course*. The field instructor, task supervisor, field liaison, and student are requested to discuss and examine each learning objective and outcome and provide feedback on how the objective is being met. **These will be updated by the student and field instructor at midterm and as needed throughout the semester.**

The field instructor will complete the mid term and final evaluations with numeric scores and recommended letter grades. **A=95; B+=89; B=84; C+=79; C=74; D=66**

The field instructor will also score the student on each objective as part of the final evaluation. Each student is required to minimally meet expectations on **each** task in order to successfully complete the semester. If a student is not meeting expectations on the tasks, which are directly tied to the learning objectives, the learning contract will need to be updated to focus on that learning. Although the completion of the evaluation form is expected to be a cooperative effort between the student and the field instructor, the field instructor is ultimately responsible for rating, documenting, and summarizing the student's performance and recommending a grade. Final responsibility for the grade rests with the faculty field liaison.

Summary

1. **Intern and field instructor discuss Performance Measures for the semester.**
(Week 1)
2. **Intern completes Strengths and Limitations.** (Week 2)
3. **Intern and field instructor complete learning contract, dating and listing specific tasks to be completed during the internship citing the learning objectives addressed by each task.** (Week 3)
4. **Intern and field instructor update the learning contract, i.e. tasks and behaviors as needed throughout the semester.**
5. **Field instructor completes the mid term evaluation and reviews it with the intern.**
6. **Intern and field instructor update the learning contract, i.e. tasks and behaviors based on the learning needs identified in the mid term.**
7. **Field instructor completes the final evaluation and reviews with intern.**

The Learning Contract and Evaluation Tool begins with the student's assessment of readiness for field internship by describing strengths and limitations. Students should review the 16 objectives prior to addressing strengths and limitations.

Student's assessment of own strengths toward accomplishing the 16 learning objectives:

Student's assessment of own limitations impacting accomplishing the 16 learning objectives:

Tasks and Scoring

Please write down **all** tasks that the students will be engaged in during the internship. You may add tasks as the semester progresses. There is no minimum or maximum number of tasks but **ALL OBJECTIVES MUST BE ADDRESSED BY AT LEAST ONE TASK**. Behind each task, put the number of the corresponding objective(s). See Resource for Baccalaureate and Foundation Learning Contract for samples and for operationalization of each objective.

Please score for each task at midterm and at final evaluation. Scores range from 0 through 10 with the following general indicators:

- 0 Does Not Meet Expectations;
- 3 Minimally Meets Expectations;
- 6 Meets Expectations;
- 9 Exceeds Expectations;

1. **Midterm**

0 1 2 3 4 5 6 7 8 9 10

Final

0 1 2 3 4 5 6 7 8 9 10

2. **Midterm**

0 1 2 3 4 5 6 7 8 9 10

Final

0 1 2 3 4 5 6 7 8 9 10

3. **Midterm**

0 1 2 3 4 5 6 7 8 9 10

Final

0 1 2 3 4 5 6 7 8 9 10

4. **Midterm**

0 1 2 3 4 5 6 7 8 9 10

Final

0 1 2 3 4 5 6 7 8 9 10

5.

Midterm

0 1 2 3 4 5 6 7 8 9 10

Final

0 1 2 3 4 5 6 7 8 9 10

6.

Midterm

0 1 2 3 4 5 6 7 8 9 10

Final

0 1 2 3 4 5 6 7 8 9 10

7.

Midterm

0 1 2 3 4 5 6 7 8 9 10

Final

0 1 2 3 4 5 6 7 8 9 10

The successful Field Internship I student will:

1. At an entry level, apply critical thinking skills within the context of professional social work practice. 1 2 3 4 5 6 7 8 9 10
2. Understand and interpret, at an entry level, the history of the social work profession and its impact within their agency context. 1 2 3 4 5 6 7 8 9 10
3. At an entry level, apply the knowledge and skills of generalist social work practice using a strengths-oriented, spiritually-sensitive, and community-building ecological systems perspective with systems of all sizes and clients across the lifespan. 1 2 3 4 5 6 7 8 9 10
4. At an entry level, analyze, formulate, and influence social policies and their impact on clients and the agency. 1 2 3 4 5 6 7 8 9 10
5. At an entry level, evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. 1 2 3 4 5 6 7 8 9 10
6. Use supervision and consultation appropriate to 1 2 3 4 5 6 7 8 9 10

- social work practice at an entry level.
7. At an entry level, use communication skills differentially across client populations, colleagues, and communities. 1 2 3 4 5 6 7 8 9 10
 8. At an entry level, practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender (social role expectations), marital status, national origin, race, religion, sex (biology), and sexual orientation. 1 2 3 4 5 6 7 8 9 10
 9. At an entry level, use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life course and the interactions among individuals, families, groups, organizations, and communities. 1 2 3 4 5 6 7 8 9 10
 10. At an entry level, understand the value base of the profession and its ethical standards and principles, including the integration of personal worldview, political, spiritual, religious and professional values, and practice accordingly. 1 2 3 4 5 6 7 8 9 10
 11. At an entry level, understand and demonstrate knowledge and appreciation of the organizational contexts of social work practice including religious settings, and the changing nature of those contexts and the impact on client populations and the agency. 1 2 3 4 5 6 7 8 9 10
 12. Function within the structure of organizations and service delivery systems at an entry level and seek necessary organizational change. 1 2 3 4 5 6 7 8 9 10
 13. At an entry level, intervene appropriately in systems of power and leadership, work with committees, and seek funding and develop resources effectively. 1 2 3 4 5 6 7 8 9 10
 14. At an entry level, demonstrate a developing self-awareness, the ability to be self-critical, ability to identify impact of life experience and stereotypical thinking and the ability to use self in generalist social work practice. 1 2 3 4 5 6 7 8 9 10
 15. At an entry level, effectively apply an understanding of the roles of spirituality and religion in social work practice with individuals across the life course, families, groups, organizations, and communities. 1 2 3 4 5 6 7 8 9 10
 16. At an entry level, understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. 1 2 3 4 5 6 7 8 9 10

Midterm Grade and Comments for Growth: _____

Final Grade and Comments: _____

Field instructor - include areas of strengths, any concerns, and suggested focus for continued learning:

Task Supervisor - include areas of strengths, any concerns, and suggested focus for continued learning:

Student - include areas of strength, any concerns, and focus for continued learning, particularly toward the final evaluation.

<i>[IF YOU BELIEVE YOU DID NOT HAVE AN OPPORTUNITY TO DEMONSTRATE A PARTICULAR LEARNING OBJECTIVE, DESCRIBE HOW YOU ATTEMPTED TO CREATE OPPORTUNITIES AND COMPLETE TASKS, AND HOW YOU BROUGHT IT TO THE ATTENTION OF YOUR FIELD INSTRUCTOR.]</i>
--

Field liaison - include areas of strength, any concerns, and focus for continued learning:

Field Instructor's Signature
and Date

Task Supervisor's Signature
and Date

Student's Signature
and Date

Field Liaison's Signature
and Date

**Baylor University School of Social Work
Field Education Program**

**[] SWO 4492 Field Internship II
[] SWO 5492 Foundation Field Internship II**

Field Internship II Learning Contract, Mid-Term and Final Evaluation

Student: _____ **[] Fall [] Spring [] Summer**

Field Liaison: _____ **Seminar Faculty:** _____

Agency: _____ **Field Instructor:** _____

[] Task Supervisor : _____ **[] Field Specialist:** _____

Learning Contract: _____ **Mid-term:** _____
Date(s) and Initials **Date(s) and Initials**

PERFORMANCE MEASURES AND METHODS

List **measures and methods** which indicate the ways by which the student's performance **will be evaluated** in relation to the achievement of objectives. Such measures will include process recordings while methods may include direct instructor observation, staff feedback, supervisory conferences, presentations, or client response.

Measures

1. Process Recordings
2. Mid term and Final Evaluations

Methods

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

INSTRUCTIONS

The *learning contract* and *midterm evaluation* AND **final evaluation** form are combined in a working document designed to give direction and structure to the field experience. It is the joint responsibility of the student and field instructor to negotiate the learning contract portion **within the first three weeks** of the placement. The student should have a copy of this document prior to the initial visit with the field liaison each semester. The student is responsible for providing a copy to the field liaison.

The learning contract is developed around program objectives outlined in this form. The student should begin the form by assessing readiness for field by describing his/her social work *strengths* and *limitations*. Students and field instructors should then review the program objectives and how those objectives can be operationalized in the agency. The student and field instructor will identify tasks that the student will engage in during the internship. Each task will be followed with the number of the objectives addressed by that task. The tasks should be clearly stated, measurable, and time specific. The student should use the learning contract and evaluation tool for self-evaluation *throughout the entire course*. The field instructor, task supervisor, field liaison, and student are requested to discuss and examine each learning objective and outcome and provide feedback on how the objective is being met. **These will be updated by the student and field instructor at midterm and as needed throughout the semester.**

The field instructor will complete the mid term and final evaluations with numeric scores and recommended letter grades. **A=95; B+=89; B=84; C+=79; C=74; D=66**
Additionally, each student will be scored on each program objective.

Each student is required to minimally meet expectations on **each** task in order to successfully complete the semester. If a student is not meeting expectations on the tasks, which are directly tied to the learning objectives, the learning contract will need to be updated to focus on that learning. Although the completion of the evaluation form is expected to be a cooperative effort between the student and the field instructor, the field instructor is ultimately responsible for rating, documenting, and summarizing the student's performance and recommending a grade. Final responsibility for the grade rests with the faculty field liaison.

Summary

1. Intern and field instructor discuss Performance Measures for the semester.
(Week 1)
2. Intern completes Strengths and Limitations. (Week 2)
3. Intern and field instructor complete learning contract, dating and listing specific tasks to be completed during the internship citing the learning objectives addressed by each task. (Week 3)
4. Intern and field instructor update the learning contract, i.e. tasks and behaviors as needed throughout the semester.
5. Field instructor completes the mid term evaluation and reviews it with the intern.
6. Intern and field instructor update the learning contract, i.e. tasks and behaviors based on the learning needs identified in the mid term.
7. Field instructor completes the final evaluation including scoring performance on tasks and on objectives and reviews with the intern.

The Learning Contract and Evaluation Tool begins with the student's assessment of readiness for field internship by describing strengths and limitations. Students should review the 16 objectives prior to addressing strengths and limitations.

Student's assessment of own strengths toward accomplishing the 16 learning objectives:

Student's assessment of own limitations impacting accomplishing the 16 learning objectives:

Tasks and Scoring

Please write down **all** tasks that the students will be engaged in during the internship.

You may add tasks as the semester progresses. There is no minimum or maximum number of tasks but **ALL OBJECTIVES MUST BE ADDRESSED BY AT LEAST ONE TASK.** Behind each task, put the number of the corresponding objective(s). See Resource for Baccalaureate and Foundation Learning Contract for samples and for operationalization of each objective.

Please score for each task at midterm and at final evaluation. Scores range from 0 through 10 with the following general indicators:

- 0-2 Does Not Meet Expectations;
- 3-5 Minimally Meets Expectations;
- 6-8 Meets Expectations;
- 9-10 Exceeds Expectations;

1.	<p>Midterm</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>Final</p> <p>0 1 2 3 4 5 6 7 8 9 10</p>
2.	<p>Midterm</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>Final</p> <p>0 1 2 3 4 5 6 7 8 9 10</p>
3.	<p>Midterm</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>Final</p> <p>0 1 2 3 4 5 6 7 8 9 10</p>
4.	<p>Midterm</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>Final</p> <p>0 1 2 3 4 5 6 7 8 9 10</p>

5.	Midterm	0 1 2 3 4 5 6 7 8 9 10
	Final	0 1 2 3 4 5 6 7 8 9 10
6.	Midterm	0 1 2 3 4 5 6 7 8 9 10
	Final	0 1 2 3 4 5 6 7 8 9 10
7.	Midterm	0 1 2 3 4 5 6 7 8 9 10
	Final	0 1 2 3 4 5 6 7 8 9 10
8.		
9.		
10.		

FINAL EVALUATION ONLY

The successful Field Internship II student will:

1.	Apply critical thinking skills within the context of professional social work practice.	1 2 3 4 5 6 7 8 9 10
2.	Understand and interpret the history of the social work profession and its impact within their agency context.	1 2 3 4 5 6 7 8 9 10
3.	Apply the knowledge and skills of generalist social work practice	1 2 3 4 5 6 7 8 9 10

- using a strengths-oriented, spiritually-sensitive, and community-building ecological systems perspective with systems of all sizes and clients across the lifespan.
4. Analyze, formulate, and influence social policies and their impact on clients and the agency. 1 2 3 4 5 6 7 8 9 10
 5. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. 1 2 3 4 5 6 7 8 9 10
 6. Use supervision and consultation appropriate to social work practice. 1 2 3 4 5 6 7 8 9 10
 7. Use communication skills differentially across client populations, colleagues, and communities. 1 2 3 4 5 6 7 8 9 10
 8. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender (social role expectations), marital status, national origin, race, religion, sex (biology), and sexual orientation. 1 2 3 4 5 6 7 8 9 10
 9. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life course and the interactions among individuals, families, groups, organizations, and communities. 1 2 3 4 5 6 7 8 9 10
 10. Understand the value base of the profession and its ethical standards and principles, including the integration of personal worldview, political, spiritual, religious and professional values, and practice accordingly. 1 2 3 4 5 6 7 8 9 10
 11. Understand and demonstrate knowledge and appreciation of the organizational contexts of social work practice including religious settings, and the changing nature of those contexts and the impact on client populations and the agency. 1 2 3 4 5 6 7 8 9 10
 12. Function within the structure of organizations and service delivery systems and seek necessary organizational change. 1 2 3 4 5 6 7 8 9 10
 13. Intervene appropriately in systems of power and leadership, work with committees, and seek funding and develop resources effectively. 1 2 3 4 5 6 7 8 9 10
 14. Demonstrate a developing self-awareness, the ability to be self-critical, ability to identify impact of life experience and stereotypical thinking and the ability to use self in generalist social work practice. 1 2 3 4 5 6 7 8 9 10
 15. Effectively apply an understanding of 1 2 3 4 5 6 7 8 9 10

- the roles of spirituality and religion
in social work practice with individuals across the
life course, families, groups, organizations, and
communities.
- | | | |
|-----|--|----------------------|
| 16. | Understand the forms and mechanisms of
oppression and discrimination and apply
strategies of advocacy and social change that
advance social and economic justice. | 1 2 3 4 5 6 7 8 9 10 |
|-----|--|----------------------|

Midterm Grade and Comments for Growth:_____

Final Grade and Comments:_____

Field instructor - include areas of strengths, any concerns, and suggested focus for continued learning:

Task Supervisor - include areas of strengths, any concerns, and suggested focus for continued learning:

Student - include areas of strength, any concerns, and focus for continued learning, particularly toward the final evaluation.

[IF YOU BELIEVE YOU DID NOT HAVE AN OPPORTUNITY TO DEMONSTRATE A PARTICULAR LEARNING OBJECTIVE, DESCRIBE HOW YOU ATTEMPTED TO CREATE OPPORTUNITIES AND COMPLETE TASKS, AND HOW YOU BROUGHT IT TO THE ATTENTION OF YOUR FIELD INSTRUCTOR.]

Field liaison - include areas of strength, any concerns, and focus for continued learning:

Field Instructor's Signature
and Date

Task Supervisor's Signature
and Date

Student's Signature
and Date

Field Liaison's Signature
and Date

Baylor University School of Social Work
Social Work 4491
Social Work Internship I Syllabus
Fall 2005

Prerequisites: Successful completion of all social work courses through SWO 4372, admission to the major, admission to the field education program, permission of the Associate Director of Field Education. 2.5 overall GPA, 2.7 social work GPA.

Professor: Kim Kotrla, Ph.D., LCSW
Office: Speight Plaza, SSW Room 131
Telephone: (254) 778-5142 (H); (254) 718-6446 (C)
Email: kotrlak@sbcglobal.net
Office Hours: Thursdays, 12:00-1:00pm; other times by appointment

Description and Purpose

Social Work 4491, Field Internship I, is a required course for all social work majors. It consists of a minimum of a 240-hour educationally-directed field practicum and an integrative seminar that meets 90 minutes every week for the entire semester. Meeting times will include topical lecture/class discussion, group presentations and group processing of the field placement experience. Students build upon knowledge and skills learned in HBSE I and II and Practice I and II sequences.

All students in the field are expected to apply classroom learning to practice with systems of all sizes in the field. Entry level competence is expected in the first field internship.

Course Objectives

The internship is a summative, integrative educational experience designed to further the achievement all of the foundation program objectives. Therefore the course objectives parallel the program objectives with the same number.

All students should be able to:

1. Apply critical thinking skills at an entry level within the context of professional social work practice. **(Critical Thinking)**
2. Understand and interpret the history of the social work profession and its impact within their agency context. **(Social Work Profession)**
3. Apply at an entry level the knowledge and skills of generalist social work practice using a strengths-oriented, spiritually-sensitive, and community-building ecological systems perspective with systems of all sizes and clients across the lifespan. **(Generalist Practice & Program Themes)**
4. At an entry level, analyze, formulate, and influence social policies. **(Social Policy)**
5. At an entry level, evaluate research studies, apply research findings to practice, and plan for the evaluation of their own practice interventions. **(Research)**
6. At an entry level, use supervision and consultation appropriate to social work practice. **(Supervision)**
7. Use communication skills differentially at an entry level across client populations, colleagues, and communities. **(Communication)**
8. Practice at an entry level without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender

(social role expectations), marital status, national origin, race, religion, sex (biology), and sexual orientation. **(Nondiscrimination & Diversity)**

9. At an entry level, use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life course and the interactions among individuals, families, groups, organizations, and communities. **(HBSE/Theoretical Frameworks)**
10. At an entry level, understand the value base of the profession and its ethical standards and principles, including the integration of personal worldview, political, spiritual, religious and professional values, and practice accordingly. **(Values & Ethics)**
11. Understand and demonstrate at an entry level, knowledge and appreciation of the organizational contexts of social work practice including religious settings, and the changing nature of those contexts. **(Organizational Context)**
12. At an entry level, function within the structure of organizations and service delivery systems and seek necessary organizational change. **(Organizational Change)**
13. At an entry level, intervene appropriately in systems of power and leadership, work with committees, and seek funding and develop resources effectively. **(Systems Change & Resource Development)**
14. At an entry level, demonstrate a developing self-awareness, the ability to be self-critical, and the ability to identify impact of life experience, stereotypical thinking, and the ability to use self in generalist social work practice. **(Use of Self)**
15. Effectively apply, at an entry level, an understanding of the roles of spirituality and religion in social work practice with individuals across the life course, families, groups, organizations, and communities. **(Spirituality & Religion)**
16. At an entry level, understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. **(Oppression & Social Justice)**

The seminar is designed to assist students in demonstrating competence in these sixteen objectives and to:

1. Provide classroom support for the field experience.
2. Apply and develop social work knowledge and practice skills.
3. Promote the opportunity for continued professional and personal growth.
4. Expose students to a variety of practice areas and experiences through seminar discussions and agency presentations.

Seminar Policies

Confidentiality

Due to the sensitive nature of the information that may be involved, no information shared by a seminar participant is to be discussed outside of the classroom, with other students. However, if, in the professional opinion of the seminar instructor, information shared by a student will enhance the student's performance in the field setting, the instructor may share this information with other faculty, including field faculty. Confidentiality should be protected in written work as well.

Attendance

1. Because this course is a seminar which requires class participation, it is essential for everyone to be present for each seminar meeting. Class attendance is required.

2. Students who will miss a seminar **must** communicate with the seminar faculty. Missing one seminar for any reason may result in the lowering of the final seminar grade by one letter. The School of Social Work and Baylor University's attendance policy requires that students cannot pass a course if they miss 25% or more of the class sessions. Consequently, missing two seminars may result in failure of the course. **Missing three seminars will result in failure of the course.**

Late Papers and/or Assignments

All assignments, including written papers/work and in-class presentations, are due at the beginning of class on their due date. Ten points will be deducted for any paper turned in late on the due date and an additional ten points for each subsequent day the paper is late. Papers will not be accepted after 4pm on the Monday following the due date. Failure to have assignments ready at the beginning of class on the due date will seriously impact the class participation grade.

Writing Requirements

1. **Computer Use:** Students are required to use a computer in preparing their written assignments. The Windows software package is available through the Baylor University computer store for a minimal fee. The use of a computer facilitates preparation and review of your work, as well as easing incorporation of feedback. **Be sure to frequently save your work and keep back-up copies.**
2. **Form:** Final papers must be presented utilizing the following criteria:
 - use of letter-quality printer (and typed on a computer of course!)
 - use of APA style (Fifth Edition)
 - use of appropriate grammar, spelling, and language (e.g., professionally written)
 - evidence of an attempt to address all the issues in the outline provided by the faculty

****Be sure to proofread before turning papers in!!**

Completion of Assignments

Completion of all assignments is required to receive credit for the course. This also includes required hours in the field and the completion of required weekly log/journal, supervision feedback, and process recordings. Students will complete a log and journal of internship experiences and submit the log weekly to the seminar faculty. Students will initiate a supervisory agenda each week to be discussed and completed with the field instructor during supervision. These are to be provided to the seminar faculty weekly. Students will complete process recordings for the field instructor according to the negotiated learning contract: Range of 4-12 a semester. The required number of hours in field per week will be 16 hours a week during a standard semester for a total of at least 240 hours each semester of internship. In the event of illness resulting in missed field internship hours, the hours must be made up within the two weeks following the absence. If your agency has other holidays than Baylor, you must make up this time as well. Please refer to the field policies in the Student Handbook for further policy details.

Portfolio Development

All BSW students will prepare a portfolio during their final semester in the program. The portfolio will include samples of coursework demonstrating social work competence. Please keep your papers, presentations, and projects from this course for possible inclusion in your portfolio. You will want to keep multiple copies on disk, hard drive, and/or hard copy to avoid losing them before your capstone seminar and orals.

Preparation for State Licensure Exam

Students are encouraged to take the state licensure examination during Field II. Responsibility for securing and making application for the exam rests with the student. Application may be downloaded from the Internet. Study materials and information are available online from ASWB.org (the Association of Social Work Boards). Students who plan to take the exam during their second semester of field will need to apply during the summer. Keep in mind that taking the exam while still in school is advised, particularly for those students planning to join the workforce immediately after graduation and that, for those who do not pass the state licensure exam, there is a state required waiting period of 90 days before one can retake the exam. <http://www.tdh.state.tx.us/hcqs/plc/lsw/lswdefault.htm>.

Copies of Final Field Evaluations

Students are **advised to keep copies of their final field evaluation** tools as these are frequently required in graduate school applications, occasionally requested or required for job applications, and will be required in the Senior Capstone Portfolio. The forms will be kept on file at the School of Social Work but a signed release form is required and duplicating costs will be passed on to the student.

Learning Accommodation

Any student who needs learning accommodation should inform the professor immediately at the beginning of the semester. The student is responsible for obtaining appropriate documentation and information regarding needed accommodation from the Baylor University Office of Access and Learning Accommodation (OALA) and providing it to the professor early in the semester. The OALA phone number is (254) 710-3605 and the office is in Speight Plaza Parking Garage. The School of Social Work is committed to supporting the educational success of its students.

Baylor University is committed to fulfilling Section 504 of the Rehabilitation Act of 1973 which states, "No otherwise qualified person with a disability in the United States shall, solely by the reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance." Baylor University complies with all applicable federal and state non-discrimination law and does not engage in unlawful discrimination on the basis of race, color, national or ethnic origin, sex, age, or disability in employment or the provision of services.

Assignments and Outcome Measures

Final Field Evaluation (50%):

Class participation (10%):

Class participation is left to the discretion of the seminar instructor, but includes prompt and regular class attendance, active and respectful participation in class discussions, and preparedness for class, including the timely completion of assignments.

Agency Paper and Presentation (5% each):

Students will explore, assess, and evaluate the agency, staff and clients served in field placement. This assignment will include an assessment of policies and ethical issues in the agency using the Frederic Reamer model. They will then make a formal presentation to the seminar group. An outline will be provided for content information to be provided in writing to the group. In

addition, students will provide a bibliography of at least five items from professional sources related to their agency and or client population served. Each seminar participant should be provided a copy of the annotated bibliography. (Objectives: 2, 4, 7, 11, 12, 13)

Process Recordings (10%):

Each student will negotiate with the field instructor the requirement for process recordings within a range of 4-12 during the semester. The number of required process recordings will be reflected in the learning contract. Three times during the summer semester, each student will choose process recordings for submission to the seminar faculty. Format for recordings will be provided to the students and is substantively the same as the one utilized in the practice courses.

Process recordings submitted to the seminar faculty must have been reviewed by the field instructor and must be accompanied by the correct grading sheet on each recording.
(Objectives: 1, 3, 5, 7, 8, 9, 10, 14, 15, 16)

The student should submit recordings in the following manner:

Process Recording I: will be evaluated as feedback only – i.e. the grade will not count

1. Work with client (micro or mezzo) in the agency setting reflecting highest quality work; or
2. Work with client (micro or mezzo) in the agency setting reflecting the most growth/learning the student made as a consequence of the interaction and feedback.

Process Recording II (5%):

1. Work with client (micro or mezzo) in an agency setting reflecting the highest quality work; or
2. Work with client (micro or mezzo) reflecting most growth.

Process Recording III (5%):

1. Work with agency/project (macro) in an agency setting reflecting the highest quality work; or
2. Work with agency/project (macro) reflecting most growth.

Log/Journal & Supervision Agenda/Documentation (15%):

Each student will prepare a log/journal to be reviewed weekly by the seminar faculty. The log/journal will include a supervision form to be completed weekly in supervision and signed by the field instructor. An assignment sheet will be provided. The log will include student hours at the placement, major tasks, readings, theories used, and reflections on the learning and the work.

Each student will initiate a weekly supervisory agenda and complete it during weekly supervision. The agenda will be turned in to the seminar faculty on a weekly basis.

Grading Policy:

One half of the course grade will be derived from the field grade. The remainder will result from seminar requirements and assignments. Students must successfully compete **BOTH** field and seminar to pass the course. Failure of either portion of the course will result in a failing grade for the entire course.

Current grading policies of the School of Social Work and of the College of Arts and Sciences of Baylor University apply. These may be found in the Student Handbook and Field Education Manual of the School of Social Work and in the Baylor University Catalog. Students will be evaluated for their understanding of field policies and requirements throughout the semester by the field instructor, field liaison, and seminar faculty and participants. Students will be evaluated on their demonstration of social work knowledge and skills throughout the course.

Grading Scale:

Final grades for the course will be based on the following scale:

A = 91-100

B+= 87-90

B = 81-86

C+= 77-80

C = 71-76

D = 60-70

F = 59 and below

Grading Summary:

Assignment	% of grade
Final Field Evaluation	50
Agency Paper	5
Agency Presentation	5
Process Recording I	0 (feedback only)
Process Recording II	10
Process Recording III	5
Class Participation	10
Log/Journal	15

Required Texts:

School of Social Work Student Handbook, Field Policies:

Available on line through the School of Social Work website and in the Student Lounge.

Course Outline

Week	Discussion Topics
Date	Due Dates
Week 1	Introductions and Review of Syllabus
Aug 24	
Week 2	Safety in the Field – Field Agency Safety Discussion Guide
Aug 31	
Week 3	Objectives 1-3
Sept 7	Evaluation of Practice, Single Subject Designs
	Objectives 4-5
	Process Recording I Due
	Learning Contracts Due
Week 4	Effective Use of Supervision
Sept 14	
	Objectives 6-7
	Sign up for agency presentations
Week 5	Objectives 8-9
Sept 21	Process Recordings, Set II Due
Sept 22	Reminder Dyer Workshop 8:00 – 4:30pm
	Region XII Service Center (8 hours of field internship)
Week 6	Objectives 10-11
Sept 28	Mid term Evaluations Due
Week 7	Objectives 12-13

Oct 5	Termination
Week 8	Agency Presentations
Oct 12	
Week 9	Agency Presentations
Oct 19	
Week 10	Agency Presentations
Oct 26	Macro Process Recording (III) Due
Week 11	Agency Presentations
Nov 2	
Week 12	Agency Presentations
Nov 9	Agency Paper Due
Week 13	Agency Presentations
Nov 16	Objectives 14-16
Week 14	No Class – Thanksgiving Holiday
Nov 23	
Week 15	Resumes/Interviewing
Nov 30	Final Evaluation due from Field

Bibliography

The School of Social Work believes strongly that students should keep and utilize their textbooks while they are students and after they graduate as the foundation of their professional library. Because of the summative, integrative nature of the internship, it is expected that students will be drawing resources in part from the texts they have used in their classes. Currently used texts are indicated below.

Course/Book	ISBN
SWO 2321: Intro to the Profession	
<i>Social Work by Dubois 4th</i>	0205340679
<i>So You Want to be a Social Worker by Keith-Lucas</i>	
<i>Christianity and Social Work by Hugen & Scales 2nd</i>	0962363499
SWO 2322: Social Policy	
<i>American Social Welfare Policy by Karger 4th</i>	0060938455
<i>Fast Food Nation by Schlosser</i>	0801333113
<i>Nickel and Dimed by Ehrenreich</i>	0805063889
<i>Ordinary Resurrections by Kozal</i>	0060956453
SWO 3301: Social Work Research	
<i>Research Methods for Social Work by Rubin 4th</i>	0534362176
SWO 3351: Human Behavior & Social Environment I	
<i>Tuesdays with Morrie by Albom paperback</i>	076790592X
<i>Human Behavior in Social Environment by Pillari 2nd</i>	0534350283
<i>Spirituality within Religious Traditions in Social Work</i>	0534584195
SWO 3352: Human Behavior & Social Environment II	
<i>Dimensions of Human Behavior: Person & Envir by Hutchison</i>	0761987657
SWO 3371: Practice I	
<i>Understanding Generalist Practice by Kirst-Ashman 3rd</i>	0534528058
<i>Understanding Generalist Practice (Study Manual) 3rd</i>	0534528090 Opt

<i>Case Studies in Generalist Practice</i> by Rivas 3rd	0534521401
<i>Techniques & Guidelines for Social Work Practice</i> 6th	0205352316

SWO 3401: Statistics for Social Workers	
<i>SPSS for Windows: 11.0 Update</i> by George 4th	0205375229
<i>Data Analysis for Social Workers</i> by Montcalm	0205289037

SWO 4372: Practice II	
<i>Social Work Skills Demonstrated</i> by Sevel	0205294553
<i>Techniques & Guidelines for Social Work Practice</i> by Sheafor 6th	0205352316
<i>Skills of Helping</i> by Shulman, 4th	087581414X

SWO 4373: Practice III	
<i>Promoting Community Change</i> by Homan 3rd	0534606334
<i>Generalist Practice with Organization & Communities</i>	0534518885

SWO 4491: Internship I	
<i>Field Practicum: Skill Building from...</i> by Coggins & Hatchett	157879031X
<i>The Social Work Ethics Audit</i> by Reamer	0871013282

Berg-Weger, Marla & Birkenmaier, Julie. ((2000). *The practicum companion for social work: integrating class and field work*. Needham Heights, MA: Allyn & Bacon.

Cournoyer, Barry R., & Stanley, M. J. (2002). *The social work portfolio: Planning, assessing, and documenting lifelong learning in a dynamic profession*. Pacific Grove, CA: Brooks/Cole. ISBN:0-534-34305-8.

Gibelman, Margaret. (2003). *Navigating human service organizations: essential information for thriving and surviving in agencies*. Chicago, Illinois: Lyceum Books, Inc. ISBN: 0-925065-62-5.

Gleason-Wynn, Pat and Fonville, Karen. (1996). *Social work practice in the nursing home setting: A primer for social workers*. Bossier City, LA: Professional Printing & Publishing, Inc. ISBN: 1-877735-43-4.

Keith-Lucas, Alan. (1985). *So you want to be a social worker: A primer for the Christian student*. Botsford, CT: North American Association of Christians in Social Work.

Keith-Lucas, A. (1994). *Giving and taking help* (Rev. Ed. ed.). Botsford, CT: North American Association of Christians in Social Work.

Lowenberg, F., Dolgoff, R. & Harrington, D. (2000). *Ethical decisions for social work practice* (6th ed.). Itasca, IL: F.E. Peacock.

Vernon, Robert & Lynch, Darlene. ((2000). *Social work and the web*. Belmont, CA: Wadsworth/Thomson Learning. ISBN: 0-534-365833.

Baylor University School of Social Work

Social Work 4492 Social Work Internship II Syllabus

SYLLABUS AND COURSE OUTLINE

Prerequisites: SWO 2321, 2322, 3301, 3351, 3352, 3354, 3372, 3401, 4372, 4491, minimum grade of “C” in SWO 4491; Admitted to the Social Work program, admitted to the Field program, permission of Director of Baccalaureate Field Education, and 2.7 GPA in Social Work courses.

Instructor: JoAnn Bristol
Office: School of Social Work Room 131
Phone: Cell: 722-2444
Office Hours: Wednesdays 1-2pm and By Appointment

TEXTS:

Lowenberg, F., Dolgoff, R. & Harrington, D.(2005). *Ethical decisions for social work practice* (7th ed.). Belmont, CA: Brooks/Cole.

Student Handbook: Baccalaureate Field Policies.
Available in the Student Lounge and on line.

Professional literature, internet application, and handouts as assigned.

OVERVIEW:

Social Work Internship II is the second 240-hour educationally directed field practicum. Students will additionally participate in a 2 hour integrative seminar held **every week**.

Social Work Internship II builds on the foundation begun in Social Work Internship I. Most meeting times will be split between topical lecture and class discussion for group processing of the field placements.

Course Goals and Objectives

****Corresponding Program Objectives are listed in parentheses immediately behind the course objective.***

Social Work Internship II is the final social work course in the curriculum and so encompasses all of the goals of the program: Successful students will be able to:

1. Apply critical thinking skills within the context of professional social work practice. (1)
2. Understand and interpret the history of the social work profession and its impact within their agency context. (2)

3. Apply the knowledge and skills of generalist social work practice using a strengths-oriented, spiritually-sensitive, and community-building ecological systems perspective with systems of all sizes and clients across the lifespan. (3)
4. Analyze, formulate, and influence social policies and their impact on clients and the agency. (4)
5. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (5)
6. Use supervision and consultation appropriate to social work practice. (6)
7. Use communication skills differentially across client populations, colleagues, and communities. (7)
8. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender (social role expectations), marital status, national origin, race, religion, sex (biology), and sexual orientation. (8)
9. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life course and the interactions among individuals, families, groups, organizations, and communities.(9)
10. Understand the value base of the profession and its ethical standards and principles, including the integration of personal worldview, political, spiritual, religious and professional values, and practice accordingly. (10)
11. Understand and demonstrate knowledge and appreciation of the organizational contexts of social work practice including religious settings, and the changing nature of those contexts and the impact on client populations and the agency. (11)
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (12)
13. Intervene appropriately in systems of power and leadership, work with committees, and seek funding and develop resources effectively. (13)
14. Demonstrate a developing self-awareness, the ability to be self-critical, and the ability to use self in generalist social work practice. (14)
15. Effectively apply an understanding of the roles of spirituality and religion in social work practice with individuals across the life course, families, groups, organizations, and communities. (15)
16. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (16)

In line with these goals, the Seminar experience will:

1. Provide classroom support for the field experience.
2. Apply and develop social work knowledge and practice skills as student social workers; to become responsible for one's own professional growth and competence.
3. Continue to confront issues of social and economic injustice and develop strategies for dealing with ethical issues.
4. Support professional development in the social work field.

Grading:

One half of the course grade will be derived from the field grade. The remainder will result from seminar requirements and assignments. Students must successfully complete **both** field and seminar to pass the course. Failure of either portion of the course will result in a failing grade for the entire course.

Students are required to use a computer in preparing their papers and all papers are to be presented electronically. Your papers will be returned to you electronically with feedback given by way of the tracking tool. **Make frequent and multiple back-up copies and store them with friends, not in the same room with your computer.** Each paper must be presented in final form to the seminar faculty having met the criteria:

- well documented in APA style
- professionally written
- use of appropriate grammar, spelling, and typing
- evidence of an attempt to address all of the issues in the outline provided by the faculty.

Seminar Grade:

Point Opportunities:

Process Recording II	15%
Process Recording III	15%
Case Presentation	15%
Case Paper	20%
Log and Journal	15%
Supervisory Agenda	10%
Class Participation	<u>10%</u>
	100%

Grading Scale:

A+	98-100	C+	77-80
A	94-97	C	73-76
A-	91-93	C-	71-72
B+	87-90	D	60-70
B	83-86	F	Below 59
B-	81-82		

State Licensing Exam:

In order to practice social work in the state of Texas, social workers are required to take and earn

a passing score of 70 on the Texas State social work licensing exam. Students are strongly encouraged to take the exam during their final semester of coursework. The application process sometimes takes several months, so students are encouraged to initiate the licensing exam process early in their second field internship. Contact information for the licensing exam is available on line or from the seminar faculty <http://www.tdh.state.tx.us/hcqs/plc/lsw/lswdefault.htm>. A copy of a letter from the Dean of the School to the licensing division certifying your eligibility for the

exam will be placed in your mail slot in the School of Social Work during the first two weeks of the semester. Please see the seminar faculty with any questions about this process.

Seminar Policies:

1. Confidentiality:

Due to the sensitive nature of the information that may be involved, no information shared by a seminar participant is to be discussed outside of the classroom, with other students. However, if, in the professional opinion of the seminar instructor, information shared by a student will enhance the student's performance in the field setting the instructor may share this information with other faculty, including field faculty. Students have signed a Policy Disclosure and Authorization for Information Sharing release form.

2. Attendance:

Because this course is a seminar which meets once a week and requires class participation, it is imperative for everyone to be present for each seminar meeting. Therefore, class attendance is **REQUIRED! NO EXCUSES!!!** Missing one (1) seminar for any reason may result in the lowering of the final seminar grade by one (1) letter. Missing two (2) more seminars for a total of three (3)] will result in failure of the course.

3. Late Papers and/or Assignments:

Papers and assignments are due at the beginning of class on their due date. Ten (10) points may be deducted when you turn in a paper late on the due date and an additional 10 points for each subsequent day your paper is late. Papers will not be accepted after 4:00 pm on the Friday following the due date. Assignments prepared for in-class presentation(s) and discussion are due at the beginning of class on the assigned due date. Failure to have these assignments ready for presentation at the beginning of class on the due date will severely affect the class participation part of the grade.

4. Other:

Completion of all assignments is required to receive credit for the course. This also includes required hours in the field and the completion of required weekly log/journal, supervision feedback, and process recordings. Students will complete a log and journal of internship experiences and submit the log weekly to the seminar faculty. The log/journal will include documentation of the weekly supervision time and agenda. Students will complete process recordings for the field instructor according to the negotiated learning contract: Range of 4-12 a semester. The required number of hours in field per week are 16 hours a week during a semester for a total of at least 240 hours each semester of internship. In the event of illness resulting in missed field internship hours, the hours must be made up within the two weeks following the absence. If your agency has other holidays than Baylor, you must make up this time as well. Please refer to the field policies in the Student Handbook for further policy details.

Learning Accommodation:

“No otherwise qualified person with a disability in the United States shall, solely by the reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance” (Section 504 of the Rehabilitation Act of 1973). Baylor University complies with all applicable federal and state non-discrimination law and does not engage in unlawful discrimination on the basis of

race, color, national or ethnic origin, sex, age, or disability in employment or the provision of services.

Any student who needs learning accommodation should inform the professor immediately at the beginning of the semester. The student is responsible for obtaining appropriate documentation and information regarding needed accommodation from the Baylor University Office of Access and Learning Accommodation (OALA) and providing it to the professor early in the semester. The OALA phone number is (254) 710-3605 and the office is in Speight Plaza Parking Garage. The School of Social Work is committed to supporting the educational success of its students.

Course Requirements and Assignments:

Process Recordings:

Students will complete process recordings for the field instructor. The number of process recordings will be negotiated between the student and field instructor within a range of 4-12 per semester. Three (3) times during the semester, each student will choose process recordings from those already reviewed by the field instructor and submit them to the seminar faculty for a grade. The student should submit recordings that reflect:

- PR I: 1. Work with clients in the agency setting reflecting the highest quality work the student has done; **OR**
2. Work with clients in the agency setting reflecting the most growth/learning the student made as a consequence of the interaction and feedback.
***Evaluated as feedback only. No grade given.**
- PR II: 1. Work with clients in the agency setting reflecting the highest quality work the student has done; **OR**
2. Work in the agency on a macro level reflecting social work process in addressing community needs or assets, may be best work or most growth.
***Graded & feedback given.**
- PR III: 1. Work with clients (micro or mezzo) in the agency setting reflecting the highest quality work the student has done **OR**
2. Work with clients (micro or mezzo) in the agency setting reflecting the most growth/learning the student made as a consequence of the interaction
interaction
and feedback.
***Graded & feedback given.**

Recordings should follow the "Process Recording Format" outline used in Social Work Practice II and Field Seminar I. Students in macro placements will do all macro process recordings, with each set including best work and most growth work. Please **attach appropriate grade sheet to process recordings submitted**. Objectives: 3, 7, 8, 9, 10

Class participation:

Ten percent of the seminar grade is based on class participation and will be assigned by the seminar leader. Class participation includes class attendance, participation in class discussions,

and completion of assignments in preparation for class discussion. The following structure will be applied in considering the class participation grade. Objectives: 1, 2, 4, 7, 15

A = An “A” student attends all seminar meetings, has reviewed the syllabus in advance and comes to seminar prepared for class discussion. This student has completed all required assignments in preparation for class and turns in all assignments and papers on time. This student consistently takes an active role in the presentation portion of the seminar as well as during the processing and sharing time. This includes sharing experiences from his/her own practice as well as asking insightful questions of other seminar interns and presenting helpful feedback and making useful suggestions.

B = A “B” student is one who attends all seminar meetings, and comes to class prepared for class discussion. This student has completed all required assignments in preparation for class and turns in all assignments and papers on time. Although this student sometimes initiates discussion, he/she is less consistent in this role. He/she often asks relevant questions of others, and makes helpful suggestions to others, but is less forward with discussion about his/her own experiences.

C = A “C” student is one who attends all seminar meetings, but is less active in the seminar process. Although he/she may seem attentive non-verbally, he/she must be encouraged, or asked directly, to share own experiences, and does very little appropriate questioning and interacting with other seminar members, and speakers during the seminar time.

Case Paper and Presentation:

Students will complete a paper and a presentation over a case from their internship. The paper is to be submitted electronically and is weighted 20% of the seminar grade. The presentation is weighted 15% of the grade. The paper and presentation should cover the same case. Refer to case paper and presentation outlines for details. Refer to course outline for due dates for papers and presentation dates of Case Presentations. Assignment and grade sheets are provided for both the paper and the presentation.

Objectives: 3, 5, 7, 8, 14, 16

Supervision Agenda:

Each student will complete a weekly supervision agenda to guide the weekly supervision meeting. Hard copies of these agendas will be **cosigned by the field instructor** and student at the end of the supervision time and will be available to the liaison on visits. Electronic copies will be turned in to the seminar faculty several times during the semester. Format for the supervision agenda will be provided.

Objectives: 6, 7, 14

Log/Journal:

Each student will prepare and submit electronically a log/journal to be reviewed weekly by the seminar faculty. An assignment sheet will be provided. The log will include student hours at the placement, application of knowledge skills and tasks, major tasks, readings, theories used, educational needs, and reflections on the learning and the work. Objectives: 1, 3, 9, 10, 11, 12, 13

Portfolio Development:

All students in the School of Social Work Baccalaureate Program participate in oral competency exams at the end of the social work curriculum. Preparation for oral competency exams includes development of a portfolio of work to be presented to the orals team. This portfolio is developed throughout the student's work in the program and culminates in the Senior Capstone Course. Several assignments in SWO 4492 would potentially be excellent inclusions in the portfolio. Please discuss with the instructor any questions you have about the portfolio development and the inclusion of a particular piece of academic work.

Students are advised to keep copies of their final field evaluation tools for your portfolios and as these are frequently required in graduate school applications and occasionally requested or required for job applications. The forms will be kept on file at the School of Social Work but signed release form is required and duplicating costs will be passed on to the student. We recommend you make a copy of the evaluation before handing in to your seminar faculty member and that you request a copy of the comments and signature page from the faculty member when completed.

Course Outline and Assignments

Date	Outline and Assignment
August 24	Orientation and Taking the State Licensure Examination Sign up for Presentation Dates <u>Assignment:</u> Review syllabus and be ready to ask questions about assignments, course structure, etc. View “Legal Regulation 101” power point presentation on blackboard.
August 31	Legal Regulation of Social Work Practice My Role and Function in My Agency: The Context of Practice <u>Due:</u> Learning Contract; Log/Journal; & Supervisory Agenda
Sept 7	Use of Supervision <u>Due:</u> Processing Recording 1; Log/Journal
Sept 14	Processing the Field Experience <u>Due:</u> Log/Journal; & Supervisory Agenda

September 21	Processing the Field Experience <u>Due:</u> Log/Journal
September 22	Dyer Workshop 8a-4:30pm Region XII Service Center Required. 8 Hours Field Credit Cost \$10 for Handouts and Refreshments. Scholarships Available.
September 28	Case Presentation Case Presentation 1 _____ <u>Due:</u> Process Recording 2; Log/Journal
October 5,	Case Presentation Case Presentation 2 _____ <u>Due:</u> Log/Journal
October 12	Case Presentation Case Presentation 3 _____ <u>Due:</u> Log/Journal; Supervisory Agenda
October 19	Case Presentation Case Presentation 4 _____

	Due: Log/Journal; Process Recording 3
October 26	Case Presentation Case Presentation 5 _____ Due: Log/Journal
November 2	Case Presentation Case Presentation 6 _____ Due: Log/Journal; Supervisory Agenda
November 9	Case Presentation Case Presentation 7 _____ Due: All Case Papers; Log/Journal
November 16	Processing the Field Experience Due: Log/Journal
November 23	No Class: Thanksgiving
November 30	Final Class, Termination and Evaluations of Course <u>Due:</u> Final Evaluation; Log/Journal; & Supervisory Agenda (By 5 PM)

- Capstone – December 2, 2005
- Pinning – December 16, 2005
- Graduation – December 17, 2005

Bibliography

- Berg-Weger, Marla & Birkenmaier, Julie. (2000). *The practicum companion for social work: integrating class and field work*. Needham Heights, MA: Allyn & Bacon.
- Cournoyer, Barry R., & Stanley, M. J. (2002). *The social work portfolio: Planning, assessing, and documenting lifelong learning in a dynamic profession*. Pacific Grove, CA: Brooks/Cole. ISBN:0-534-34305-8.
- Gibelman, Margaret. (2003). *Navigating human service organizations: essential information for thriving and surviving in agencies*. Chicago, Illinois: Lyceum Books, Inc. ISBN: 0-925065-62-5.**
- Gleason-Wynn, Pat and Fonville, Karen. (1996). *Social work practice in the nursing home setting: A primer for social workers*. Bossier City, LA: Professional Printing & Publishing, Inc. ISBN: 1-877735-43-4.**
- Keith-Lucas, Alan. (1985). *So you want to be a social worker: A primer for the Christian student*. Botsford, CT: North American Association of Christians in Social Work.
- Keith-Lucas, A. (1994). *Giving and taking help* (Rev. Ed. ed.). Botsford, CT: North American Association of Christians in Social Work.
- Lowenberg, F., Dolgoff, R. & Harrington, D. (2000). *Ethical decisions for social work practice* (6th ed.). Itasca, IL: F.E. Peacock.

**Vernon, Robert & Lynch, Darlene. ((2000). *Social work and the web*. Belmont, CA:
Wadsworth/Thomson Learning. ISBN: 0-534-365833.**

**Baylor University
School of Social Work
Field Education Program
Field Internship Journal**

Name: _____ **The Week of:** _____

Agency: _____ **Journal #:** _____

Field Instructor: _____ **Phone:** _____

Number of Hours at Field Agency this week: _____ **Total Hours Accumulated:**

Typed (12 point font): 3-5 pages. Include the above heading on each journal submitted.
List and answer each of the following questions. (Use professional jargon where possible in recording)

1. Summary:
 - A. List the activities that you were involved in this week (i.e. client contacts, orientation, paperwork, etc.).
 - B. Identify the area(s) of learning which you experienced this week.
2. Skills: (Micro, Mezzo, Macro)
 - A. What assessment or diagnosis did you make of a need for service to clients; a need within the agency structure of policy or within the macro system which affects the client?
 - B. What plan or intervention would you or did you propose?
 - C. What skills or social work theory did you find yourself consciously applying in your practice?
3. Information:
 - A. Give an example where you analyzed and/or applied the knowledge, values, and skills of the social work practice from a Christian world view. Are there any local church implications?
 - B. Give an example of diversity sensitive practice (age, race, gender, sexual orientation, etc.).
4. Reflection:
 - A. What were your feelings about your week's experience? Assess your own practice in relation to professional standards. Recognize your own values and how they have either helped or hindered.
 - B. Are there special problems or developments which you would like to discuss personally with the professor? If so, suggest a meeting time. Suggest at least one outstanding learning experience which might be shared with the class.

**Baylor University
School of Social Work
Field Education Program
Field Internship Supervisory Agenda**

Student: _____ **Date of Meeting:** _____ **Time:** _____

Supervisor: _____ **Agency:** _____

Number of Hours This Week: _____ **Total Hours Accumulated:** _____

Instructions:

This form is used to guide the supervision time between the student and field instructor. The student must come prepared with the Agenda Items section completed with the topics he/she wishes to discuss. The field instructor may add other items to the Agenda as well. During the course of the meeting, the student is responsible to write out the issues discussed on the form. The field instructor will want to record things the student did well and areas for improvement. At the end of the meeting, both the field instructor and student place their signatures at the bottom of the form in order to verify that the meeting took place.

Agenda Items:

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

Ethical Issues:

1. _____
 2. _____
 3. _____
- _____

Things Student Did Well:

1. _____
 2. _____
 3. _____
- _____

Areas for Improvement:

1. _____
 2. _____
 3. _____
- _____

Plan for Improvement: (Include reading and learning objectives)

1. _____
2. _____
3. _____

Student/Date: _____ **Field Instructor/Date:** _____

Baylor University School of Social Work Baccalaureate Educational Outcomes and Competencies

Graduates of the Baylor University School of Social Work Undergraduate Program are expected to demonstrate through classroom performance, completion of community service experiences, two semesters of Field Internship experience, written national examination, and oral competency examination, the following educational outcomes:

1. Apply within the context of professional social work practice the skills developed through liberal arts education--critical thinking, information management, valuing, and research--to understand and assess client systems' issues, plan interventions, and evaluate practice.

Critical Thinking Skills.

Students should demonstrate the ability to:

- a. Identify accurately the critical issues when making a decision or solving a problem.
- b. Identify a general principle that explains interrelated experiences or factual data.
- c. Define the parameters of a problem.
- d. Identify reasonable criteria for assessing the value or appropriateness of an action or behavior.
- e. Adapt one's concepts and behavior to changing conventions and norms.
- f. Apply appropriate criteria to strategies and action plans.
- g. Take given premises and reason to their conclusion.
- h. Create innovative solutions to complex problems.
- i. Analyze interrelationships of events and ideas from several perspectives.

Communication Skills.

Students should demonstrate the ability to:

- a. Listen with objectivity and paraphrase the content of a message.
- b. Use various forms and styles of written communication.
- c. Speak effectively to individuals and groups.
- d. Use media formats to present ideas imaginatively.
- e. Express one's needs, wants, opinions, and preferences without offending the sensitivities of others.
- f. Identify and communicate value judgments effectively.
- g. Use communication skills differently with a variety of client populations, colleagues and members of the community.

Research Skills.

Students should demonstrate the ability to:

- a. Apply the findings of valid new research to practice by using knowledge and skills shown to be empirically effective.

- b. Use basic principles of evaluation research.
- c. Use the single-subject design or other appropriate methods to evaluate practice.
- d. Identify instruments which measure the degree of change following an intervention.
- e. Interpret effects of change efforts.

2. Accept responsibility and accountability for one's professional actions guided by the values and ethics of the social work profession, including demonstrating the professional use of self and evaluating and pursuing professional growth and development.

Professional Use of Self.

Students should demonstrate the ability to:

- a. Recognize the difference between personal and professional relationships.
- b. Be empathetic, genuine, and warm with clients while maintaining professional boundaries.
- c. Identify personal values, beliefs, history and behavior and the ways such issues may affect work with clients.

Professional Growth and Development.

Students should demonstrate the ability to:

- a. Evaluate accurately a level of competence and effectiveness in practice.
- b. Receive, understand, consider and utilize feedback.
- c. Take the initiative toward increasing knowledge and skills relevant to performance demands.
- d. Evaluate the practice experience.

3. Employ generalist practice skills with sensitivity to and respect for diversity, the oppressed and at risk; understand the forms and mechanisms of oppression and discrimination and apply the strategies and skills of change that advance social and economic injustice.

Diversity, oppressed, and at-risk populations.

Students should demonstrate the ability to:

- a. Employ appropriate and ethnic sensitive practice skills.
- b. Identify existing services or resources that meet the needs of diverse groups.
- c. Use cultural and life style strengths of individuals and groups when planning for change on an individual, family, group, organizational or community level.

Oppression and discrimination.

Students should demonstrate the ability to:

- a. Identify the effects of oppression on various groups.

- b. Identify discrimination, which interferes with the fair and just treatment of people.
- c. Identify stereotypes in self and others, and critically assess those stereotypes.

Social and economic justice:

Students should demonstrate the ability to:

- a. Use agency policies and structures to facilitate the provision of service opportunities to clients.
- b. Advocate for clients with other service providers and in other situations which threaten their human rights.

4. Use theoretical frameworks to identify and assess the interactions among individuals and between individuals, groups, organizations and communities and apply knowledge of bio-psycho-social and spiritual variables that affect individual development and behavior to the understanding of people in their environment.

Students should demonstrate the ability to:

- a. Identify and discuss at least three theoretical frameworks that address the interactions among individuals and between individual and social systems.
- b. Articulate and apply in practice the “person in environment” social work concept.
- c. Identify theoretical frameworks used in planning and intervention.
- d. Use assessments of clients’ spirituality in planning and intervention.

5. Understand the history of the social work profession and its current structures and issues; analyze the impact of social policies on client systems, social workers and agencies; and function within the structures of organizations’ service delivery systems, and under supervision seek organizational change.

Students should demonstrate the ability to:

- a. Discuss the generalist model of social work as it relates to the perspectives of other professions.
- b. Employ the tenets, approaches and basic elements of social work in defining and using the helping process.
- c. Analyze the impact of social policy on clients, workers, and agencies.
- d. Use agency policies to facilitate providing service.
- e. Work within and interpret practicum setting policy, structure, and function to clientele and others.
- f. Identify and link available services, resources, and opportunities to meet the needs of the client system.
- g. Describe and analyze the relationship between agency policies and service delivery.
- h. Discuss in depth the broad social issues facing an organization and the community.
- i. Participate appropriately in activities to improve agencies’ programs and services.
- j. Articulate the history of social welfare and the social work profession as a means of understanding the profession’s current structures and issues and as a context for considering issues of social justice.

6. Apply the knowledge and skills of generalist social work to practice with client systems of all sizes (individual, families, groups, organizations and communities) including congregations and faith based organizations.

Students should demonstrate the ability to:

- a. Engage others and identify problems and concerns.
- b. Clarify purpose, role, and establish a mutual contract.
- c. Identify the necessary data required and obtain it from appropriate sources.
- d. Develop and communicate a comprehensive assessment.
- e. Develop a social work intervention plan based on the assessment.
- f. Identify and select appropriate helping strategies.
- g. Articulate the complexities and difficulties in change.
- h. Analyze and describe the different phases of the helping process.
- i. Involve clients in evaluating the extent to which the objectives are being accomplished.
- j. Terminate constructively with appropriate follow-up and referral.
- k. Engage in a variety of social work roles.

**Baylor University School of Social Work
Field Education Program**

**Approved Field Internship Placement Sites
Baccalaureate Program
2005 - 2006**

This list is not intended to be exhaustive or fixed. It will change as new placements are approved and/or as field instructors make changes in jobs.

***indicates have on site social work supervision**

#indicates possible stipend...generally for MSW students

Local Site	Potential Number of Students
*Advocacy Center	
*Direct Service	
#CASA	2
Intake	2
Alzheimer's Association	2
Area Agency on Aging	2
Association for Retarded Citizens	2
*Big Brothers/Big Sisters	1
*Bill Logue Juvenile Justice Center	1
Caritas	
Central Presbyterian Church	1
Central Texas Senior Ministries (Meals on Wheels Program)	1
*Central Texas Youth Services	2
Congressman Chet Edward's Office	
Waco Office	1
Belton Office	1
Child Development Center (Baylor)	1
*Child Protective Services	
Family Preservation Unit	2
Investigations and Conservatorship	1
Adoptions	1
##*Christian Women Job Corps	2
##*Communities in Schools/MCYC	6
Elementary	
Middle School	
High School	
Alternative Schools	
*Compassion Ministries	1
*DePaul Center	2
##*Episcopal Church of the Holy Spirit	1
*Faith Covenant Support Services	1
*Family Abuse Services	2

Shelter	
Legal	
*Family Counseling and Children's Services	2
Family Practice Center	
*The Freeman Center (Residential substance abuse treatment)	3
Friends for Life	2
*Habitat for Humanity	1
*Hillcrest Baptist Medical Center	
*Hospice	2
*Social Services	3
*Home Care	
Youth Connection	1
Klaras Centers (MHMR)	
*Children's Center	1
*Family Center	1
*Lakeshore Baptist Church	1
*Lakeshore Village Skilled Nursing Facility	1
*LaVega High School Pep Program	2
*La Vega ISD Parent Resource Program	1
*MADD (Mothers Against Drunk Drivers)	2
*Methodist Home	
*Campus	1
*School	1
*Foster Care	1
Community Program	
*Mission Waco	2
Planned Parenthood	
Teen Education Program Only	1
*Potter's Vessel	1
*Providence Hospital	
Case Management (Social Services)	1
*Providence Hospice	1
*Providence Park (St. Catherine's)	3
Quality Care Skilled Nursing Facility	2
*Ridgecrest Skilled Nursing Facility	1
Salvation Army	1
*Scott and White Memorial Hospital	2
Seventh and James Baptist Church	1
Social Security Administration	
Waco	2
Temple	1
Talitha Koum (CrossTies Family Center)	

Texas Workforce Commission	2
Trinity Ministries	
*Vista Care Hospice	1
*Waco Center for Youth	1
*Waco High School PEP Program	1
*Waco Housing Authority	3
*Waco McLennan County Health Department AIDS Program	1

Out of Town Site	Potential Number of Students
*Child Placement Center (Killeen) Foster Care Adoptions	1
*Child Study Center (Ft. Worth) School Program	1
Diagnostic and Treatment Program	1
* (B) Clifton Sunset Lutheran Home (Clifton)	1

Prospective Placements (Have had discussion...could pursue...)

Greater New Light Baptist Church

TYC

Waco Police Department, Victim Services

McLennan County Community Supervision and Corrections Department
504 North 6th St., PO Box 1250, Waco, Texas 76701
Contact: Floria Abel, Community Supervision Officer, 757-5220

*Westview Manor Skilled Nursing Facility in McGregor
Contact: Elsa Alejandro, LSW

*Care Inn of Waco
Contact: Ann Morresette, LSW 772-0610

*Marlin Golden Years
Contact: Marjorie Dorrow, LSW 803-5441

HOT Goodwill Industries
1000 E. Waco Dr., Waco 76704
Contact: Charley Nisley or Desree Toombs, 753-7337

McLennan County Collaborative Abstinence Project
711 Bosque Blvd. Suite 301 76710
Contact: Becky Mosby: 399-9728

66th Judicial District Community Supervision and Corrections Dept. Hill County
Contact: Katherine Walker 254 582-4075

Brazos Area Health Education Center
1710 Colcord Ave. Suite 101 Waco, Texas 76707

Contact: Kathleen Myers, 753-4392

Lakeview Academy
301 N. Lakeview
Waco, Texas 76705
Contact: Nancy Cross, Principal 412-5558

Boys and Girls Clubs of Waco
2700 N. 21st. St. Waco, Texas 76708
Contact: Robelyn Estrada 752-6443

*HOT council on Alcoholism and Drug Abuse
900 Austin, Suite 801 Waco, Texas 76701
Contact: Wayne Warren, 753-7332

Hill Country Juvenile Resources Department
401 W. Walnut St. Hillsboro, Texas 76645
Contact: Chris Revill

YMCA, 6800 Harvey, Waco, Texas 76710
Contact: Eric Rager 776-6612

Washington House, 2122 Washington, Waco, Texas 76701
Contact: Liz Hatter, 754-2919

**Baylor University School of Social Work
Field Education Program**

Agency Safety Discussion Guide

Instructions: Field Internship students in the first few weeks in their field agency should use this guide to familiarize themselves with the policies and procedures of their agency and have discussion with their field supervisor about any impact on their personal safety and the safety of their clients and others. This Agency Safety Discussion Guide is intended to facilitate discussion about areas of potential risk to physical safety and health. This discussion will be continued with the Seminar Faculty/Liaison.

Student:

Date(s) of Discussion:

Agency:

Field Instructor:

Copy of Discussion Guide Provided to Field Instructor: ☐ Yes ☐ No Date:

Seminar discussion of Discussion Guide: ☐ Yes ☐ No Date:

I. Agency Orientation

Does the agency have its own safety policies?

Does the agency have a safety orientation or training program?

Are you familiar with the safety policies of the agency?

Have you participated in the safety orientation or training?

Have you and your Field Instructor reviewed the Baylor University
“Safety Guidelines for Social Work Interns” manual?

Have you discussed the issue of safety with your Field Instructor?

If not, what are the obstacles to you doing this?

II. Agency Environment (This is a perceptual assessment only.)

What is your initial reaction to the physical surroundings?

Do you find the area around the agency well lit, both inside and out?

Do you find the area and facilities well maintained?

Does landscaping reduce visual observation or conceal
possible hiding places?

Do the locks and/or emergency “crash bars” work properly?

Are windows secured?

Are the stairwells free of obstructions and building exits
easily recognizable and accessible?

Are the washrooms and areas with less traffic safe?

Are there fire response procedures in place?

Have you discussed any concerns you have with the physical
environment of the agency with your Field Instructor?

If not, what are the obstacles to you doing this?

III. Agency Accessibility and Safety Procedures

Is public transit accessible to the agency?

Do you find the neighborhood presents any increased risk for safety?

Are security personnel employed by the agency?

Is there a system for visitors/clients to check-in?

Is access to worker office areas controlled in some way?

Do you find the parking area and procedures increase worker safety?

Have you discussed concerns you have with agency accessibility and safety procedures with your Field Instructor?

If not, what are the obstacles to doing this?

IV. Home Visits and Outreach Activities

Have you discussed procedures for home visits and outreach activities with your Field Instructor?

Will you be expected to use your own vehicle for these visits?

Will you be covered under agency insurance if you are using your own vehicle to do agency related work?

Are you clear about agency and field practicum policy regarding transporting clients?

When conducting a home visit:

Is there a call-in procedure?

Is there a "Buddy" system?

Is there an Escort system?

Is there an Activity Log or Sign In/Out board?

Does your Field Instructor always know who, when, where, and why you are conducting a home visit?

Have you discussed concerns you have with conducting home visits and outreach activities with your Field Instructor?

If not, what are the obstacles to doing this?

V. Health

Are there health risks in this agency setting?

Is information and training available on the procedures or prevention of infection from communicable diseases or bloodborne pathogens?

Are you current with all immunizations?

Have you discussed concerns you have with agency health procedures with your Field Instructor?

If not, what are the obstacles to doing this?

VI. Reporting

Are there procedures for reporting the following:

A potentially violent client?

Unsafe physical surroundings?

Harassment by an agency staff person?

Harassment by a client?

Exposure to a communicable disease or infection?

Exposure to blood or blood products?

A practicum related injury?

Assault at the agency?

Symptoms or an illness that may be practicum related?

Harassment by your field instructor?

Threatening behavior by a client in their home?

Have you discussed concerns you have with agency reporting procedures with your Field Instructor?

If not, what are the obstacles to doing this?

VII. Special Situations

Will you be receiving or required to complete any special training for your practicum?

Do you know what to do if confronted with a potentially violent or threatening person in the office or when on a home visit?

Are there policies for after hours or evening meetings?

Student's Signature: _____

Date: _____

Field Instructor's Signature: _____

Date: _____

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. 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.

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

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

consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

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.

1.05 Cultural Competence and Social Diversity

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

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

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

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.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. 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 other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally

required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. 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 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 precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) 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.

(q) 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.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) 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 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 or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal 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, relocation, illness, disability, or death.

1.16 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 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, age, marital status, political belief, religion, and mental or physical disability.
- (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 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 additional service is 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.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or 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.

2.08 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 or physical conduct of a sexual nature.

2.09 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.

2.10 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.

2.11 Unethical Conduct of Colleagues

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

(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, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation 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.

(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. 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 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 state statutes or relevant 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, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

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

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

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

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TEXAS STATE BOARD OF SOCIAL WORKER EXAMINERS

Código de Éticas

(a) Un trabajador social debe de cumplir y acatar el código de éticas y normas de practica estipuladas en este subcapitulo. Cualquier violación del cogido de éticas o normas de practica puede constituir en una conducta no ética o una conducta que desacredita o tiende a desacreditar la profesión de trabajo social y puede ser causa para una acción disciplinaria.

- (1) Un trabajador social con licenciatura no debe de negarse a hacer o negarse a desarrollar ningún acto de servicio únicamente en base a edad, sexo, raza, color, religión, origen nacional, incapacitación, orientación sexual o afiliación política del cliente.
- (2) Un trabajador social debe de propiamente reportar o presentar sus servicios, credenciales profesionales y capacitación a clientes o clientes potenciales.
- (3) El trabajador social únicamente debe de ofrecer los servicios que están dentro de su capacitación profesional.
- (4) Un trabajador social debe de procurar mantener y mejorar sus conocimientos especialización y habilidades.
- (5) Un trabajador social debe de basar todos los servicios en la necesidad, evaluación o un diagnóstico del cliente.
- (6) Un trabajador social debe de proveer al cliente con una descripción clara de servicios, horarios, tarifas, y cobros al inicio de los servicios.
- (7) Un trabajador social debe de cuidar de los derechos a privacidad del cliente dentro de los limites de la ley.
- (8) Un trabajador social tiene la responsabilidad de establecer y mantener límites dentro de su profesión.
- (9) Un trabajador social no deberá tener contacto sexual con un cliente o con una persona que ha sido su cliente.
- (10) Un trabajador social debe de abstenerse de proveer servicios mientras esta impedido debido a su estado físico o salud mental o si esta bajo la influencia de medicamento, drogas o alcohol.
- (11) Un trabajador social no deberá abusar de su posición de trabajador de confianza con un cliente o alguien que fue cliente.
- (12) Un trabajador social debe de evaluar el proceso del cliente en una forma continua para guiar los servicios que se entregan y proveer supervisión y consulta como esta indicado según las necesidades del cliente.
- (13) Un trabajador social debe de referir al cliente a servicios que el trabajador social no pueda proveer al cliente y dar por terminado los servicios cuando estos ya no sean en beneficio para el cliente.

Si tiene alguna pregunta sobre el comportamiento en el ejercicio de su profesión de un trabajador social licencia por Texas State Board of Social Worker Examiners, sírvase llamar gratis al 1-800-232-3162. En Austin, llame al (512) 719-3521. O escriba a :

Texas State Board of Social Worker Examiners
PO Box 141369
Austin, TX 78714-6718
Fax: (512) 834-6677
e-mail address: lsw@tdh.state.tx.us

TEXAS STATE BOARD OF SOCIAL WORKER EXAMINERS

Texas State Code of Ethics

(a) A social worker must observe and comply with the code of ethics and standards of practice set forth in this subchapter. Any violation of the code of ethics or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.

- (1) A social worker shall not refuse to do or refuse to perform any act or service for which the person is licensed solely on the basis of a client's age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.
- (2) A social worker shall truthfully report or present her or his services, professional credentials and qualifications to clients or potential clients.
- (3) A social worker shall only offer those services that are within his or her professional competency.
- (4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.
- (5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.
- (6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.
- (7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.
- (8) A social worker shall be responsible for setting and maintaining professional boundaries.
- (9) A social worker shall not have sexual contact with a client or a person who has been a client.
- (10) A social worker shall refrain from providing service while impaired due to the social worker's physical or mental health or the use of medication, drugs or alcohol.
- (11) A social worker shall not exploit his or her position of trust with a client or former client.
- (12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.
- (13) A social worker shall refer a client for those services that the social worker is unable to meet and terminate service to a client when continued service is no longer in the client's best interest.

If you have a question about the professional performance of a social worker licensed by the Texas State Board of Social Worker Examiners call toll-free at 1-800-232-3162. In Austin, call (512) 719-3521. Or write to:

Texas State Board of Social Worker Examiners
PO Box 141369
Austin, TX 78714-6718
Fax: (512)834-6677
e-mail address: lsw@tdh.state.tx.us

**Memorandum of Agreement
BETWEEN
SOCIAL WORK FIELD AGENCIES
AND
BAYLOR UNIVERSITY**

WHEREAS, Baylor University (hereafter “University”), a Texas non-profit corporation, through its Department of Social Work requires the use of clinical field work experiences for students in the social work program; and

WHEREAS, _____ (hereafter “Agency”) offers clinical laboratory facilities which meet criteria established by the Council of Social Work Education for agencies affiliating with social work education; and

WHEREAS, the Faculty of University recognizes that clinical practice under appropriate guidance and supervision is essential for student development of effective social work skills, clinical judgment and a sense of professional responsibility; and

WHEREAS, it is recognized that a cooperative relationship between a service institution and an educational institution can be mutually beneficial;

BE IT AGREED that Agency and University desire to enter into an agreement whereby students in the University social work program shall receive experiences in practicum courses in the Agency. This agreement shall be governed by the following conditions:

I. THE UNIVERSITY SHALL:

- A. Retain control of, and responsibility for, all phases of the social work education program.
- B. Cooperate with the Agency in making arrangements for the use of its facilities, including sending a faculty representative to visit the Social Work Department at Agency to review plans and to tour the department. Arrangements shall be mutually determined by agreement of the parties and may be altered by mutual agreement.
- C. Cooperate with the Agency in planning, scheduling and implementing an orientation program for faculty responsible for the practicum.
- D. Provide a seminar experience each semester for students participating in the practicum.
- E. Provide the Agency with the following written information two weeks prior to the start of each practicum:
 - 1. Specific days and hours students will be assigned to clinical activities.
 - 2. Names of students and responsible faculty.
 - 3. Objectives of the practicum.

4. Documentation of professional liability insurance for students and faculty (if requested).
 5. Other appropriate information as requested.
- F. Require that faculty meet with students and their supervising field instructors at least twice per semester.
 - G. Plan individualized experiences for students in consultation with appropriate agency personnel based on the objectives of the practicum and available learning opportunities.
 - H. Abide by the written administrative policies or procedures of the Agency while using its facilities.
 - I. Be responsible for activities of students carried out to meet the objectives of the practicum.

II. THE AGENCY SHALL:

- A. Retain full responsibility for client care and for control of established standards of client care.
- B. Provide an orientation for faculty assigned to the Agency prior to the practicum subject to conditions in Section I.C.
- C. Provide orientation of students to the Agency.
- D. Provide, within Agency limitations, office space for the students, if applicable.
- E. Retain final approval on accepting or rejecting a student.
- F. Reserve the right and authority to request the withdrawal of any faculty or student who does not adhere to appropriate dress code, behavior standards, administrative and medical policies, does not maintain professional liability insurance; or cannot provide safe care due to physical or mental illness.
- G. Permit University faculty to conduct research in accordance with established policies and research protocols of the Agency.
- H. Comply with all applicable federal and state health and safety laws and regulations.
- I. Prohibit the disclosure of personally identifiable information, as defined by the Family Education Rights and Privacy Act, of a student without the prior consent of the student or the parent of the student, as applicable, and to limit Agency's use of such information only for the purpose for which it obtained such information from the University.

- J. Instruct students on confidentiality of Agency information and on the necessity, if any, for securing any such information in order to safeguard access to it by unauthorized individuals.

III. THE UNIVERSITY AND AGENCY FURTHER AGREE AS FOLLOWS:

- A. Each party is separately responsible for compliance with applicable laws, including anti-discrimination laws, that apply to their respective activities with the program.
- B. Students and faculty of the University may not be deemed employees of the Agency nor shall employees of the Agency be deemed to be employees of the University for purposes of compensation or benefits or within the terms of any workmen's compensation, unemployment compensation, or the withholding of income and social security taxes.
- C. Each party shall be responsible for its own acts or omissions that occur in the performance of this agreement, including any acts or omissions done at the direction of, or because of the policies of, that party.
- D. University has the authority to investigate liability claims or discrimination claims made by or against University, its faculty or students.

IV. DURATION OF AGREEMENT, TERM, MODIFICATION:

- A. This Agreement shall remain in effect for one year from date executed and will be renewed automatically on an annual basis in the absence of notice of termination. Either party may terminate this Agreement and any renewal thereof, with or without cause, by written notice to the other party at least 60 days prior to the commencement of the next academic term. Students enrolled in the practicum at the time notice is given shall have the opportunity to complete the course of study in progress.
- B. The parties to this Agreement may amend this Agreement and any renewal thereof as deemed necessary; provided, however, that no amendment to this Agreement or any renewal thereof shall be valid unless in writing and signed by the duly authorized representatives of the parties.
- C. All the terms, conditions and provisions agreed upon by the parties to this Agreement are incorporated in this document.

This Agreement is made at Waco, Texas, on the _____ day of _____, 2004.

ATTEST:

BAYLOR UNIVERSITY

By: _____
Marsha J. Duckworth
Assistant Secretary

By: _____
David E. Jeffrey
Provost & VP for Academic Affairs

NAME OF AGENCY

Address
City, State, Zip

By: _____
(Agency Representative)

Baylor University
School of Social Work-Field Program

Field Expectations

***The following field expectations were adapted in part from the Field Practicum Handbook from the Division of Social Work at Andrews University.

-Preliminary orientation is expected to be completed by the second week of placement and client assignments are to begin by the third week at the latest. Ongoing orientation may be incorporated into regular field placement hours throughout the placement.

-Assignment of clients/cases to interns is expected to continue throughout the placement. The intern is expected to work with productivity expectations of one third to one fourth of a full agency caseload by the middle of the placement.

-Acuity and complexity of case assignments are expected to be based on the intern's competence and growth.

-Process recordings are expected of the undergraduate intern, to be turned in to the field instructor for written feedback, on a regular basis. (4-12 semester).

-One case assignment at least should be a long term case. The duration is left to the field instructor's discretion based on the nature of the facility. The intern should have the opportunity to evaluate his/her own practice and the nature and effectiveness of the helping process.

-Interns are expected to apply a variety of practice theories and range of intervention modalities appropriate for problem-solving cases, group work, and community and family interventions. It is expected that supervision time will include educational supervision around those theoretical frameworks.

-A group experience is expected to be available in the field experience. If a group experience is not available at the agency and cannot be developed there, the field instructor should consult with the field liaison regarding the possibility of the intern participating in a group experience at another agency.

-Interns are expected to participate in agency case conferences, in-service training, and/or staff meetings that occur on internship days, and as able and assigned on other days.

-Field instructors are expected to provide at least one hour per week supervision time. The intern is expected to participate by initiating discussion of case management, problem solving, assignments, organizational process, student self awareness, integrative seminar requirements, work with agency colleagues, and another issues of concern for the intern. Additionally, supervision time should include verbal feedback on process recordings and agency documentation.

-Interns are expected to learn about community resources, referral processes, gaps in services, and agency and community planning to address gaps.

-It is expected that the student will be oriented to the agency process for quality improvement, public relations, budgeting, and other administrative functions.

-Interns are expected to gain experience and expertise in working with a variety of diverse populations. Please check all populations the intern might expect to work with during the placement.

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Gay men | <input type="checkbox"/> Elderly | <input type="checkbox"/> Physically ill | <input type="checkbox"/> Handicapped |
| <input type="checkbox"/> Lesbian women | <input type="checkbox"/> Adults | <input type="checkbox"/> Adolescents | <input type="checkbox"/> Children |
| <input type="checkbox"/> Developmentally Disabled | <input type="checkbox"/> Substance Abusers | <input type="checkbox"/> Mentally ill | |
| <input type="checkbox"/> African American | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Asian American | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Hospitalized | <input type="checkbox"/> Terminally Ill | <input type="checkbox"/> Victims of Abuse | <input type="checkbox"/> Perpetrators |
| <input type="checkbox"/> Caucasian | <input type="checkbox"/> Victims of Abuse | <input type="checkbox"/> AIDS/HIV | <input type="checkbox"/> Women |
| <input type="checkbox"/> Men | <input type="checkbox"/> Individuals | <input type="checkbox"/> Groups | <input type="checkbox"/> Communities |
| <input type="checkbox"/> Lower/working class | <input type="checkbox"/> Short term treatment | <input type="checkbox"/> Crisis intervention | |
| <input type="checkbox"/> Groups | <input type="checkbox"/> Families | <input type="checkbox"/> Middle class | <input type="checkbox"/> Upper class |
| <input type="checkbox"/> Other: _____ | | | |

**Baylor University
School of Social Work**

Process Recording Format

The primary purpose of process recordings is to further the student's professional growth. Process recordings are not to be confused with progress notes written for accountability to the agency and to provide information for agency use.

Recording in the style requested below contributes to the student's professional development in the following ways:

- a. Focuses on the fact that social work is a consciously planned and purposeful process.
- b. Heightens the student's awareness of content and affect in relation to self and client in conceptualizing the interaction.
- c. Establishes critical self-evaluation (evaluation of how one handled an interview or macro interaction) as a routine part of social work practice.
- d. Provides practice in recognizing and communicating information significant to the helping process and/or the change agent process.
- e. Offers concrete behavior for evaluation of the student by the student, the field instructor and school faculty.

RECORDING OUTLINE

Recordings are to be written in narrative form using the process recording template provided and include the following:

1. Identifying Information.

Student's name:

Client's initials or fictitious name or macro assignment): (*Protect client confidentiality*)

Date of session:

Date of recording: (*Always record within 48 hours*)

2. Background Information.

*At the beginning of this section, please provide a brief informative paragraph about the agency in which you work and your role there. This information can be copied and pasted into all process recordings.

This section should include any information necessary to understand the interaction described in the recording. This includes any information you know about the client such as:

- sex, age, and race or ethnicity of the client
- life stage of development and any significant intergenerational connections
- referral source and why referred
- number and types of other contacts you have had with the client(s), and a brief summary of work to this point

In the case of a group, it will be important to describe how the group was formed, how recent is its formation, and what are the characteristics of those who make up the group.

For macro process recordings, this section should contain relevant history of the agency, information pertinent to the macro task (e.g., about licensure, accreditation, funding, size, etc.), and a history and/or

explanation of the macro task or interaction that explains how this particular interaction fits into the overall agency/organization or community structure and planning process.

Students should discuss in this section their **tuning in and preparatory empathy** for the session. This would normally include some discussion about the client's (and client systems) life stage and developmental theory that is pertinent. Students may draw from Erikson, Piaget, Freud, Kohlberg, and Foster's developmental theoretical frameworks.

Example: Before meeting with Mr. A., I read over the file. Noting that he is Native American, I researched his tribe to discover what type of rapport building would be respectful to him. I am sensitive to Mr. A's need for respect, and since I am a female social work intern, I wonder if he will consider what I have to say as worthwhile. [Student is demonstrating preliminary skills of tuning in and preparatory empathy].

3. Purpose of the Interaction.

Why is this interview (session) taking place? How does it relate to the individual case goals or to the stated goals of the group? What does the worker plan to accomplish in this interview or session? For macro process recordings, how does this interaction or task fit in with the agency mission and goals and what specific goals will this interaction accomplish?

To say that the purpose of the interview is to "form a relationship with Paul" is not enough. What individual case goals require that a relationship be formed? These should be included in this section, e.g. "The purpose of the interview is to form a relationship with Paul so that we can explore or establish his vocational program during his time in school," or "The purpose of the interview is to begin to establish a relationship with Mary which will provide her an opportunity to work through all the feelings that accompany leaving home to go away to college, and the corresponding family problems," or "The purpose of the interview is to obtain information regarding Jane's medical history, and to give support to her in relation to her apprehensions about her serious illness."

In the case of a group, it will be important to state what the goals of the group are which can be met through group meetings. For example, a group of mothers may have been formed so that they can give one another support while their child is coping with a terminal illness. The purpose of the supportive relationships fostered in the group is the opportunity this gives the mothers to lean on one another and on the worker in times of stress, and to freely ventilate their feelings. These may be negative at times, and should be explored here.

In the case of a macro intervention, it will be important to state the goals of the agency and/or specific project and how this intervention meets a portion of that goal. Additionally, information should be provided about the planning of the intervention, who was involved, etc.

4. Summary of Interaction.

This section should include a detailed, narrative, chronological summary of your exchange with the client. Students may elect to summarize portions of the session. However, when significant work is identified by the student, a verbatim recording with skills identified is important. (i.e., "Client said: ..."; "Worker said: ..."). It should also include a description of the client's affect, as well as the worker's affective responses (i.e., mood, feelings, tone, attitude and emotional responses of the client and the worker).

Descriptions of what happened in group interactions will include the interaction which took place between the group members and each other, as well as the interaction between members and the group worker. What are the feelings the worker has about how the group perceives him or her? What did the group appear to be indicating about feelings but unable to express in words (non-verbal expressions such as arriving late, leaving early, not talking, lack of eye contact, etc.)? Descriptions of what happened in macro interventions should include details about interaction. For all process recordings, at least a portion of the recording should be verbatim to provide detail about the use of skills. For lengthy interactions, some portions of the

interaction may be summarized. However, verbatim recounting should be provided for clarification of role and purpose, significant work phase, and endings, i.e. summarizing and identifying next steps.

In the left column, record process comments. This would include:

- Identification of the helping skills used according to the Shulman or Sevel social work skills. Macro skills may be taken from Brueggemann's *The Practice of Macro Social Work* or Netting's *Social Work Macro Practice*.
- Comments on what you were observing and thinking at the time (an opportunity to demonstrate honest self-awareness as well as observation and assessment skills).
- Reflections as you look back, including what you notice now that you didn't at the time, observations on what you think might have been going on with yourself or the client, thoughts about what you wish you had said or done (or would do differently the next time)

Process Comments	Content	Supervisor Comments
Clarifying purpose.	W-Good morning, Mrs. B, come in and have a seat. We need to talk today to review your service plan and progress.	
Noticed B's affect was much flatter than the last time we had met.		
Wonder if it had anything to do with her mother's threats regarding the children.	B-Well, I had a setback this week. It's been a hard week.	
Reaching from General to Specific	W-Tell me more about that.	

5. Evaluation.

In this section, the student should evaluate his/her use of social work skills and how effective skill usage appears through the course of the interview or session. Evaluate whether or not the purpose of the interview was achieved. If you feel the purpose was achieved, you should indicate what makes you believe this. Likewise, if you feel the purpose was not achieved, you should analyze the reasons why you think this is the case.

Whether or not the purpose was achieved should not be used as the sole judgment of the effectiveness of the interview or meeting. Unexpected factors may determine that the original purpose be discarded. This, however, should be recognized and specific factors should be distinguished and commented on.

Include a discussion of:

- What you did well, and what you might have done differently.
- How you assess your relationship with the client, following the session.
- For macro, what was accomplished? What remains to be accomplished?
- What information would help you in your work with this client or project?
- What were the barriers to effectiveness in this interaction? Personal? Systemic? Informational?

6. Future Plans.

This section is twofold:

- a. In light of your evaluation of effectiveness and use of skills, what are your plans for increasing your effectiveness with this client or project in the next session. Include choice and quality of skills you will use, and issues that may need to be addressed next time. If you will not have the opportunity to see the client again or work with the project again, describe how you would go about making these changes if you did have that opportunity. What reading will you do to gain information needed? For example, what theoretical frameworks might help you better understand this client, the presenting problem, the systemic implications, the intergenerational implications, and the interventions you should explore. What plans do you have for addressing this in supervision? Who might you use supervision to enhance your effectiveness with this client or project? How will your learning from this client or project interaction enhance your work with future clients and/or projects?
- b. In light of the outcome of this interview, indicate what the purpose of the next interview or group meeting will be. Reading and theoretical framework exploration should be included in your consideration of purpose. Task or collateral contacts to be completed before the next meeting should also be identified.

*****PROCESS RECORDINGS FOR MACRO SOCIAL WORK*****

Student social workers will be doing some macro social work in each agency placement and may be doing predominantly macro social work in other placements. Process recordings for macro level social work contacts should follow the standard format with the following adaptations:

1. Remember that when doing social work at the macro level, the client will either be the agency and/or the community at large. In your background and history, identify your client system(s), provide background information about the agency and/or community and about the project itself including any needs assessments that have been done, committee work done or ongoing, etc.

Additionally, review your involvement in the project and specify your roles as the social worker involved in the project.

2. Your process recording may focus on an interview done in data gathering or research, meetings done for training or planning, board meetings you conduct or give reports at, etc. Clarify the context of your social work interventions, and cite the content with social work skill references just like you would do for a clinical interview. The issue is not the length of the engagement, but your ability to identify skills used and the social work process as it unfolded.
3. Be sure in the evaluation section to look at what you did well, and the opportunities for growth.
4. There will be times in committee meetings, data seeking interviews, etc. when you will be called upon to use your clinical skills. You are at all times a social worker and may and should use all of the tools/skills you have been taught.

**Baylor University
School of Social Work**

**Skills of Helping
Lawrence Shulman**

I. THE PRELIMINARY PHASE

- 1) Tuning In Skills - The worker can prepare to address the clients initial responses to seeking help, and ease entry into the helping relationship. For example: the worker considers various ways to empower Jackson, and encourage the sharing of his feelings about coming to a professional social worker for help. Acknowledging that resistance may be natural and acceptable response to his situation may be an important way of facilitating Jackson being more available to enter into the helping relationship.
- 2) Preparatory Empathy Skills -The worker imagines the feelings which the client has about going into a situation where discussing personal matters with a stranger will be the focus. For example: Jackson, who has been told by his supervisor that he will lose his job unless he is involved in a counseling experience, as he is often "hostile and defensive with coworkers", may be very resistant to accepting help from a professional social worker. The worker imagines that Jackson may be unwilling to accept that there is a problem in his job setting, and otherwise resistant to entering into a helping relationship.

II. THE BEGINNING PHASE

- 3) Clarifying Purpose Skills - A simple statement by the worker of the general area of work. For example: "You know your wife has signed forms to place your children under the care of the agency. I wanted to meet with you to have you sign the agreements, but before that, to discuss what this means for you and your children. I know it can be an upsetting time and I thought you might also have things on your mind you want to discuss. "
- 4) Clarifying Role Skills - A statement designed to give the client a beginning idea of how a social worker might help. For example, in a group context: "You may all have many concerns in common. My job will be to help you share them with each other and come up with ideas that may help. I'll share my ideas as well."
- 5) Partializing Client's Concerns Skills - Helping a client to break down into manageable parts large and often overwhelming problems.
- 6) Displaying Belief in the Potential of the Work Skills - Statements designed to convey to the client the idea that there is always a next step. For example: "Things may seem impossible right now, but if we try to tackle them one at a time, I think you can get somewhere."
- 7) Reaching for Between Session Data Skills - For example: "Before we begin on that housing question, I wonder if there was anything else that has come up this week?"
- 8) Contracting Skills - Establish the purpose of ongoing contact the client's role and the social worker's role when meetings occur, clarify client issues for work, and deal with issues of authority.

III. THE WORK PHASE

A. Elaborating Skills

9) Containment - Efforts at not acting on the worker's desire to help until the real concern of the client is expressed.

10) Moving from the General to the Specific - For example: Client: "You know kids can be tough to raise." Worker: "Did Mary give you a hard time again this week?" Client: "She came home late and gave me lip." Worker: "What did she say?"

11) Focused Listening - Efforts at listening to the real meaning of the client's conversation, with the agreed upon contract in mind.

12) Questioning - A simple skill that leads the client to provide more details. For example: "Could you tell me more about that? What happened next?"

13) Reaching Inside of Silences - Efforts to explore the meaning of the silence. For example: "What are you thinking about?" Or, in response to nonverbal cues, "This seems to be hitting you hard, is it too tough to talk about?" Or, "You seem distracted, did I lose you just then?"

B. Empathic Skills

14) Reaching for Feelings - Asking the client to share the affective portion of the message.

15) Displaying Understanding of Client's Feelings - Verbal and nonverbal expressions by the worker that indicate his or her immediate experiencing of the client's emotions. For example: Client: "Andy [his son] has been in care before and he's confused and sad." Worker: "That must make it hard for you to see him."

16) Putting the Client's Feelings into Words - Articulating the client's feelings slightly ahead of him or her. For example: Client, referring to the difficulty of visiting a placed child: "Like what do I say to him?" Worker: "Like when he asks: When do I come home?"

16) Connecting Feelings to Work - Efforts to make connections between the client's feelings and behavior. For example: "I think it's hard to tell your child you don't know when he's coming home, but clearing that up might make it easier for you both."

C. Sharing Worker's Feelings Skills

18) Displaying Feelings Openly - Honest expressions of worker affective responses, both positive and negative. For example: "I'm confused when you verbally share such unhappiness and pain, but with a smile on your face and giggling ... are you aware of the inconsistency?"

19) Sharing Personal Thoughts and Feelings - For example: "When you talk about missing your father that way, it hits a nerve with me as well -- Tell me how that feels to you."

20) Supporting the Client's Strength - Expressions of belief in the client's ability to take some step, or get through a difficult time. For example: "I know it's going to be tough to confront Jim, but I think you're ready."

D. Making a Demand for Work Skills

21) Partializing Client Concerns - For example: "So now you're worried about where you're going to stay, and you also have to face saying good-bye to Tom."

22) Holding to Focus - For example- "Let's stay with the question of where you're going to stay, and then pick up on how you can handle Tom."

23) Checking for Underlying Ambivalence - For example: "You say you are going to speak with Tom, but don't you think that's going to be tough to do?"

24) Challenging the Illusion of Work - For example: "You know you're joking now about that conversation, but it seems to me it must have hit you harder at the time."

E. Pointing Out Obstacles Skills

25) Supporting the Client in Taboo Areas - Helping the client discuss taboo subjects such as sex, money, dependency, and so on. For example: "It takes courage to talk about these problems in your sexual relationship with your wife -- stay with it."

26) Dealing with the Authority Theme - For example: "When I thought about our last session, I thought that I really missed what you were saying. Have I been missing it?"

27) Identifying Affective Obstacles to Work - Pointing out when client's feelings appear to block discussion. For example: "Every time we get close to talking about how you feel about leaving the group home, you change the subject. Is it too tough to talk about?"

F. Identifying Content and Process Connections Skills

G. Sharing Data Skills

28) Providing Relevant Data - Sharing facts, ideas, values, and beliefs relevant to the client's work and unavailable to him or her. For example, "In my experience, you really can't run away from a problem like this; it's your problem, however, so you are going to have to decide."

29) Providing Data in a Way That is Open to Examination - Worker shares his or her feelings about revealing their opinions, and then allows client access to their views representing only one option.

H. Helping the Client to See Life in New Ways Skills

30) Viewing Systems People in New Ways - For example: "Perhaps your teacher is on your back all the time because he's worried about your passing, it may be his way of trying to help."

31) Contacting Systems People Directly - Efforts on the worker's part to meet with significant people in the client's systems to open up effective communication channels. For example: "Suppose I meet

with your teacher and try to help him understand why you feel he doesn't like you. That might make it easier for you to talk about it with him. I think I can say it in a way that won't make him mad."

G. Sessional-Ending Skills

32) Summarizing - Use the last moments of a session to help client identify what has been learned. Not required in all sessions.

33) Generalizing - Broaden the learning from one experience to a whole category of experiences.

34) Identifying Next Steps - The general goal of the client is broken down into manageable parts.

35) Rehearsal - Opportunity for client to practice/role play some difficult situations they are to encounter.

36) Identifying "Doorknob" Communications - The skill of identifying the process of any comments of significance raised by the client toward the end of the session, when there is too little time to deal with them.

IV. THE ENDING AND TRANSITION PHASE

37) Identification of Major Learning Skills - For example: 'you say our last meetings have been important to you; can you tell me in what ways they have been helpful? What do you think you have learned?'

38) Identification of Areas for Future Work Skills - Helping clients to understand that the work will continue after the ending. The worker must help the client create an agenda for future work and to use their experience together to determine how the client can continue to work on these concerns.

39) Synthesizing the Ending Process and Content Skills – The worker can help the client see that skills, which have been developed in dealing with the worker, are transferable to other situations.

40) Transitions to New Experiences and Support Systems Skills - Discuss how client can continue to receive support - i.e., transfer of the work to support staff, use of family members, peer group, etc.

41) Reaching for Ending Feelings Skills - Attempts to help the client articulate the feelings associated with termination of the relationship. For example: "You seem to be saying, in a lot of different ways, that you're going to be missing our sessions as well. It's great to be able to move on independently, but it's awfully tough to say good-bye."

42) Pointing Out the Endings Skills - For example.- 'before we begin today, I wanted to remind you that we only have four sessions left.'

43) Sharing Ending Feelings Skills - For example: "You know we have been working together for a long time. You have come to mean a lot to me, and I'm going to miss seeing you after next month."

44) Responding Directly to the Indirect Cues of Ending Stages Skills – The worker should point out the dynamics of this stage and acknowledge the validity of feelings.

45) Crediting the Client Skills - Direct acknowledgment of the client's ability to "go it alone."

46) Reaching for Negative Evaluation Skills - To encourage the client not to hold a "farewell party" and get caught up in only the positive feelings. Some real therapeutic moments may have been during those "difficult" times.

Shulman. L. (1999). The skills of helping individuals, families and groups (4th ed.). Itasca, IL: F.E. Peacock Publishers, Inc.

Prepared by: Isaac V. Gusukuma, PhD December 3, 2002

Baylor University School of Social Work

Evaluation of Field Placement

Student _____ **Year and Semester** _____

Undergraduate _____ **Graduate** _____

Agency _____ **Field I** _____ **Field II** _____ **Field III** _____

Field Supervisor _____ **Task Supervisor** _____

1. At what point in the semester were you given independent responsibility for direct client contact (i.e., completing interviews on your own)?
2. Approximately how many independent interviews did you conduct during the semester?
3. How much supervision time per week did you spend with your supervisor?
Individual: _____ Group: _____
4. If you had a task supervisor, please indicate how much supervision time was spent with that supervisor.
5. Describe and evaluate your work load. (Appropriate for your readiness? Amount? Short term cases, long term cases? Paper work?)
7. How many process recordings did you do in the internship? How were they used in supervision?
8. Please describe your group experience in this placement.

Please describe your macro experience in this placement.

9. Describe the agency experience in relation to the three themes of the school:

a. Community Building:

b. Strengths Perspective:

c. Integration of Faith and Practice:

10. Effectiveness of field instructor?

Effectiveness of task supervisor?

Liaison?

Field office?

11. Do you feel we should use this agency again?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you feel we should use your field supervisor again?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If applicable, should we use your task supervisor again?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Would you choose this placement again?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

12. Strengths and weaknesses of the placement?

Use the back for any other comments you wish to share with us about the placement.

Revised: 4/03 hh

Baylor University
School of Social Work--Field Program

Field Liaison Evaluation of Field Placement

Name of Field Liaison _____ Date: _____

Agency: _____ Field Instructor(s): _____

Student(s): _____

[] Baccalaureate I [] Baccalaureate II [] Graduate I [] Graduate II [] Graduate III

No. of Liaison Visits to agency this placement: _____

Alternate Liaison Contact: _____

	YES	NO	NA
1. Do you think the student(s) was/were adequately supervised in this placement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you think that the field instructor understood your role as liaison?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you think that the student(s) understood your role as liaison?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Did the student(s) have adequate opportunity to engage in social work roles during the semester?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Did the field instructor notify you in a timely manner of any problems with the intern(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Did the Field Director provide support as needed in your role as Liaison?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Did/do you find the Field Manual helpful to you in field supervision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you want/need additional training or inservice pertaining to your role as field liaison?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you believe we should use this agency again?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you believe we should use this field instructor again?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Signature
Rev. 4 01 hh

Reviewed by:

Baylor University
School of Social Work--Field Program
Field Instructor/Task Supervisor Evaluation

Please provide feedback to the Field Program. This information will be reviewed by the Field Director and Field Committee to continue to improve our program.

Name of Instructor/Supervisor: _____ Date: _____

☐ Baccalaureate I ☐ Baccalaureate II ☐ Graduate I ☐ Graduate II ☐ Graduate III

Student(s) _____

Agency: _____ Faculty Liaison(s): _____

Weekly **Individual** Supervision Time: ☐ 1 1/2 Hours ☐ 1 Hour ☐ Other _____

Weekly **Group** Supervision Time: ☐ 1 1/2 Hours ☐ 1 Hour ☐ Other _____

	Poor			Excellent	
	1	2	3	4	5
1. How well was the student prepared for placement and beginning social work practice?					
2. How well did the information about the student help you prepare for this placement?					
3. How well did the field liaison system work?					
4. How responsive was the field program to your needs?					
5. How helpful was the last Field Instructor training you attended?					
6. How useful do you find the Field Manual?					
7. How useful do you find the Student Handbook?					
8. How connected do you feel to the Baylor field program?					
9. How would you rate your overall experience?					

What would help you in your job as Field Instructor: _____

Field instructor training suggestions: _____

Other Comments and Suggestions: _____

(Use back as needed)

Rev. 11/01 hh

**Baylor University School of Social Work
Field Intern of the Year Nomination Form**

Name of Nominee: _____

[] Baccalaureate [] MSW

Agency: _____

Address: _____ **Phone Number:** _____

NASW Membership and Involvement: _____

Other Professional Organization Affiliations: _____

Other areas of service to the Social Work Program: _____

Community Service: _____

How do you know the nominee? _____

What distinguishes your nominee as a field intern: _____

Other information to be considered:

Signature:_____ **Date:**_____

(Feel free to use additional pages or back if needed)

**Baylor University
School of Social Work
Field Education Program
Outstanding Field Supervisor Nomination Form**

Thank you for participating in the selection of outstanding supervisors in field education and service learning by submitting a nomination. Please complete the form and submit it to the field education office no later than the second Monday in May. Nominations may be made in any semester and will be maintained by the field education office for consideration. These awards are given at the Annual Preston Dyer Workshop in the fall semester.

Name of Nominee:

Agency Affiliation:

Address:

Phone Number:

☐ Field Instructor ☐ Task Supervisor ☐ Service Learning Supervisor

Years Services as Field Supervisor:

Number of Students Supervised:

Degree:

Licensure:

Professional Membership:

Professional Organization Affiliations:

Other areas of service to the Social Work Program:

Community Service:

How do you know the nominee?

What distinguishes your nominee as a field supervisor, a social worker, a person?

Other supportive information or documentation:

Signature: _____ **Date:** _____

(Feel free to use additional pages or back if needed)

Revised: 3/05 hh

**BAYLOR UNIVERSITY
SCHOOL OF SOCIAL WORK
Field Agency Form**

AGENCY: _____ **PHONE:** _____

ADDRESS: _____

EMAIL: _____ **WEBSITE:** _____

DIRECTIONS TO AGENCY FROM BAYLOR: _____

CONTACT PERSON: _____ **PHONE:** _____

AGENCY DIRECTOR: _____ **PHONE:** _____

BRIEF DESCRIPTION OF SERVICES: _____

MISSION STATEMENT OF AGENCY: _____

DESIRED QUALIFICATIONS OF INTERNS: _____

AGENCY HOURS: _____

EVENING OR WEEKEND HOURS AVAILABLE: ☐ Yes ☐ No

INTERN ON CALL COVERAGE: ☐ Yes ☐ No

ORIENTATION/TRAINING REQUIRED?: ☐ Yes ☐ No

PRESERVICE?: ☐ Yes ☐ No

TRAINING INFORMATION: _____

ORIENTATION/TRAINING MANUAL AVAILABLE: ☐ Yes ☐ No

AGENCY WHEELCHAIR ACCESS: ☐ Yes ☐ No

INTERN WILL NEED OWN TRANSPORTATION: ☐ Yes ☐ No

INTERN WILL BE TRANSPORTING CLIENTS: ☐ Yes ☐ No

TRAVEL REIMBURSEMENT AVAILABLE TO INTERN: ☐ Yes ☐ No

MALPRACTICE INSURANCE COVERAGE FOR INTERN: ☐ Yes ☐ No

COMPENSATED PLACEMENT AVAILABLE: ☐ Yes ☐ No

If Yes, Details: _____

FIELD AGREEMENT WITH BAYLOR ON FILE: ☐ Yes ☐ No ☐ Need
☐ Need Update

IF YES, DATE OF MOST RECENT CONTRACT ON FILE: _____

SOCIAL WORKER ON SITE: ☐ Yes ☐ No ☐ LBSW ☐ MSW ☐ LMSW ☐ LCSW

____ Years of Practice Experience ____ Years of Field Supervision Experience

☐ **VOLUNTEER/SERVICE LEARNING PLACEMENT** ☐ **FIELD PLACEMENT**

NUMBER OF PLACEMENTS AVAILABLE: ____ Service Learning

VOLUNTEER/SERVICE LEARNING SUPERVISOR: _____

DESCRIPTION OF VOLUNTEER/SERVICE LEARNING EXPERIENCES OF STUDENTS:

INTEREST IN BACCALAUREATE INTERN(S): ☐ Yes ☐ No

NUMBER OF PLACEMENTS AVAILABLE: _____Baccalaureate

SUPERVISOR OF BACCALAUREATE INTERNS: _____

LICENSE AND TITLE: _____ **PHONE:** _____

DESCRIPTION OF FIELD PRACTICUM EXPERIENCES OF BACCALAUREATE INTERN:

INTEREST IN GRADUATE INTERN(S): ☐ Yes ☐ No

NUMBER OF PLACEMENTS AVAILABLE: _____Graduate

SUPERVISOR OF GRADUATE INTERN(S): _____

LICENSE AND TITLE: _____ **PHONE:** _____

DESCRIPTION OF FIELD PRACTICUM EXPERIENCES OF GRADUATE INTERNS:

DUTIES OF SOCIAL WORK STAFF IN AGENCY:

LBSW: _____

LMSW: _____

LCSW: _____

OTHER PROFESSIONAL STAFF SUPERVISING STUDENTS: _____

OTHER AGENCY INFORMATION: _____

QUESTIONS FOR THE DIRECTOR OF FIELD (GRADUATE):

**QUESTIONS FOR THE ASSOCIATE DIRECTOR OF FIELD (VOLUNTEER/SERVICE
LEARNING/BACCALAUREATE):** _____

COMPLETED BY: _____ **DATE:** _____
Rev. 6/04kb/hh/cst

Social Worker Safety

Prepared by

Isaac V. Gusukuma, PhD., LMSW, ACSW
Associate Professor

School of Social Work
Baylor University
Waco, Texas

December, 2002

Social Worker Safety

Introduction

The guidelines presented below are intended to encourage social workers to recognize the need to be more conscious of safety in the workplace. Safety issues have always been a crucial component of social work practice, especially with the recognition that every case has the potential for confrontation. At times social workers unintentionally discount the nature of intervention and the client's view of their role when working with clients that may contribute to increasing danger for the worker. Difficulties may occur at any point when in contact with a client. Threats and volatile situations, however, are more likely to occur during crisis situations and when a significant action is taken or threatened (e.g., removal of a child, legal action or sanction, or the decision to take a case to court, etc.).

All individuals and agencies involved in professional social work practice must be alert to the possibility of unexpected confrontations in the office or the field that might put them at risk of harm. Protective measures should be taken to minimize the possibility of such an occurrence. Students, in particular, should recognize that field placement, as any workplace, may involve exposure to potential risks and hazards. In addition to documented risks from disgruntled employees and clients, many agencies serve clients with histories of assaultive, violent behavior or employ modes of intervention such as home visits in which security may be significantly less than in traditional office-based services.

Social work supervisors should describe any known risks or potential hazards to social work interns and new or recently employed social workers in advance. At no time should a social worker knowingly expose him or herself to bodily injury or harm. Likewise, no supervisor or agency representative should assign an intern or new social worker to a function where such risk is present without providing special training specific to the risk and taking all reasonable precautions that a prudent social worker would take in the situation. Exposure of social work interns to known risks should only be done if there is no other way to accomplish an educational objective. Social work interns should be permitted to decline any assignment exposing them to excessive risk without prejudice.

Throughout the duration of their training or probationary period, social work interns or newly employed social workers are expected to take reasonable precautions for their own safety. To assist social workers in evaluating risk and maintaining personal safety, a list of safety precautions are presented here for use.

Social workers and agencies must together consider creating a safe environment. These issues need to be addressed in the agency orientation as well as in supervision. It is important to discuss guidelines for prevention, taking risks, and crisis/safety plans. Provided below are some basic safety principles and precautions to guide social work interns, field instructors, social workers, and agencies in the creation of a safe practice environment.

With a social worker's safety and well-being as a primary goal in any threatening situation, agencies should take responsibility for assuring the safety for all staff. This includes:

1. Strengthening the awareness of job-related safety precautions;
2. Teaching work-related, as well as personal self-protection skills;
3. Developing an understanding of law enforcement's role as it relates the agency, its services, and agency policy; and

4. Familiarizing social workers with the importance of attitude and professionalism as it relates to safety.

Safety Considerations

Professional Self

An important aspect of professional practice is knowing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, consult your supervisor.

Client Office Visits

Sometimes you may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your supervisor early in your work or employment to be informed of agency policy and recommended courses of action should such an event occur.

Home Visits

It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your supervisor—time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your supervisor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your supervisor or other person. Do not take risks. Know who to call or what steps to take if you should experience a vehicle breakdown. (Specific guidelines to consider when conducting a home visit are provided in another section.)

Institutional Settings

Mental health and correctional institutional settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your supervisor, and as needed, have your supervisor or another staff person accompany you when visiting such clients.

After Hours Meetings

Some social service settings have activities that occur beyond normal office hours. Be aware of the location of activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth. It is appropriate to ask someone to accompany you when going to your car after dark. Do not take risks.

In-Office Safety

- Provide client or patient waiting rooms designed to maximize comfort and minimize stress. (Ensure chairs are comfortable and in good condition, that reading material, pictures, posters, etc. are available and reflect the diversity of the clients.)
- Ensure that counseling or patient care rooms have two exits.
- Limit or control access to staff counseling rooms by using locked doors or have access controlled by a staff person.
- Arrange your office furniture to prevent yourself from getting trapped or in such a way that the furniture may provide a barrier and provide you sufficient time to call for assistance or security personnel.
- Limit the number of pictures, vases, ashtrays, or other items that can be used as weapons. (Assess your office for objects that could be potential weapons.)
- In interview rooms or crisis treatment areas, furniture should be minimal, lightweight, without sharp corners or edges, and/or affixed to the floor.
- Make sure the interview or treatment is not conducted in isolation and others know where you are and who you are interviewing.
- Do not arrange to meet anyone when you know you will be alone in the building.
- Make sure the client knows that others are present.
- Use a room in which you are visible to others, for example glass (security) windows, but where confidential discussions cannot be overheard.
- If a room where you can be seen is not available, ensure someone else drops in to check on you, for example bring cup of coffee (but keep disruptions to a minimum).
- Ensure there is a duress alarm system of some sort (phones can disrupt interviews).
- Stay near the door—preferably have a room with two doors.
- Ensure furniture is comfortable but robust enough not to be thrown.
- At the first sign you are in distress, staff should know who will respond and what immediate action to take.
- Keep waiting time to a minimum. If the interview is delayed, ensure client is informed.
- Shake hands and introduce yourself by name and explain your job (task).
- Use language the client will understand.
- If escorting a client to a room walk beside them on the same level, in front going upstairs and behind them going downstairs.
- If the client is reacting badly to you because of your age, sex, race or social class, discuss this with the client and inquire if the client would prefer another staff member.
- If the client has a history of aggression, find out about prior incidents to aid your interview process.
- Dress appropriately, including low-heeled shoes with good grip (in case you need to move quickly) and no jewelry (necklaces, scarves, and neckties can be used to strangle or restrict your movement).
- Attempt to have equal height seating with the client, at an angle, and leave greater interpersonal space with aggressive people.
- Maintain eye contact and adopt a relaxed posture rather than a closed arms posture.
- Maintain empathy/sympathy and paraphrase client comments.
- Try to solve some problems immediately to demonstrate that you are trying to find solutions.
- If you are governed by rules or program policies of some kind try to explain them to the client.
- Avoid provocative expressions such as “calm down”.
- Never get drawn into aggression.
- Listen, and show you are listening by nodding and using words such as “I see”.
- Avoid tapping pens, fiddling or doodling.
- Don't set deadlines in case you cannot keep them or set time limits with an irritated or aggressive client.
- If the situation is escalating take a break to diffuse the situation and the aggression.

- Make sure the office is well lit, install bright, effective (yet non-glaring) lighting in your office.
- Identify the location of the two nearest exits from your work area.
- Count the doors, desks, work stations, etc. between your work space and the nearest exit. Because of smoke or a power failure, an escape in the dark may be necessary.
- Assess the security of restrooms, separate facilities for staff members, location, door locks, etc.
- Lock all unused doors to limit access, but be sure to stay within local fire codes.
- Replace burned-out lights, broken windows, screens, and locks.
- Know the location of the nearest fire alarm and familiarize yourself with its operation and the sound of the fire alarm.
- You should do whatever is necessary to protect yourself, and not worry about failure of task.

Other commonly implemented policies to reduce workplace, in-office violence, include cash-handling procedures. Agencies and social workers should make it known that there is limited amounts of cash on the premises. Cash-handling policies include by are not limited to using cash drop boxes, carrying only small amounts of cash and posting signs and printing notices that limited cash is available. It may also be useful to explore the feasibility of cashless transactions through the use of machines that accommodate automatic teller account cards or debit cards. These approaches could be used in any setting where cash is currently exchanged between workers and customers.

Physical separation of workers from clients and the general public through the use of bullet-resistant barriers or enclosures has been proposed for hospital emergency departments and social service agency claims areas. The height and depth of counters (with or without bullet-resistant barriers) are also important considerations in protecting workers, since they introduce physical distance between staff and potential attackers. Consideration must nonetheless be given to the continued ease of conducting business; a safety device that increases frustration for workers or for customers, clients, or patients may be self-defeating.

Visibility and lighting are also important environmental design considerations. Making high-risk areas visible to more people and installing good external lighting should decrease the risk of workplace assaults. For example, examine the parking area and areas around the building at night to identify high-risk areas.

Security devices may reduce the risk for assaults against workers and facilitate the identification and apprehension of perpetrators. These include but are not limited to closed-circuit cameras, alarms, two-way mirrors, card-key access systems, panic-bar doors locked from the outside only, and trouble lights.

Self-Protection and Personal Safety Skills

The first step in ensuring social worker safety is to assess the risk of the situation before the initial contact. Before social workers conduct the first contact with a client they need to assess the risk to themselves. Questions social workers should consider include the following:

1. Is there a previous history of violence or other violent behavior toward others?
2. Does the referral/situation indicate the possibility of a family member being mentally ill, using drugs, or being physically aggressive?
3. Are there firearms or other weapons noted in the intake report?
4. Is the family's geographic location extremely isolated or dangerous?
5. Is this a second or multiple situation involving the family violence?
6. Is the initial contact scheduled after normal working hours?
7. Are there any vicious animals on or near the premises?

Approaching the Irrate Client

A social worker's appearance, verbal and nonverbal statements, and demeanor can impact the client's response. In confrontational situations, if the social worker appears calm (verbally and nonverbally), has control of the situation without being intimidating, and uses anger reduction techniques, he/she will probably be able to defuse the situation. The following information should provide some direction in these situations.

When a client is hostile or verbally abusive remember to do the following:

1. Maintain a calm disposition so that feelings of anxiety, fear, anger, etc. do not interfere with the ability to communicate effectively. All statements should be made in a very clear, simple, and direct manner.
2. Be assertive so that the social worker's involvement in the situation is viewed as clearly professional and not personal. Avoid taking responses personally and responding defensively.
3. Show respect for clients by speaking to them and not at them. Be directive, not authoritative. Present alternatives in a positive manner.
4. Request help when needed! If a client or other individual becomes aggressive, make attempts to calm him/her. Otherwise, seek assistance from the nearest allies.
5. Avoid touching, whether it is in a calming or protective manner, without explaining your actions.
6. If a person attacks, use only enough force to restrain the person. Try to get the person or yourself to separate/different locations.
7. Remove yourself from the immediacy of the hostile situation.

Approaching the Client with Mental Illness

It is very difficult to understand the mentally ill client's reactions when approached, especially when the client has not been previously known to the agency. Persons with a mental illness seldom become violent and their mental status is usually characterized by fear and confusion rather than assaultive, aggressive, or violent behavior. The following guidelines will enhance the social worker's ability to relate to mentally ill clients in the office or in the field.

1. Try to communicate clearly at the client's level of understanding who you are and the purpose of your contact.
2. Be empathetic, non-threatening, and sincere in your intention to help.
3. Give honest, factual answers. Do not try to appease the client or ignore the clients' questions. If you do not know the answer, say so.
4. Do not belittle any concerns that the client raises. Answer in the most purposeful way.
5. Do not give advice about handling their psychological problems, particularly on initial contact. Refer client-identified issues to the client's therapist or mental health clinic.
6. Do not speak from your own personal feelings in response to client statements. Respond from a professional level only.
7. Be supportive in comments and gestures.
8. Do not make assumptions about a mentally ill clients' abilities. Be specific and concrete in your statements and questions.
9. Know how to access emergency mental health services, and use them if the client appears to be a danger to themselves or others.

Personal Safety

Due to increasing incidents of violence in our society and against social workers, every social worker should be aware of safety issues and be better prepared to handle potentially dangerous situations. Training in personal safety is important and should content on awareness, prevention, and management of dangerous situations at home, on the street, while traveling, in public places, and in the agency setting. This information can be used to assess environmental risk levels, to determine if a client or another individual could be dangerous, to make decisions about managing risky situations, or to protect oneself or clients.

It is very difficult to predict when dangerous behavior will occur. The factors most often considered to be predictors are: history of violent behavior, male clients, and abuse of drugs and/or alcohol. Aggressive behavior may be direct or indirect; determinants include fear, anger, over-stress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a characteristic adaptive style or if it is reactive to a particular or current situation. However, the best protection in a threatened or actual assault is to follow your intuition. Problem-solving skills are also transferable to risky situations: gather data, evaluate the information, decide on a course of action based on the evaluation, implement it, evaluate the outcome and adjust accordingly. This process may occur in an instant or over a longer period.

The goals of risk prevention, reduction, and management strategies should be to:

1. Protect the client, staff, and others in the environment;
2. Help the individual client gain control with the least amount of pain and guilt;
3. Help the individual client focus on the source of anger, fear, frustration, etc.
4. Assist the individual to express these feelings verbally rather than in actions.

General Personal Risk Reduction Guidelines

1. Walk with a sense of purpose.
2. Be aware of body language.
3. Be alert to people around you. Beware of strangers who approach and speak to you.
4. Keep at a safe distance and keep moving.
5. Do not walk on the side of the street where people are loitering. Walk on the outside of the sidewalk, away from possible hiding places.
6. Be aware of safe places such as stores, library, school, and community centers to use for refuge.
7. Do not carry a purse or bag. If you must carry one, conceal it or use a shoulder bag or backpack.
8. Wear sensible appropriate clothing, low-heeled shoes, and no jewelry which could be snatched off or wrapped around your neck.
9. Do not give money to people who ask for it.
10. Assess multi-story buildings for safety. If you take the elevator, observe elevator interior before entering. If the elevator appears unsafe, wait for the next elevator or consider taking the stairs; be aware of who is in the stairwell and how far apart the exits are. If a suspicious person enters the elevator after you have entered it, exit before the door closes. Stand next to the control panel. If accosted, press all buttons.

Risk Reduction Guidelines in Fieldwork

Social work interns and newly employed social workers are expected to receive an orientation to agency policies and procedures regarding risk management. If the agency supervisor does not provide this orientation, interns should ask for it. Social work interns should also learn about the agency's informal methods for assessing and handling risk situations.

Each situation is different, but the guidelines that follow may generally apply in the management of potentially dangerous situations.

1. Appreciate realistic limitations. Be reasonable about what is and is not possible. Know when to stay and leave. (A sound preventive approach is to avoid seeing clients with reputations for unprovoked assaults or those in acute paranoid psychotic distress in an empty office without back-up staff or security available.)
2. Keep your work area as safe as possible, keeping it clear of items which could be harmful to anyone involved in a physical intervention. For example, keep objects which can be used as weapons (e.g., scissors, letter openers, ashtrays, other sharp objects, a hot cup of coffee) away from potentially aggressive clients.
3. Where possible, alert available staff members that assistance may be needed before entering the crisis situation.
4. Act calmly. Keep the scream out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce that person's aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and loss of control. Therefore, you need to be in control of the situation.
5. Take a non-threatening posture to avoid appearing confrontational, but take a protected posture as well. This usually means standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches, and kicks, with arms and hands held near the upper body for possible quick self-protection. Avoid a stare-down by periodically breaking eye contact.
6. Don't walk away from the individual who is escalating. Acknowledge the individual's feelings and attempt to talk them down. Encouraging the individual to sit down may sufficiently delay or divert the possibility of attack. Usually, a one-to-one situation with available staff at a distance works well. The most appropriate staff member to be with the individual is the one who has the best rapport with them, not necessarily the staff with the most authority or rank.
7. Observe the progress of the aggression and the stages of escalation. Identify those actions on your part, which serve to calm and those which serve to inflame the individual, and act accordingly.
8. Avoid sudden movements or the issuance of strident commands, as these may only inflame the individual. Whenever possible, allow the individual to make behavioral choices. Directives or alternatives should be stated concretely and in terms of actions which can be performed immediately. Depending on the cognitive abilities of the individual, limit-setting may take two forms;
 - Direct: state clearly and specifically the required or prohibited behavior.
 - Indirect: allow the individual to choose between two acceptable behavioral alternatives.

9. Do not touch the individual unless you are willing to restrain them; and only when there is sufficient staff power to do so in a manner consistent with the agency's take-down or containment policies.
10. In the event of physical intervention, where the individual is placed in a quiet room or in seclusion, the isolation should be as brief as possible. Placing an individual in isolation will not help them learn about the experience during this critical learning period. The verbal and cognitive work begins here in furthering a client's understanding and ability in predicting their own violent impulses.

Situations That Require Risk Reduction Considerations:

An important aspect of professional practice is being aware of the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, consult your supervisor.

1. Sometimes you may have a client who becomes agitated or hostile. It is important that you discuss such matters with your supervisor early in your internship or career to be informed of agency policy and recommended courses of action should such an event occur.
2. It is not uncommon for social workers in a variety of social service settings to conduct interviews in a client's home. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your supervisor, time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your supervisor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your supervisor or another person. Do not take risks. Know who to call or what steps to take if you should experience a vehicle breakdown.
3. Mental health and correctional institutional settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It may be acceptable to have your field instructor, supervisor, or another staff person accompany you when providing services to such clients.
4. Some social service settings have activities that occur beyond normal office hours. Be aware of the location of activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, street lighting, open spaces, shrubs, and other growth. It is appropriate to ask someone to accompany you when going to your car after dark. Do not take risks.
5. When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control, and can raise issues of safety for the client, the social worker, and others.
6. There may be times when you are working with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. It is very important

that you consult with your agency supervisor regarding preparation for and handling of specific situations that are potentially difficult or threatening. Interns should never keep information about potentially dangerous clients to themselves, even if they believe that they have a good relationship with their client.

7. When you are traveling by car to an agency or to home visits, it is advisable to know how to reach your destination. Consult a map and/or request directions from a reliable source before driving to unfamiliar areas. In general, remember to be alert and to lock doors and close windows. Tell someone where you are going and the expected amount of time you will be away from the office.
8. When traveling by foot or public transportation, it is advisable to limit the valuables that you carry with you. Money, license, keys and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it. It is advisable to dress in comfortable clothes that are loose fitting, and sturdy, flat walking shoes with non-slip soles. Be alert to your surroundings and to walk with a purpose and clear destination. Be aware of people in the immediate area, without staring or maintaining eye contact.
9. If you having an in-office meeting with a client with whom you do not feel safe, it is important to discuss the situation with your supervisor. When considering the location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. Think about whether to include someone else in the meeting. When discussing the time of the appointment, think about whether or not many people are around at the time. Discuss the plan for backup and assistance in the event that the client becomes agitated. Avoid seeing a potentially dangerous client alone without discussing such a meeting with your supervisor.
10. Prior to meeting with a client in their home, determine if there is a question of safety and plan accordingly with your supervisor. In consultation with your supervisor you may decide that meeting at a neutral place or going with make sure that someone at your placement another worker is the most appropriate plan. Always insure your agency and/or supervisor is aware of your itinerary.
11. If you feel threatened at any point during a meeting in a client's home, err on the side of caution and politely terminate the visit and leave. Should the client seem to feel threatened by your entering their dwelling, do not force the issue.
12. Leave the site of a home visit immediately on discovering that drugs or alcohol is in use.
13. If an incident occurs in which you are personally threatened or hurt, immediately inform you field instructor or supervisor.

General Safety Tips

Personnel safety is a concern for all people and it holds special significance for social workers. This list does not claim to be exhaustive on the subject of safety, but rather it serves as a catalyst for increased attention to safety concerns.

- Review the agency safety policy and procedures/material within first two-three (2-3) days in the agency and be sure to follow them.

- Keep your car doors locked at all times, whether you are in or out of the car.
- Keep your car windows rolled up high enough at all times such that a person cannot get his/her hand/arm inside of the car.
- If stopped in your car by a person (no matter who), stay in your car with the engine running.
- If you receive a package at your agency and you were not expecting a package and you do not know who it is from, do not open the package and notify your supervisor about the package.
- When you are on a home visit, never enter a residence unless your presence has been acknowledged by the occupant.
- When doing a home visit, if the front door is ajar, knock and call out the client's name. If you get no response from any one at the home, leave and notify your supervisor about what happened.
- If on a home visit you suspect that the occupant is home but s/he doesn't answer the door, do not walk around the house peering in windows or knocking on other doors or windows. Leave and try to call the client by phone.
- After having direct or indirect contact with a client, wash your hands. If on a home visit, use pre-packaged towelettes once you get back into your car.
- When on a home visit, look before you sit in order to avoid sitting on sharp objects or other items or material.
- When on a home visit, try to sit on hard chairs rather than cushioned chairs.
- When in a client's home, do not partake of food or drink (given the availability of drugs and other substances).
- If you are in a situation that requires you to have contact with bodily fluids, wear latex gloves.
- Do not attempt to pick up a client who has fallen -- call for emergency personnel.
- Do not give clients medication, even if it is their own.
- Do not accept money from clients unless you give them a receipt. The receipt should indicate the amount given to you, reason given to you and amount (if any) returned to client. Always keep a copy of the receipt for yourself and give a copy to the client. Be sure to document this event in the client's case record.
- Before you transport a client, check agency policy to determine if allowed. Also check your car insurance policy to determine if the client would be covered in the event of an accident.
- If threatened by a dog, do not run, make any sudden movements, or produce any loud noises. Stand still and do not stare at the dog, but keep the dog in your sight. Slowly begin to back away from the dog. Do not turn your back to the dog -- or reach your hand out to it. If bitten by a dog, do not attempt to restrain the dog that just bit you. Call emergency personnel and let them handle the dog and care for your wounds.
- Know and locate safety zones in your area and use them when needed. Safety zones would be a school, church, gas station, convenience store, fire department, police station, hospital or any area that is public and has people around.
- Do not stay in a situation where you feel threatened.

What to Do if Attacked or Seriously Threatened

- Follow agency procedures to manage the immediate situation and to report the incident informally.
- Get any needed medical care and notify and debrief with your supervisor.
- Immediately notify the School (the faculty liaison or the Director of Field Instruction)
- Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help to resolve the crisis responses.

Predicting and Dealing with Violence

When one thinks about maintaining safety on the job, social workers always want to know: Is it possible to predict who will be violent? What can I do to prevent a situation from becoming violent? And what should I do to protect myself if someone strikes out at me?

1. *Prior Violence.* Each time someone commits a violent act, it is more probable that violence will happen again. Since this is the single best predictor of violence, it is a good idea to ask questions about past or current violent behavior during your initial contact with a child or family member. Specifically, you want to know about a person's most violent act, and how often he or she has violent thoughts.
2. *Certain Feelings.* Several internal factors have been associated with aggressive encounters. These include fear, humiliation, boredom, grief, and a sense of powerlessness. To reduce risk, avoid putting clients in positions that embarrass them. Rather, give them knowledge that empowers them and help them see other, nonviolent options.
3. *Physical Factors.* Physical factors increase the risk of violence as well. These include lack of sleep, physical exhaustion, use of drugs or alcohol, brain trauma, heat, hunger, cold, physical disability, or chronic pain.
4. *Situational Factors.* Situational factors are also predictive of violence. Access to weapons, experiencing childhood abuse or aggression in the home, or feeling a sense of injustice or oppression can lead to violence.
5. *Forced Removal.* There is growing evidence that demonstrates that violence is more likely when children or adults are taken from their living situations, especially if they are removed in front of family or friends. Therefore, removals should always be planned events. Never conduct one alone.

What to Look for When Assessing the Potential for Client-Initiated Violence

If you do not have any information about a person's past history or current emotional state, there are signs you can look for. Observe the person's body: is she pacing or fidgeting? Clenching her fists or jaws? Does she have a "wild" look in her eyes? Is she out of touch with reality? Is she speaking in a loud voice or becoming verbally abusive? If you see these behaviors, take immediate steps to reduce the tension before it escalates. Additional warning signs of possible client-initiated violence follows.

- *Early potential:* rapid breathing, clenched fists and teeth, flared nostrils, flushing, panic, loud talking or chanting, restless and repetitive movements, clinging to staff, pacing, violent gestures—for example pointing, swearing excessively and/or using sexually explicit language, veiled threats, verbal abuse, unprovoked outbursts of anger or emotion, or sexually harassing.
- *Escalated potential:* argues frequently and intensely, blatantly disregards "normal" behavior, hyper-vigilant, obsessional thinking and behavior, throws/sabotages/steals equipment or property, makes overt verbal threats to hurt workers, rage reactions to frustration, sends violent or sexual comments via email, voicemail or letter, and blames others for all difficulties.
- *Urgent signs:* fascination with weapons, substance abuse, severe stress, violent history, marked changes in psychological functioning, exotic claims (losing touch with reality), social isolation or poor peer relationships, poor personal hygiene, and drastic changes in personality.
- *Realized potential:* destruction of property, involved in physical confrontations or commits assaults, displays and/or uses weapons, commits sexual assaults, arson or suicide.

Other Prevention Strategies to Consider When Confronted by an Aggressive Client

- Stand outside their personal space area and outside of the reach of their arms.
- Stand on their non-dominant side (usually side wrist watch is worn).
- Use a calm, quiet but determined manner.
- Always be courteous to clients whatever their behavior.
- Avoid staring eye contact.
- Avoid pointing at or touching angry people.
- If providing guidance on condition/treatment/service, do so in terms of suggestions rather than instructions.
- Try to appear relaxed and non-aggressive.
- Recognize the causes of complaint by clients (for example, long waiting periods) and explain the formal complaints mechanism available.

Possible Procedures to Follow During a Meeting with a Potentially Violent Client

- All clients must be treated with objectivity, respect, and dignity.
- The client should be allowed to have a support person present.
- Use positive language.
- Appropriate appeal and complaint procedures must be explained.
- The specific reasons why a meeting is being held must be explained.
- Security and reception personnel may need to be alerted prior to the meeting.
- All literature and required forms must be prepared beforehand.
- If the client is to be removed from his or her residence/group home/hospital ward/detention center, sufficient time should be provided to insure that the client can collect his/her belongings, including required medication.
- Future arrangements for counseling, therapeutic or other support services should be clearly explained with written confirmation provided.
- If the meeting is perceived to be "high risk", appropriate support or security persons must be present.
- Any threats made should be reported immediately to security and, if necessary, the police.
- In rare cases, restraining orders may be needed.

Case Example of Reducing Tension

You are on a home visit and the mother's boyfriend comes home. He glares at you and paces around the room. When you explain who you are and why are visiting, he yells at you. He begins cursing and gesturing, but stays away from you. What do you do?

Unfortunately, there is no "right" answer, no technique that will work in every situation. Ideally, though, you want to help the angry person "come down" from his or her anger.

The main rule (and it's easier said than done) is to remain calm. A social worker's calm tone, demeanor, and presence will transfer to others. Speak in a clear and direct manner, so the person can hear what you are saying through the anger.

It is NOT a good idea, however, to tell the client to "calm down." By saying this, you communicate that you do not understand—if you did, you would understand why he or she is so upset. Instead, be empathetic. Talk about the frustration or problem that has come up. Reflect feelings and behaviors such as "you seem angry." Take responsibility for your mistakes.

It may be easier to remain calm if you remember this isn't personal—the person is angry at the situation, not you. Defensiveness on your part validates the angry person, increasing the tension (Horejsi & Garthwait, 1997).

Reinforce your calm tone with non-threatening, non-confrontational body language. Move slowly. Avoid putting your hands on your hips. Position yourself to the side of the person, so you are not squarely facing them. Avoid extensive eye contact and physical closeness. Do not touch an angry person. Do not stand between the person and the door.

You can also use different strategies to help an angry person calm down. One method is to offer the person choices, such as talking later or agreeing on a cooling off period. Allow the person to save face—give him or her a way out.

Attempting to distract or change the subject can sometimes work, but be careful, as this may further anger people if they realize you are diverting them. Don't use humor—in the haze of anger, it is too easily misinterpreted.

Even if the person seems to be calming down, be patient—it takes a person about 30 to 40 minutes to calm down from anger physiologically (Griffin, Montsinger, & Carter, 1997). If you have done what you can and things still seem to be escalating, leave the situation and/or get help.

If Aggression Occurs

The angry boyfriend doesn't calm down. Suddenly he comes at you, his hands outstretched. What do you do?

Anger and aggression cannot always be contained. If a person attempts to assault you, protect yourself. Your first step should always be to leave the room and get away from the situation. If you cannot leave, call for help and:

- Protect yourself from head injuries. Block blows with pillows, arms, clipboard, etc.
- If you fall, block the attack with your feet and legs.
- If your arm is grabbed, break the hold by twisting quickly toward the person's thumb.
- If you are choked, raise both arms straight up and quickly turn around. Your arms and shoulders will break the hold.
- If you are bitten, push into the bite, don't pull away.
- If your hair is pulled, press down on the person's hand with both of yours.
- Weapon: Never reach for the weapon. Encourage the person to talk. Focus on the person, and keep your distance (Flick, 1996; Griffin, Montsinger, & Carter, 1997).

Warning Signs of Possible Impending Violence

The client:

- Has in the past complained regularly about provision of services.
- Refuses to cooperate.
- Demonstrates “cries for help” in some way.
- Indicates a heightened level of anxiety or depression.
- Has rapid breathing, clenched fists/teeth, flared nostrils, flushing, loud talking or chanting, restless repetitive movements/pacing, makes semi-violent gestures, for example pointing.
- Swears excessively and/or use sexually explicit language.
- Threatens or verbally abuses workers.
- Has noticeable mood swings and/or unprovoked outbursts.

- Has a condition that has been associated with an increased potential for violence, for example paranoid schizophrenia.
- Tends to be solitary with few social contacts; unstable family life.
- Verbally or sexually harasses staff.
- Blames others for all difficulties.
- Causes anxiety or unrest through aggressive behavior.
- Argues frequently and intensely.
- Blatantly disregards organizational policies and procedures.
- Throws, sabotages, or steals equipment or property.
- Has a substance abuse problem.
- Sends violent or sexual comments via phone, email, or letter.
- Makes strange or exotic claims (losing touch with reality).
- Has a fascination with weapons and/or military hardware.
- Has a history of violence.
- Makes verbal threats to hurt workers or other clients.
- Tells other clients about their plans to initiate violence.
- Destroys property.
- Has physical confrontations.
- Displays and/or uses weapons.
- Commits sexual assaults or arson.
- Talks about self-harm or suicide.

Implications

Safety is essential to your success—you can't help your client or a family through a crisis if you are afraid for your own well-being. Therefore it is crucial to know how to identify potentially dangerous individuals and what to do when you encounter them. By maintaining your awareness and being proactive, you improve your ability to do your job, as well as stay safe.

Conducting Home Visits

Visits to clients at home fall into two main categories: 1) regular visits to the same client, i.e., domiciliary care, and 2) occasional or single visits to meet with or interview a client. Always remember why you are there. It is their home and you are going into it. Your job may represent a threat.

Before Leaving the Office:

A register or diary should be kept at the office, which shows the movement of staff when off site. Entries should be made by the employee concerned prior to leaving the workplace and should contain:

- Name and job title.
- Appointment time and expected return time.
- Name of client, address and phone number, if known.

Consider the Following Arrangements Before Leaving the Office:

- The purpose of your visit and if it is safe to go alone.
- Take time to read the client's file or any other available records before you go.
- Insure your supervisor or colleagues know where you are going and when you intend to return.
- Routinely check in with the office, your supervisor, or a colleague.
- Have on hand a telephone, phone card, money, and telephone numbers.

- Determine if you will need a mobile phone, pager or other form of communication to help you to keep in touch with the office.
- Determine what the location is like, single unit home, apartment, rural home, etc.
- If possible, arrange to have the client's initial visit at the office.
- Be aware of the days and situations when violence is more likely to occur (pay days, the proverbial "full moon") by identifying and monitoring common patterns.
- You are aware of your physical mobility and strength limitations.
- Detailed timetables are kept of: where social workers are, whom they are with, how long they should be, and when they are expected back.
- Clients are assessed for violence potential before conducting a home visit.
- Procedures are in place for staff who feel at risk to change plans or to delay a visit.
- Procedures are in place *and followed* if staff cannot be contacted or do not return/check in when expected.
- Additional precautions are made and records kept if staff will be conducting a visit where they are more likely to be not welcomed or if the client has some history of aggression; for example staff go in pairs and alert police prior to the visit taking place.
- Before any off-site visit, a code word, phrase or sentence is agreed that can be incorporated in a telephone conversation to indicate danger.
- Home visits are conducted in daylight only, if possible.
- Lock your personal items, i.e. jewelry and purse, in the trunk of vehicle prior to departing for the client's home.
- Vehicles used for home visit have sufficient fuel with working spare tire in case the worker gets lost.
- Do not go to another location from a home visit with a client if the social worker is uncertain about the client and not without prior planning or contacting the agency about the changed plans for the home visit.
- Plan your route, how you will be getting to the home and back to the office.

When You Arrive at the Site of Your Home Visit:

- Use your five senses when approaching the neighborhood, leaving your car, and when entering and departing the premises.
- When arriving at your destination, conduct an assessment of the location, streets, nearest exit route, safe locations, etc.
- Park your vehicle in such a way that you can make a safe and quick departure in an emergency.
- Park in well-lit areas.
- Establish procedures for securing your car, car keys, alarms, and any other safety equipment.
- Take only what is essential to visit a client. Do not carry information that clients should not read, such as personal letters and diaries that may have personal information.
- Carry a mobile phone with a charged battery with you into the house.
- If available, take a personal alarm with you into the house. Do not take a weapon or device that may be used against you.
- When you knock on the door, stand to one side and not in a position where the opening of the door could trap you.
- On arrival ensure the client knows who you are and why you are there.
- Show your agency ID card/badge.
- Check who you are talking to.
- Do not enter the house at all if the appropriate person is not available.
- You may decide not to go in or to leave immediately. Listen to your instincts.
- Wait to be asked inside, and let the client lead the way.
- Do not attempt to complete a home visit if the client is inappropriately dressed, that is, in a manner which may place you in a vulnerable position with regards to possible assault or

allegation of sexual malpractice, or if the client appears to be under the influence of alcohol or drugs.

When You Enter the Property:

- When entering a client's home, try to keep the client in front of you whenever possible and upon leaving, do not allow the client to come between you and the exit.
- Maintain a pleasant demeanor when you are with your client and encourage client participation.
- Keep car keys handy/accessible while in the client's home.
- After entering a client's home stay near the door if possible. Observe all exits in the home.
- Wear shoes and clothing that would provide a quick exit if necessary. Heels are not recommended.
- Ask for permission to write/take notes.
- Listen to clients and allow them to ventilate.
- Ask for dogs or other animals to be put in another room. (Do not enter premises alone if a threatening animal is present.)
- Check, as you go in, how the front door opens.
- Take only what you need into the house. Do not spread your belongings around. You may need to leave in a hurry.
- Study your surroundings and look for an exit.
- Remain alert. Watch for changes in mood, movements or expressions.
- Inside the house, try to maintain a clear exit line.
- If you receive an aggressive reception, leave as immediately as is possible.
- Try to avoid reacting to the house, for example, smells, surroundings, and untidiness.
- At all times remain alert to sudden changes in client mood.
- In the client's home, be respectful to the client as you may be perceived to be invading the client's personal space.
- If you feel at risk—leave immediately.
- If you are helping someone escape a domestic violence situation, choose the time of day to visit the home and collect belongings carefully. If large belongings have to be removed, enlist the help of police or security personnel, if possible. If large belongings are being loaded, a second car is parked where the exit cannot be blocked—in case a quick departure is necessary.
- If you are working in a shelter or a public place where clients may be sleeping, use caution when waking them. If possible, wake a client using your voice rather than touch.

After Completing the Home Visit:

- On leaving the client's home, approach your car with keys in hand.
- Check the back seat of your car before you enter your vehicle.
- If people are hanging around the car as you approach and you do not feel comfortable with the situation, do not ask them what they are doing as this will identify you as the driver/owner. Cross over to the other side, walk away, and call the police.
- Sign in upon your return.
- Notify your supervisor or another agency staff member before going home.
- Complete your report of the visit. If there has been any problem or even a feeling of unease the details should be included in the visit report. You may have handled an incident very well and thus it may go unreported. This can leave the next person in a situation to be at greater risk. Staff, as a training and awareness exercise should discuss all uncomfortable moments or potential difficulties.

Health Care Safety

In response to federal guidelines regarding occupational health and safety in health care settings, the School requires all students (regardless of concentrations and field instruction site) to receive training in safe practices in infection control. As a condition of accepting students to certain placements, some agencies will require students to present documentation verifying that they have had this training. Therefore, all students must be trained before they begin fieldwork. The School offers this training during orientation week, the first week that classes begin. At least two make-up sessions are scheduled for students who cannot attend the training because of class or other scheduling conflicts.

The federal guidelines also mean that some medical, psychiatric, and public school settings will require students placed there to obtain certain vaccinations and/or tests before they begin fieldwork.

Bloodborne Pathogens in the Workplace

The nature of social work often puts social workers in hazardous situations that may impact their health. Social workers need to have knowledge of the occupational hazards that may effect their lives. This information is provided as guidance to safeguard oneself when faced with these situations. Social workers are encouraged to stay abreast of new information about prevention of the spread of disease.

Bloodborne pathogens are pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

A. Hepatitis Viruses: Epidemiology and Transmission

Hepatitis means "inflammation of the liver" and can be caused by a number of agents or conditions including drugs, toxins, autoimmune disease, and infectious agents including viruses. The most common causes of hepatitis are viruses.

There are four types of viral hepatitis which are important in the United States:

1. Hepatitis A, formerly called "infectious" hepatitis, which is spread by fecal contamination and is not generally considered to be a significant risk to healthcare workers, although episodes of transmission to healthcare workers have been reported. Effective vaccinations are available to those who are exposed to type A Hepatitis.
2. Hepatitis B, formerly called "serum" hepatitis, is a major risk to healthcare workers because it attacks and replicates in liver cells. The hepatitis B virus is the major infectious bloodborne occupational hazard to healthcare workers and can easily be contracted and spread to others. HBV has long been recognized as a pathogen capable of causing serious illness and death.
3. Hepatitis C, previously known as parenterally transmitted (PT) (meaning by needle sticks, human bites, cuts, and abrasions) hepatitis. This virus is efficiently transmitted by blood transfusion and needle sharing among IV drug users.
4. Hepatitis E, previously known as enterically transmitted (ET) hepatitis is has occurred both in epidemic and sporadic forms in parts of Asia, Africa and Central America. It is virtually unheard of in North America. It is a self-limited acute form of viral hepatitis that is typically

spread by fecally contaminated water. HEV has an extremely high mortality rate when the infection occurs during pregnancy. No vaccine is currently available.

*Reference Information: Occupational Safety and Health Regulations (Standards - 29 CFR), Bloodborne Pathogens Rev. July, 1999.

B. Human Immunodeficiency Virus: Epidemiology and Transmission

The Human Immunodeficiency Virus (HIV) is a member of a group of viruses known as human retroviruses. In June 1981, the first cases were reported in the United States of what was to become known as Acquired Immunodeficiency Syndrome (AIDS). Investigators described an unusual illness characterized by Pneumocystis Carinii Pneumonia (PCP) and Kaposi's Sarcoma (KS) that developed in young, homosexual men without a known underlying disease or cause for immunosuppression. HIV ARC (AIDS Related Complex) is a condition caused by the AIDS virus in which the patient tests positive for AIDS infection and has a specific set of clinical symptoms.

By early 1982, 159 AIDS cases had been identified in 15 states, the District of Columbia, and two foreign countries. All but one of them was men and over 92% of them were homosexual or bisexual. By the end of 1982, cases of AIDS were reported among children, intravenous (IV) drug users, blood transfusion recipients, hemophilia patients using clotting factor concentrates, and Haitians. In 1983, the disease was also documented among female sexual partners of male IV drug users in the U. S. and among Africans. By the end of 1985, all 50 states, the District of Columbia and three U. S. territories had reported AIDS cases.

Documented modes of HIV transmission include: engaging in unprotected vaginal, anal, or perhaps oral intercourse with an HIV-infected person; using needles, including needles used for drug injection, ear piercing or tattooing which are contaminated with the virus; having parenteral, mucous membrane or non-intact skin contact with HIV-infected blood, blood components or blood products; receiving transplants of HIV-infected organs; through semen used for artificial insemination and perinatal transmission (from mother to child around the time of birth).

How HIV is NOT spread

1. You cannot "catch" AIDS or HIV infection like a cold or the flu. It is not spread by coughs or sneezes.
2. You cannot get HIV through everyday contact with infected people at school, work, home, or anywhere else.
3. You won't get HIV from clothing, phones, or toilet seats. It cannot be passed on by things like spoons, cups or other objects that someone who is infected with the virus has used.
4. You won't get AIDS from a mosquito bite. The AIDS virus does not live in a mosquito and is not transmitted through a mosquito's salivary glands like other diseases such as malaria or yellow fever. You won't get it from bed bugs, lice, flies, or other insects.
5. You won't get HIV from sweat, tears.
6. Although in the past some people became infected with HIV from blood transfusions, this risk has been virtually eliminated. Since 1985 all donated blood has been screened (tested) for evidence of HIV and blood that contains evidence of HIV is discarded.

7. You cannot get HIV from giving blood at a blood bank or other established blood center. Needles used for blood donations are sterile and are used only once before they are destroyed.
8. You cannot get HIV from swimming pools, hot tubs, or jacuzzis. The chemicals and/or heat would kill the relatively fragile virus.

C. Bloodborne Pathogens - Exposure Control Plan

There are certain "universal precautions" that should be practiced regardless of any knowledge that any infectious disease may be present. Universal precautions are an approach to infection control. According to this concept, all human blood and certain body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens. Suspect body fluids include semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, and any body fluid that is visibly contaminated with blood. Social workers do not usually perform tasks that involve exposure to blood, body fluids, or tissues. Social workers do, however, work with families and children who may carry the HBV or HIV virus, or who are in high risk situations which make the contraction of the virus more likely.

D. Guidance for Preventing the Spread of Bloodborne Pathogens:

1. Inquire if your agency has a "safety" or medical kit available for staff. A kit should include: basic medical supplies, such as bandages, latex gloves, peroxide, alcohol, scissors, etc.
2. Know your agency's policy for providing services to clients with infectious diseases. There may be specific protocols to be followed.
3. Review your agency's policies and procedures for dealing with clients who may be bleeding or who may present you with exposure to other body fluids that may present exposure to possible bloodborne pathogens.
4. Assume that everyone is a carrier and use universal precautions. Use latex gloves if you will be exposed to blood or other suspect body fluids.
5. Depending on the agency, the social worker should have a child's medical history as well as that of the family's/parent's, if possible. This information should be placed in a client's file where it is easily accessible to review. This information is confidential and should be revealed only on a need-to-know basis. This information, as well as any other client information, should not be discussed casually with staff or others.
6. Do not engage in any bodily contact with clients that would increase risk of infection for you or the client.
7. If a social worker has the HIV or AIDS, conduct yourself in a way that would prevent the disease from being contracted by any others.
8. Thoroughly clean and disinfect spills of body fluids, using a bleach and water disinfectant (one cup of bleach to one gallon of water) or rubbing alcohol. Use gloves to protect yourself and dispose of the gloves inside out. Disposable towels and rags and gloves soiled with body fluids should be bagged separately and marked "Biohazard". Rags, towels, and other reusable items used to wipe up spills can be laundered and machine dried.

9. Stay abreast of new information regarding the prevention of these and other bloodborne pathogens. There are many research studies occurring that are revealing new conclusions around prevention and treatment.

E. TB Skin Test (PPD-S)

The prevalence of TB in society has seen an increase in recent years. If you anticipate a field practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some settings may require this test. Agencies requiring this test are asked to pay for the procedure.

F. Hepatitis B Vaccine

If you anticipate a placement setting or working in an agency where there is the chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three injections over a 6 month period of time. The second injection is given 1 month following the first with the third coming 5 months later. You should begin immunizations at a time that would give you protection by the time you enter the field or begin working at the agency.

Immunizations:

- Tuberculosis skin test/vaccination
- Rubiola (measles)
- Rubella (German measles)
- MMR (Mumps, Measles, Rubella) vaccination
- Hepatitis B vaccination
- Influenza (Flu) shot

Sexual Harassment

Defining Sexual Harassment

The Equal Employment Opportunity Commission defines sexual harassment as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when they create a hostile environment and when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Examples of Sexual Harassment

- Inappropriate, sexually suggestive notes, letters, posters, or other written communication.
- Inappropriate, sexually suggestive comments about a person's clothing, body, or other aspects of personal appearance.
- Sexually suggestive, insulting sounds, such as whistles.
- Jokes about men or women that denigrates their gender as a whole.
- Sexually suggestive or obscene gestures.

- Unwelcome sexual advances, propositions, pressure for sexual activity, requests for sexual favors in exchange for a better grade, or a promotion.
- Inappropriate, unwelcome touching (patting, pinching), or brushing against the body.
- Inappropriate, physical exposure.
- Unwelcome attempted or actual kissing or fondling.
- Sexual assault, which is physical contact of a sexual nature against a person without her or his consent.
- Coerced sexual intercourse, where the coercion is implied or threatened as well as physical action taken against a person in retaliation for reporting sexual harassment.
- Action taken against a person in retaliation for reporting sexual harassment.

This School and your agency's equal opportunity policy prohibits sexual harassment in addition to all other forms of sex discrimination. The School affirms the view that sexual harassment within the academic community is unethical, unprofessional, and a threat to academic freedom. Numerous behaviors may constitute sexual harassment, including, but not limited to, sexist remarks, requests, and advances, as well as the actual coercing of sexual relations.

The School will not condone or tolerate any threat to the institution's educational or work climate due to sexual harassment. Such behaviors are particularly reprehensible between students and faculty/staff because of the trust and dependence implicit in the academic setting. Sexual harassment among or between students, staff and faculty is regarded as unethical, unprofessional, and unacceptable. In all situations, power and authority implicit in the various academic, institutional and helping relationships are not to be abused and/or exploited by any form of sexual harassment. Interpretation of this general definition of harassment will be with reference to societal standards of acceptable behavior, academic freedom, and freedom of expression.

Any individual who believes that he/she has been sexually harassed may seek redress through established procedures of Baylor University. You should also familiarize yourself with your agency's sexual harassment policy and procedures to insure you know how to file a complaint, with whom to file the complaint, and the type(s) of statement(s) required.

Stalking

A stalker tries to control his or her victim through behavior or threats intended to intimidate and terrify. A stalker can be an unknown person, an acquaintance, or a former intimate partner. A stalker's state of mind can range from obsessive love to obsessive hatred. A stalker may follow a victim off and on for a period of days, weeks, or even years. A stalking victim feels reasonable fear of bodily injury or death to self or to a family or household member or damage to property. Stalking can be perpetrated by the stalker or by someone acting on her/his behalf. Stalking can take the form of verbal threats or threats conveyed by the stalker's conduct, threatening mail, property damage, surveillance of the victim, or by following the victim.

Stalking can be generally defined as a, "willful course of conduct involving repeated or continuing harassment of another individual that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, 'harassed' or molested and that actually causes the victim to feel terrorized, frightened, intimidated, threatened, harassed or molested. It is behavior that puts another person in fear for his or her life or personal safety, or to cause that person substantial emotional distress." (See Texas Penal Code 42.072, at: <http://www.capitol.state.tx.us/tlo/75r/billtext/SB00097F.HTM>)

The stalker may, on more than one occasion:

- Follow the victim and/or victim's family or household members.
- Vandalize the victim's property.

- Inflict damage to property--perhaps by vandalizing the car, harming a pet, or breaking windows at the victim's home.
- Make threatening calls or send threatening mail.
- Drive by or park near the victim's home, office, and other places familiar to the victim.
- Repeatedly following or harassing another person.
- Contacting a person after being asked or ordered not to contact the person.

Possible "Tips" for victims of stalking

- Document every contact with the stalker, including telephone calls, messages, letters and deliveries. Also record all cases of being followed by car or on foot, or being watched. This documentation will provide evidence that you have been stalked.
- Contact the police every time the stalker makes any kind of contact. The police should also maintain documentation. Ask for copies of the police log. Request that the police crime prevention unit assess the security of your home.
- Use an answering machine on your home telephone, and have a telephone with a caller-identification screen. Log all calls from the stalker and clearly record the date, time and nature of the contact, for example "heavy" breathing. You could have a trace put on your phone, or record all messages and conversations yourself. Change your number to an unlisted one and only give it to people with a need to know. A mobile phone can provide emergency services access when you are in a car, away from home, or if your home number has been disconnected.
- Advise your co-workers, friends, family and neighbors of the situation. Ask co-workers and neighbors to watch for any unusual activities near your home, car or workplace.
- Keep the outside of your home well-lit and free of excessive bushes that might provide a stalker with a place to hide.
- Install extra locks, deadlocks, window security, flood lights, security screens and door alarms. Consider getting a large dog.
- Join "Neighborhood Watch" or seek other outside assistance.
- File a restraining order against the stalker through your solicitor.
- Never enter into conversation with the stalker. Most stalkers are very personable and persuasive and are able to solicit a reply from the victim (often provoking anger).
- Consider enrolling in a self-defense class. Do not purchase a weapon as this may lead to other problems.
- Carry a personal security alarm.
- Keep another person with you as much as possible when running errands.
- Vary your routines. For example, go to different shops by different routes at different times and arrive at work at different times.
- If you are traveling by public transport, plan your arrival time just before the bus/train arrives; always sit where you can see your upcoming stop; when stepping off ensure that you are not being followed; and if possible have someone meet you at your home bus stop.
- Agency/work place support is crucial to success if the stalking occurs at, or near, work.

Liability Insurance

Social workers should carry professional liability insurance, often called Malpractice Insurance. Situations that can lead to civil or criminal action against a social worker include:

1. Misrepresenting qualifications.
2. Providing treatment without obtaining proper consent.
3. Keeping inaccurate or inadequate records.

4. Administering inappropriate or radical treatment.
5. Failing to consult with or refer to specialists.
6. Failing to seek proper supervision.
7. Failing to take action to prevent a client's suicide.
8. Failing to warn third parties of potential harm.

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Contract for Field Placement at Place of Employment

Student's Name: ☐ Baccalaureate ☐ Graduate
☐ Foundation ☐ Concentration

Name and Address of Agency:

Contact Person, Phone and Email:

Affiliation as a BU Field Agency: ☐ Yes ☐ No

Proposed Field Instructor Name and contact information:

Affiliation as a BU Field Instructor: ☐ Yes ☐ No

Employed by the agency: ☐ Yes ☐ No

Date of employment by the agency:

Is this a new hire coinciding with the beginning of the internship: ☐ Yes ☐ No

Title and responsibilities in the agency:

Attendance at BU Field orientation: ☐ Yes ☐ No

Professional Preparation: ☐ MSW ☐ LSW ☐ LMSW ☐ ACP
☐ Other

Years of professional social work experience:

Student's Employment at the Agency:

Current Title:

Current Work Responsibilities:

Length of Employment:

Current number of hours per week employed:

Current Employment Supervisor Name, Phone and Email:

Current Professional Relationship with Proposed Field Instructor:

New Proposed Program Area:

New Proposed Responsibilities which are significantly different in from current employment responsibilities including educational objectives and learning activities for the internship:

Describe the diversity of the agency that makes it possible for the student to broaden knowledge base and degree of expertise by completing the internship in the work setting.

What is the plan for release time and student workload for completion of work requirements and field placement requirements?

What will be the work schedule?

The field schedule?

Policy Understandings:

The agency must be affiliated with the BU SSW. The field instructor must be approved to serve as field faculty. The internship must meet all of the requirements of field internships as stipulated in the Field Education Manual. The field placement must have social work as its primary function. Student's educational requirements must be supported by the agency including seminar attendance and completion of academic assignments.

All required materials must be received prior to the School's consideration of the placement proposal, including agency and proposed field instructor's affiliation application if needed. The field office will have 30 days from receipt of all information to render a decision. Under no circumstances will students do more than one field placement at their place of employment.

STATEMENT OF AGREEMENT:

The employer pledges to make the field placement experience independent of the employment experience with significant new learning and professional development. The employer agrees that the primary function of the field placement is the development of new learning and skill development and those will take priority in the field education experience.

Signature and Title

Date

The student pledges to make the field placement experience independent of the employment experience with primary attention devoted to the educational objectives and operationalization on the learning contract. The student understands that educational credit for the internship will only be given if the integrity of the learning experience is preserved.

Signature

Date

The field instructor pledges to provide learning experiences in the agency setting that meet the educational requirements of the program and to direct the students' activities at the agency with priority on the educational contract for learning. The field instructor will provide at least an hour a week of direct educational supervision. The field instructor will participate in orientation and training provided by the Field Education Program.

Signature and title

Date

The Field Education Program pledges to provide educational support to the agency and the student through the integrative seminar, the Field Education Manual, field instructor orientation and training, and liaison visits and other contacts.

Signature and title

Date

Date completed: _____

**BAYLOR UNIVERSITY SCHOOL OF SOCIAL WORK
FIELD EDUCATION PROGRAM**

Field Instructor's Information Sheet

I. Contact Information

Name _____ Agency _____

Title _____ Office Phone _____

Fax _____ Cell _____

Email _____

Work address _____

Home address _____

Home phone _____ Social Security # _____

License ☐ LBSW ☐ LMSW ☐ LCSW ☐ LMSW-AP ☐ Other _____

Professional Memberships _____

Education

Degree	School	Year Graduated

Work Experience (start with most recent experience)

Type of Work	Employer	Length of Employment

What experience (if any) have you had supervising students?

Levels	Schools	Dates

Completed Field Instructor Training: ☐ Yes ☐ No As of _____

Special interests or life experiences that might be helpful in selecting a student for field placement with you:

What characteristics seem to be important with regard to the student getting the most out of your particular placement? Or for what kind of student does your placement really offer the most?

Supervision:

Able to provide a minimum of one hour of field instruction per week: ☐ Yes ☐ No

Interested in group supervision in addition to individual: ☐ Yes ☐ No

Committed to educational supervision: ☐ Yes ☐ No

If previously a field instructor, what date was your Baylor University Faculty Identification Card Issued?

Semester or Month _____ Year _____

Other information that would be helpful in placing a student with you:

Signature

Date

**BAYLOR UNIVERSITY SCHOOL OF SOCIAL WORK
FIELD EDUCATION PROGRAM**

Task Supervisor's Information Sheet

I. Contact Information

Name _____ Agency _____

Title _____ Office Phone _____

Fax _____ Cell _____

Email _____

Work address _____

Home address _____

Home phone _____ Social Security # _____

Professional License _____

Professional Memberships _____

Education

Degree	School	Year Graduated

Work Experience (start with most recent experience)

Type of Work	Employer	Length of Employment

What experience (if any) have you had supervising students?

Levels	Schools	Dates

Special interests or life experiences that might be helpful in selecting a student for field placement with you:

What student characteristics seem to be important with regard to the student getting the most out of your particular placement? Or for what kind of student does your placement really offer the most?

As a task supervisor, you will be working with a social work field specialist or social work field instructor who will meet with the student regularly for social work supervision and for evaluation. What information will help the field instructor/specialist to work closely and effectively with you?

Previous experience supervising students: _____

Please attach resume

Signature

Date

Council on Social Work Education

Educational Policy and Accreditation Standards

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November 2002.**

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PREAMBLE

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity works to effect social and economic justice worldwide. Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns. The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives. The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs. The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels.

Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

EDUCATIONAL POLICY

1. PURPOSES

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.

- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. STRUCTURE OF SOCIAL WORK EDUCATION

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers. The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives. Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. PROGRAM OBJECTIVES

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
 5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
 - B6. (1) Apply the knowledge and skills of generalist social work practice with systems of all sizes.
 - M6. (1) Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
 7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
 8. Analyze, formulate, and influence social policies.
 9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
 10. Use communication skills differentially across client populations, colleagues, and communities.
 11. Use supervision and consultation appropriate to social work practice.
 12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
- (1) Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.*

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. FOUNDATION CURRICULUM CONTENT

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes: engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based

knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and be evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. ADVANCED CURRICULUM CONTENT

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

ACCREDITATION STANDARDS

1. Program Mission, Goals, and Objectives

1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.

1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

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

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

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.2 Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-

accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

3. Program Governance, Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives (Educational Policy, Section 2.0).

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel. This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually

1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.
B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE-accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition

of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

PROGRAM CHANGES

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action.

Prior to the next scheduled accreditation review, changes may take place within the program.

Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval.

Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.

**Baylor University School of Social Work
Field Education Program**

Service Learning

Student Assignment Form

Student Name: _____

Class: _____ **Professor:** _____

Agency Name: _____

Contact Person: _____

Phone: _____

Email: _____

You may contact your agency beginning _____

Special Instructions:

**For Questions Contact:
Dr. Pete Campbell, MSW
Director of Baccalaureate Field Education
(254) 710-3702
Pete_Campbell@baylor.edu**

**Baylor University School of Social Work
Field Education Program**

Service Learning Time Log, Journal and Supervision Documentation

(Use professional language where possible in recording.)

Name:

Course #:

Instructor:

Agency:

Supervisor:

Supervisor's Phone:

Log/Journal/Supervision

Record Each Day, Hours Worked, Major Tasks Performed, Reflections on the Work, and Interaction with Supervisor. Under reflections, include areas of learning, your feelings about the experience, impressions of the agency and work, and your own growth as a professional. Under Supervision, include meetings with the supervisor and what you discussed and any questions, concerns, or need for conversation with the Classroom Faculty or Field Director. Submit electronically to the classroom instructor during the semester and in hard copy with signatures at the end of the semester. Due dates on syllabus.

Your first entry should be a meeting with your Supervisor in which you contract for your hours, responsibilities, and any paperwork needed in the agency.

Day/Date	Worked From/To	Major Tasks	Reflections	Supervision
				*Beginning Contract Discussion

Student Signature:

Supervisor Verification of Hours:

**Baylor University School of Social Work
Field Education Program Service Learning Evaluation**

Student: _____ **Date:** _____ **Agency:** _____
Supervisor: _____ **Course #:** _____ **Instructor:** _____

Directions: Supervisors complete the evaluation first with the student for comments and signatures. Students provide any additional comments and return to the course instructor with a copy to the Director of Baccalaureate Field Education.

0 Does Not Meet Expectations; 1 Minimally Meets Expectations; 2 Meets Expectations; 3 Exceeds Expectations

1. Understanding of basic values and ethical principles of working with people.	3	2	1	0
2. Acceptance of people who are different from him or herself (ethnicity, gender, age, etc.).	3	2	1	0
3. Understanding of agency purpose and functioning.	3	2	1	0
4. General work habits (dependable, on time, etc.)	3	2	1	0
5. Ability to organize and carry through with assigned tasks.	3	2	1	0
6. Ability to empathize and relate to client population	3	2	1	0
7. Ability to use supervision.	3	2	1	0
8. Personality and characteristics compatible with working with people.	3	2	1	0
9. Communication skills--verbal and/or written.	3	2	1	0
10. Understanding of how s/he comes across to other people (self-awareness).	3	2	1	0

Supervisor's comments:

Student's evaluation of the service learning experience:

1. Opportunity to observe social work with clients	3	2	1	0
2. Supervision available and helpful	3	2	1	0
3. Opportunity to begin to use my social work skills	3	2	1	0
4. Opportunity to develop self awareness around social work values.	3	2	1	0
5. Opportunity to experience diverse populations.	3	2	1	0
6. Connection to classroom assignments and discussions	3	2	1	0

Student Comments:

 Supervisor Signature Date Student Signature

* If desired, you can anonymously type up your concerns about working with the Director of Baccalaureate Field Education or the course instructor as it relates to service learning and give it to Ms. Krista Barrett.