



Louisiana Christian University is a Christ-centered community committed to Academic Excellence where students are equipped for Lives of Learning, Leading, and Serving.

MASTER OF SOCIAL WORK FIELD INSTRUCTION MANUAL

Louisiana Christian University
School of Education and Behavioral Sciences
Pineville, Louisiana 71359

Adopted Fall 2017
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Welcome to the Louisiana Christian University Master of Social Work Program. We believe we have developed an outstanding program where as you complete our curriculum, you will develop the knowledge, skills, and social work values that will serve you well in a social work career. The Southern Association of Colleges and Schools Commission on Colleges have approved the Master of Social Work Program. The program has full accreditation status by the Council on Social Work Education.

Acknowledgements

The Louisiana Christian University Master of Social Work Program has completed its first years as a fully accredited program. This year we can also add that we have been approved for an online option to our program. This will expand the knowledge and training of social work to students globally. It has been an exciting and busy time for our faculty and we will continue working to build a successful program moving forward.

The purpose of this Field Instruction Manual is to orient students, field supervisors, and social work faculty members to the field experience. The manual should be utilized as a source of knowledge and guidance needed while in field. The intent of the field experience is to provide opportunities for students to apply knowledge and skills learned in the classroom to real-life situations with clients. The student's application of his or her social work knowledge, values, and skills culminates in this field practicum experience where the student has numerous advanced generalist level opportunities to demonstrate the program's core competencies.

The Field Manual has the responsibilities listed for all the participants in the field practicum process and the forms used for evaluations for each participant. Annual revisions to this manual will be made as they are developed after receiving input and recommendations on how to best support students and field instructors in this academic endeavor. It is our desire as faculty of the Louisiana Christian University Master of Social Work Program to ensure that the field learning experience is productive for both the field supervisor and student.

Louisiana Christian University and the Social Work Program, its faculty and students are deeply appreciative of the contribution of the community agencies and Field Supervisors to the field experience, which makes it possible for students to develop into professional advanced generalist social workers. We appreciate all of your dedication and commitment to our teaching/learning experience.

The success of the Bachelor of Social Work (BSW) program at Louisiana Christian University has enabled this program to originate. It is with great appreciation for the staff members who dedicated their time, energy, and passion into the necessary paperwork and design of the program. It is our goal for our community and university to continue training qualified social work professionals.

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Master of Social Work Field Instruction Manual

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I. Introduction

Louisiana Christian University Mission Statement

Louisiana Christian University is a Christ-centered community committed to Academic Excellence where students are equipped for Lives of Learning, Leading, and Serving.

Louisiana Christian University MSW Program Mission

The mission of the Louisiana Christian University Master of Social Work (MSW) Program is to prepare students to function competently and effectively in a rapidly changing world through an academically challenging social work education within a Christian environment that offers an integration of faith and learning.

Louisiana Christian University MSW Program Goals

The goals of the MSW program were directly derived from the program's mission and its context. The goals are as follows:

1. For students to demonstrate a mastery level knowledge of social work in advanced practice through:
 - a. preparing students to be competent social workers through content and practice behaviors emphasized in the social work curriculum for both advanced generalist practice and healthcare/behavioral health specialization.
 - b. training students who are knowledgeable and understanding of diversity issues at all levels.
2. For students to exhibit mastery of advanced practice skills through developing career-long learners that will critically think about the populations they serve and the social issues/trends of the time.
3. For students to demonstrate an understanding and application of social work values through preparing students to practice ethically in a changing world and to integrate their faith and learning that is developed through an understanding of a Christian Worldview.
4. To increase the number of advanced master-level social workers who are competent to practice in any healthcare/behavioral health and/or advanced generalist practice settings.

These goals are accomplished through a sequence of courses within a generalist curriculum followed by the advanced curriculum. The MSW Program strives to ensure students have the knowledge, values, and skills required to practice advanced generalist social work specifically in the areas of healthcare/behavioral health or advanced generalist practice. The curriculum incorporates the core competencies and practice behaviors according to CSWE requirements.

Accreditation Status and Licensing

Accreditation is important. It assures students and the public that the courses, faculty, and policies of a social work program meets the expectations of the profession. Accreditation, in this context, means that a program offers a recognized social work curriculum for its graduates. Louisiana Christian University's MSW Program has full accreditation status with the Council on Social Work Educations (CSWE) Commission on Accreditation. In June 2023, CSWE granted approval for the LCU MSW Program to offer a fully online option in addition to its traditional format.

Statement of Nondiscrimination

The Louisiana Christian University Social Work program adheres to the nondiscrimination policy of the institution which states, "Louisiana Christian University complies with all applicable federal and state nondiscrimination laws, and does not engage in prohibited discrimination on the basis of race, color, national or ethnic origin, sex, age, genetic information, veteran status, or disability in admissions and employment. As a religiously affiliated university, Louisiana Christian University is exempt from certain provisions of some nondiscrimination laws."

Diversity, Equity, and Inclusion Statement

Louisiana Christian University has created and implemented a DEI statement to include the following attributes: *Be Christ-Like, *Recognize the Imago Dei in all humankind, *Use respectful language, *Foster a welcoming and inclusive environment, and * Celebrate diversity. The MSW program supports and confirms this statement.

Standards of Professional Conduct

There are standards of professional conduct that Louisiana Christian University, MSW program, and CSWE expect from all students. There are certain requirements that a student must possess to provide the school with assurance that students can complete the course of study and participate in all aspects of social work education and the profession of social work. Students in the program are expected to meet standards of behavior in the classroom and in the field. These standards will be part of ongoing evaluations during student's classroom and practicum performance. Additionally, as social work educators in the profession, it is our responsibility to assess the student's competence and skill level to work with clients. This gate-keeping responsibility is outlined in the profession's code of ethics.

Professional Commitment and Career Long Learning. The social work student shares a commitment to the values of social work. The social work student is knowledgeable about and adheres to the NASW Code of Ethics and LABSWE Standards of Practice. The student is willing to continue their professional development through continuing education and staying relevant to the most current evidence-based best practices in the field of social work. Social work students will be willing to research and present findings in agencies and seek continuing education opportunities.

Professional Behavior. The social work student will behave professionally by knowing and practicing within the scope of social work, adhering to the NASW Code of Ethics and the LABSWE standards of Conduct as found in the LABSWE standards of practice. The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner. They will demonstrate respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. Students are not allowed to present themselves as counselors as a student in the field experience. Students are expected to introduce themselves as a master's level student in their verbal communication as well as in their written documentation in their field setting.

Dress. The social work student is expected to dress in professional attire unless the agency requires a different dress code to represent their agency.

Self-awareness. The social work student is willing to examine and change his/her behavior when it interferes with his/her working with clients and other professionals. They are willing to take in

constructive criticism for growth in their professional experience. They understand that this is an on-going process for professional growth. The social work student is aware of signs of stress, develops appropriate means of self-care and seeks supportive resources if needed.

Valuing Diversity. (Also refer to the above DEI statement) The social work student appreciates and upholds the value of human life, worth, and diversity. Social work students do not impose their personal, religious, sexual, and or cultural values on other students, faculty, staff, clients, or professionals. Social work students are willing to serve in an appropriate manner to all persons in need of assistance.

Louisiana Christian University Technology Systems and Social Media Policy

Louisiana Christian University technology systems (including: computers, printers, network equipment, software, e-mail accounts, Web pages, video projection systems, telephones, long distance accounts) are provided for the use of Louisiana Christian University students and employees. All technology systems must be used in a responsible, efficient, ethical, and lawful manner. The use of technology systems is a privilege, not a right, and may be revoked at any time for misuse. Although virtual communities are an excellent way to communicate with old friends and make new acquaintances, students are wise to always be aware that cyber communities have world-wide access and are considered public domain. Students are encouraged to be cautious about internet and social media postings. Defamatory, inflammatory, indecent, vengeful or immoral information or images posted online may result in disciplinary action by the University, and endanger opportunities for future employment. Students are encouraged to stop and think before they post information or pictures online. Online defamatory remarks about the University or officials of the University are considered unethical, dishonest, and disrespectful. These may also result in disciplinary actions by the University or rejection by future employers.

Computer Use

The University's computing and telecommunications equipment and facilities are provided for the use of students, faculty, and staff in fulfilling the mission of the University. All University computing and telecommunication equipment and facilities are the sole property of the University, and no student, faculty member, or staff member has any expectation of privacy on any University equipment or network. The University has the right to monitor, record, audit, and investigate any use of the University's computers, electronic devices, printers, network equipment, software, Web pages, video projection systems, telephones, long distance accounts, equipment, network, telecommunications facilities, any emails sent through the University's systems or network, or other University or University provided technological facilities, equipment and accounts for any purpose, including to determine whether the University's facilities are being misused or abused. Computer misuse or abuse includes, but is not limited to, plagiarism of programs, misuse of computer accounts, unauthorized destruction or changing of files, creation of illegal accounts, possession of unauthorized passwords, unauthorized use of programs, illegal copying of programs, disruptive or annoying behavior on the computer, use of technology in connection with any violation of a University policy, using facilities to read or "hack" into other computer systems, accessing or transmitting any pornographic or obscene materials, sending emails that defame the University, transmitting or accessing materials in violation of copyright law, inappropriately or illegally sharing confidential information, use of computer facilities or equipment for any purpose contrary to the

mission or stated policies of the University , and any illegal or morally inappropriate use of computer facilities or equipment.

Students, faculty members, and staff members should realize that their communications and stored data and information are not automatically protected from viewing by University officials and representatives, and may be accessed for any reason as determined in the sole discretion of the University. At any time and without prior notice, the University 's administration reserves the right to examine email, personal file directories, University computers, devices, and other equipment, and any information stored on University servers. This examination assures compliance with internal policies, supports the performance of internal investigations, and assists with the management of the University 's resources. The University also reserves the right to demand and recover University computers and to view information on computers or other equipment connected to any University network or server.

Complaints against any student, faculty, or staff member for violation of the Computer Use Policy will be referred to the Dean of Students or appropriate Vice-President for consideration and appropriate resolution.

1. Fraudulent, Harassing, Offensive, Obscene, or Defamatory Messages and Materials. Fraudulent, harassing, offensive, obscene, vengeful or defamatory messages or materials are not to be sent, printed, displayed, or stored on University-owned or operated equipment. University equipment should not be used in a manner that would embarrass or bring discredit to the University in the view of its constituencies. Information which invades an individual's privacy or is disparaging of the University, the Board, the administration, faculty or its agents, an individual or business, must not be published or transmitted via the World Wide Web. ***For more helpful information please refer to "Be Informed about: Sexual Harassment Brochure" located in the Appendix section of this handbook.***
2. Personal use of University Technology. Technology systems are to be used for the purpose intended and for which they are assigned. Incidental personal use of technology is permitted, but must not interfere with the University 's mission or educational use of such technology. University technology systems are not to be used for commercial purposes or for purposes that do not fit with the mission of Louisiana Christian University.
3. Computer Misuse or Abuse. Students enrolled in the University agree to the proper use of University technology equipment and systems. Computer misuse or abuse is prohibited and includes, but is not limited to, plagiarism of programs, information, files, or data; misuse of computer accounts; unauthorized destruction of or changing of files; creation of illegal accounts; possession of unauthorized passwords, records, or data belonging to the University or another user without permission; destruction of or attempts to destroy or modify programs, records, or data belonging to the University community. This also includes knowingly or carelessly performing an act that will interfere with the normal operation of computers, terminals, peripherals, or networks. Students are forbidden to access, create, or maintain pornographic sites and/or to send obscene material.

LCU Social Media Policy

Louisiana Christian University recognizes that blogs, networking sites, and other social media are powerful tools that provide unique opportunities to participate in interactive discussions to support the University's educational, operational, and missional goals. Because the use of social media can blur the lines between personal voice and institutional voice, LCU has crafted a policy to help clarify how best to enhance and protect personal and professional reputations while participating in social media. Guidance and compliance requirements for LCU students can be found in the LCU Student Handbook.

MSW Program Social Media Policy

No statements or pictures should be posted on social media in relation to your field placement including, but not limited to, your workload, colleagues, and clients. It is expected that you present yourself in a professional, ethical manner as such; you are not allowed to connect with any clients or their family members through social media.

It is expected that all students follow the MSW Social Media Policy as well as the Louisiana Christian University Social Media Policy and the individual field agency's related policies in regards to social media conduct.

MSW Program Confidentiality Policy

Social work students are to adhere to state and federal confidentiality laws and regulations including Health Insurance Portability and Accountability Act of 1996 (HIPAA) as they pertain to patient/client records and patient/client information during their field experiences. It is important to note that this patient/client confidential requirement exists past the termination of the field experience. This policy and its regulations will be discussed in field orientation and coursework as well as the agreement/signature of the student upon entering SW 550 and SW 650 field courses. (See confidentiality in field located in field manual, appendix C-13)

II. MSW Curriculum

The MSW program is a 60-hour graduate program, which includes field experiences. This MSW Program is unique to Louisiana and the region because the curriculum has a 15-hour healthcare/behavioral health component and is based on a Christian worldview. Helping students understand how the values of social work and the values of the Christian faith closely align is a key component in their education and in the application of their skills in the marketplace. The Master of Social Work degree at Louisiana Christian University is far more about people than a process or a product. The very nature of the social work profession is service oriented, which reflects LCU’s mission of learning, leading, and serving.

Students have the option of entering the program as part-time, full-time (2 years), or full-time advanced standing (1 year). A student who has received a baccalaureate degree in social work from an undergraduate program accredited by the Council on Social Work Education may be eligible for the advanced standing option. Certain coursework criteria must have been met through the undergraduate social work degree as well as having made a ‘B’ in all core social work courses. Classes will be offered on Monday & Tuesday afternoons and evenings for face to face classes. Online and hybrid options are also available for coursework. Field practicum schedules are to be such that it will not interfere with classes.

Table I: Curriculum Overview*	
<i>*sample layout, may change based on courses offered and Part Time or Full Time status</i>	
Generalist Year	
Fall (15 hours)	Spring (15 hours)
SW 505 Practice I: Individuals & Families	SW 506 Practice II: Group
SW 519 Human Behavior & Social Environment	SW525 Child Welfare
SW 501 Social Work & Social Welfare	SW 549 Policy: Practice & Analysis
SW 533 Research Methods in Social Work	SW 510 Social Work Practice III: Communities/Org.
SW 550 Field Practicum I	SW 551 Field Practicum II
Advanced Generalist Year	
Fall (15 hours)	Spring (15 hours)
SW 613 Ethics	SW 651 Field Practicum IV
SW 605 Advanced Clinical Practice	SW 606 Advanced Clinical Practice: Theories, Models & Interventions
SW 650 Field Practicum III	2 elective courses (correspond to area of specialization chosen)
SW 600 Understanding Mental Illness & the DSM 5	SW 633 Practice & Program Evaluation
Elective (correspond to area of specialization chosen)	

Concentration Framework The MSW Program offers two (2) areas of concentration: Healthcare/Behavioral Health or Advanced Generalist Practice. The Healthcare/Behavioral Health specialization will require nine (9) hours of elective courses and both advanced year field practicums in a healthcare/behavioral health agency. The Advanced Generalist Practice specialization will also require nine (9) hours of elective courses and a field practicum in an advanced generalist practice setting.

Academic credit is not given in any social work course for a student's life experience or previous work experience.

Field Practicum

The major purpose of the field practicum is to develop a social work practitioner who:

- is grounded in the knowledge and values base of the social work profession,
- uses the knowledge base to guide his or her interventions with clients and client systems, and
- evaluates the outcome of his or her interventions in order to improve them.

(taken from www.nanfed.org/pedagogy.php)

The field practicum, which integrates classroom knowledge and values/skills, should provide students with the following:

1. Opportunities to apply professional values and ethics, and (specific to LCU) Christian values, to professional activities.
2. Opportunities to increase the level of self-awareness and critical thinking skills in professional situations.
3. Experiences that will enhance socialization into the profession of social work including exposure to professional organizations and the opportunity to learn how to utilize supervision.
4. Opportunity to communicate with others verbally and in writing, giving special attention to language differences of the human experience such as age, gender, ability, orientation, culture and shared meaning.
5. Increased awareness of the social welfare system, delivery of services, and the policies that govern the system.
6. Experience in working with populations at risk and culturally diverse groups, including experiences which will enhance appreciation of/and the need for social and economic justice for oppressed and marginalized groups.
7. Opportunity to integrate theory with practice, specifically applying the bio-psychosocial perspective and related theories to social work practice activities.
8. Opportunities to refine those skills basic to all areas of social work practice: communication, relationship-building, data gathering and recording, assessment, intervention, planning, implementation, and evaluation with various client systems including individuals, families, groups, organizations, and communities.
9. Opportunities to engage in research activities, including practice evaluation and application of research findings to interventions with clients.
10. Opportunities to engage in policy practice which includes critical analysis of policies as well as policy development.
11. Opportunity to function effectively and professionally within the formal and informal organizational structures of a social service agency, advocating for system change when appropriate.
12. Opportunity to function within a safe, supportive, learning environment, free from physical, verbal, and psychological violence, and/or threats of violence.

Field Orientation

Prior to starting field practicum with a designated agency, students are expected to attend and participate in an orientation session led by the MSW Field Director prior to the start of SW 550- Field Practicum I and SW 650-Field Practicum III. The orientation session has the following objectives:

1. Students will be introduced to the MSW field faculty, and fellow field students.
2. Students will be oriented to MSW field policies and procedures, instructed in issues of safety, introduced to model of field practicum, educated on required forms, discuss the beginnings of social work practice expectations, and complete and sign initial field forms.
3. Students will become more familiar with social work competencies and related practice behaviors through written materials, ie. student learning plans. The learning plan is the assessment tool used to guide goals and measure competencies while in field practicum.
4. Students will be made familiar with the CSWE competencies as well as practice behaviors for each level of practice (generalist, advanced generalist, healthcare/behavioral health).
5. Students will review NASW Code of Ethics.
6. Students will receive academic calendar with field practicum dates/deadlines and field manual for course guidance.

*Students **WILL** count the hours in orientation towards practicum hours. The field director will sign the documented time for these hours.

Field Seminar

Students will meet with MSW Field Director around the mid-term point each semester for a full day* of field seminar where students will be able to:

1. Share field experiences with fellow field students for an in-group process.
2. Present their field agency in an educational informal presentation to other field students.
3. Integrate classroom material and social work practice.
4. Discuss field concerns and questions outside of field agency with direct contact with field director.
5. Enhance, reinforce, and evaluate social work values, skills and knowledge.
6. Enhance student's self-awareness as related to competency standards.

*Students **WILL** count this field seminar day towards practicum hours. The field director will sign the documented time for these hours.

Practice Fridays

Students will have an opportunity to join with the field director once a month on campus and by Teams to engage in discussion and interactive learning. The purpose is to build upon practice skills, behaviors, and knowledge under the direction of the field director while in a field course.

III. Field Practicum Competency Standards

Educational Purpose

The expected educational outcomes for the field practicum are related directly to the core competencies of EPAS and the resulting practice behaviors. By the end of the field practicum, the student should be able to demonstrate the integration and application of these competencies in practice with individuals, families, groups, organizations, and communities. Attainment of these competencies is achieved through a sequencing of learning experiences at the agency and through demonstration of practice behaviors at an advanced skill level. This sequencing begins with an orientation to field practicum (students in SW 550-Field Practicum I and SW 650-Field Practicum III) by the Field Director. This is followed by an orientation given by the agency/field supervisor to the agency and its functions. The Mid-Term and Final Evaluation of the student by the field supervisor serves as an assessment tool to measure the mastery of the practice behaviors that accompany the EPAS core competencies.

Generalist year (Practicum I and II- SW 550 &551)

Competency 1: Demonstrate Ethical & Professional Behavior

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

Competency 2: Advance Human Rights and Social, Racial, Economic, and Social Justice

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

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

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

Competency 10: Distinctive to Louisiana Christian University Social Work Program: Integration of faith and learning

- Apply professional values, ethics, and Christian values to professional activities
- Recognize spiritual diversity

Advanced year (Practicum III and IV-SW 650 & 651)

Advanced Generalist Practice Area of Specialization:

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced Generalist Practice Social Workers recognize the complexity of ethical dilemmas that present themselves in a variety of practice situations and the need for in-depth analysis using ethical decision-making models to properly resolve these dilemmas. These advanced generalist practitioners also recognize the importance of supervision, consultation, and working in collaboration with other professionals in order to achieve the best possible outcome for their clients. This not only increases one's professionalism, but also challenges the advanced generalist social worker to evaluate and regulate personal value conflicts that may frequently arise in advanced practice settings. With constant advances in technology, and the need to comply with regulatory bodies and insurance companies in a range of practice settings, the advanced generalist practitioner must adhere to the highest level of standards. This involves informing and educating oneself on current and future changes in local, state, and national policy and laws as it relates to respective settings, and the technological modifications that may follow, all within an ethical framework. In addition, advanced generalist practitioners commit to professional continuing education, both formally through meeting licensing requirements, and informally through personal reading, research, trainings, seminars, professional conferences, and other types of on-going educational offerings, in order to remain effective and competent. This will also prepare advanced generalist practitioners to provide leadership and supervision in the practice setting. Advanced Generalist Practitioners will:

- Use ethical decision making frameworks/ models, the Louisiana Social Work Practice Act, any necessary consultation with the Louisiana State Board of Social Work Examiners, the NASW Code of Ethics and consultation with social work supervisors or colleagues in order to resolve complex ethical issues or to conduct ethical evidence-based research in the advanced practice setting.
- Practice within the context of supervision, consultation, and interdisciplinary treatment teams to assure quality outcomes for clients.
- Use these above mentioned methods to evaluate one's value conflicts and maintain objectivity with clients.
- Maintain the highest level of ethical and professional standards regarding compliance with constantly changing policies and laws, and the corresponding changes in technology
- Provide leadership in advanced practice settings as it relates to professional behavior, research, advocacy, and service.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Advanced generalist practitioners frequently encounter individuals facing discrimination and oppression within their communities and the larger facets and institutions of the world in which they live, often including the very facilities and agencies designed to supposedly help them. Thus, advanced social work practitioners must understand and strategize as to how to best assist and advocate for these clients at the

agency or institutional level, community and state level, and national/ global level as well. Advanced generalist social work practitioners, with and on behalf of their clients:

- Analyze how structural systems may be affecting clients' rights and/or quality of life.
- Take action with or on behalf of oppressed and marginalized individuals or populations in order to achieve the best possible outcome for the client.
- Empower clients with knowledge and skills to advocate for themselves within the systems in which they live and function.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and 10 2022 Educational Policy and Accreditation Standards values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Advanced generalist social work practitioners recognize how diversity among clients not only affects the quality of the therapeutic relationship, but also the practice approach for clients of various cultures and backgrounds. The assessment process is a vital part of understanding cultural differences and must be on going to effectively engage clients. Advanced Generalist Practitioners will:

- Conduct ongoing assessment in order to assure appropriate level of service and quality outcomes for a variety of clients and constituencies, understanding that all people have been created in the image of God.
- Research and apply best practices for diverse client populations with whom one works within the context of a variety of advanced generalist practice settings, using a Christ-centered perspective.
- Use a Christocentric approach, maintain open communication with the client by enhancing self-determination and the client as the expert on his/her situation.
- Use appropriate self-disclosure to acknowledge client and practitioner differences rather than ignore them, applying standards that respect the cultural/religious preferences of the client and the practitioner.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

It is critical that advanced generalist social work professionals do their diligence in researching best practices to ensure quality outcomes for clients, and to achieve these best practices within the framework and time constraints that are often placed upon these practitioners by insurance companies and regulatory bodies in a variety of practice settings. Therefore, the advanced generalist practitioner will:

- Use current best practices in the field, with respect to one's practice setting, to inform one's scientific critical analysis of research findings in the field.
- Critically analyze research findings and identify gaps in literature for further study and potential research.
- Use current, relevant research to improve practices and ensure ethical delivery of services.

Competency 5: Engage in Policy Practice

Advanced generalist social work practitioners work in a vast array of practice settings. They must understand how policies at the local, state, national, and global level influence the actual delivery of services to clients in these settings. These practitioners apply critical thinking to analyze the effects of social policy and how this affects the clients with whom they are working. These advanced practitioners engage in informed and skillful policy practice to address key issues on behalf of their clients. They will:

- Identify and understand policy that impacts delivery of a wide range of services.
- Critically analyze how different types of policies, such as social and economic, at various levels impact client services in terms of service delivery, accessibility, and the best interest of the client.
- Use advanced policy practice skills to advocate and change policies that impact clients' well-being and quality of life.

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

Advanced generalist social work practitioners engage clients and related clients systems (family members, support networks, etc.) from a strengths-based perspective while applying a range of appropriate theories. These social work practitioners use in-depth understanding of these theories to foster the engagement process, recognizing the importance of various life contexts from which their clients have emerged. The advanced generalist practitioner will:

- Engage with clients and relevant client systems using appropriate strategies from an informed knowledge base drawn from advanced practice knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use advanced practice micro skills to establish effective collaborative relationships within advanced generalist practice settings, taking into consideration diverse clients and constituencies.

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

Advanced generalist practitioners recognize that comprehensive assessment is vitally important for the establishment of intervention goals and selection of appropriate intervention strategies in collaboration with the client(s). Thus, advanced generalist social workers are aware of the on-going process of assessment and how this affects client outcomes, as well as the importance of the "product" of assessment using a variety of evidence-based tools and assessment techniques that are modified to meet the needs of diverse client groups. Therefore, the advanced generalist practitioner will:

- Use appropriate assessment tools, methods, and technology, making sure to evaluate and modify these tools as needed in order to assess diverse client populations.
- Use assessment tools and the results to optimize intervention planning, informed from research knowledge of best practices, and in accordance with client preferences and motivation.
- Use critical analysis of assessment results, as well as an informed knowledge base of best practices to select appropriate intervention strategies as relevant to the advanced practice settings and in accordance with clients' preferences.

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

Social work practitioners in advanced generalist settings strive to empower and maximize client aptitudes with the purpose of improving quality of life. This is accomplished through engaging with clients and constituents at each level of practice, seeking to build healthy communities and equipping clients to improve overall well-being. Social workers in generalist practice areas are knowledgeable about and able to critically analyze and apply evidence-informed interventions and emerging fields of practice. While drawing upon strengths based and person-in-environment perspectives, these practitioners align with the client at the individual, group, family, or community/organizational level in order to ensure mutually agreed upon goals and interventions. They will:

- Select interventions drawn from advanced practice knowledge of multiple theories, models, and evidence-based interventions.
- Select interventions that are consistent with client goals and that will promote client engagement with relevant systems, thus enhancing overall client outcome.
- Provide client centered, as well as family and community based interventions that take into account diverse populations.
- Collaborate with appropriate interdisciplinary partners to achieve quality practice outcomes for one's clients.
- Monitor and modify intervention plans as needed to respond to individual, family, and environmental challenges.
- Facilitate effective transitions and endings that will assist client in maintenance of achieved outcomes.

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

Even within the evaluation process, advanced generalist social work practitioners integrate multiple sources of knowledge, including relevant theories and research, input from constituencies, and broader societal trends. These practitioners value the client's role in the evaluation process, and make efforts to include them at every step along the way. Advanced generalist social workers communicate evaluation findings and their broader implications to all constituents and stakeholders involved, while maintaining client confidentiality. Thus, making gains to improve overall quality of treatment and care. The advanced generalist practitioner will:

- Select and use appropriate methods for evaluation of outcomes, based on advanced knowledge of practice and program evaluation within the relevant practice arena.
- Apply pertinent theories and research within the context of evaluation of client outcomes.
- Continually collaborate with client and client systems in contribution toward the evaluation process.
- Apply critical analysis to evaluate practice and program outcomes.
- Communicate evaluation findings to improve practice and program effectiveness
- Modify interventions and/or programs of care as a result of evaluation findings, in order to ensure quality client outcomes.

Competency 10-Integration of Faith and Learning-- Distinctive to Louisiana Christian University MSW Program:

Social work practitioners in advanced practice settings have numerous opportunities to integrate Christian values with professional activities, while maintaining appropriate ethical boundaries. These social workers recognize the dignity and worth of the individual and how important the human relationship is to engaging the whole person, mentally, emotionally, physically, and spiritually. They will:

- Apply professional values and ethics while integrating Christian values and principles with professional activities in a way that respects the client's background and overall mutually agreed upon client goals.

- Recognize spiritual diversity and how this impacts the working relationship as well as the overall outcome.

Healthcare/Behavioral Health Area of Specialization

Competency 1: Demonstrate Ethical and Professional Behavior

Healthcare/behavioral health social work practitioners recognize the complexity of ethical dilemmas that present themselves in these fields and recognize the need for in-depth analysis using ethical decision-making models to properly resolve these dilemmas. Social work practitioners in the fields of behavioral health and healthcare also recognize the importance of supervision, consultation, and working with an interdisciplinary treatment team in order to achieve the best possible outcome for their clients. This not only increases one's professionalism, but also challenges the behavioral health/healthcare social worker to evaluate and regulate personal value conflicts that may frequently arise in these particular settings. With constant advances in technology, and the need to comply with regulatory bodies within behavioral health/healthcare settings, the social work practitioner must adhere to the highest level of standards. This involves informing and educating oneself on current and future changes in local, state, and national policy and laws as it relates to respective settings, and the technological modifications that may follow, all within an ethical framework.

- Use ethical decision making frameworks/ models, the Louisiana Social Work Practice Act, any necessary consultation with the Louisiana State Board of Social Work Examiners, the NASW Code of Ethics, and consultation with social work supervisors or colleagues to resolve complex ethical issues or to conduct ethical evidence-based research in the related specialized field of practice
- Practice within the context of supervision, consultation, and interdisciplinary treatment teams to assure quality outcomes for clients.
- Use the above stated methods to evaluate one's value conflicts and maintain objectivity with clients.
- Maintain the highest level of ethical and professional standards regarding compliance with constantly changing policies and laws, and the corresponding changes in technology

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Social work practitioners in the fields of behavioral health/healthcare frequently encounter individuals facing discrimination and oppression within their communities and the larger facets and institutions of the world in which they live, often including the very facilities and institutions in which they are being treated for their behavioral, mental, or health condition. Thus, social work practitioners must understand and strategize as to how best assist and advocate for these clients at the agency or institutional level, community and state level, and national/global level as well. Thus, behavioral health/healthcare social work practitioners, work with and on behalf of their clients:

- Analyze how structural systems may be impacting clients' rights and/or quality of life.
- Take action with or on behalf of oppressed and marginalized individuals or populations in order to achieve the best possible outcome for the client.
- Empower clients with knowledge and skills to advocate for themselves within the systems in which they live and function.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social work practitioners in the fields of behavioral health and healthcare recognize how diversity among clients not only affect the quality of the therapeutic relationship, but also the approach to treatment for clients of various cultures and backgrounds. The assessment process is a vital part of understanding cultural differences and must be ongoing to effectively engage clients.

- Conduct ongoing assessment to assure appropriate treatment and quality outcomes for every individual realizing that all people have been created in the image of God
- Research and apply best practices for client populations with whom one works within the context of the respective behavioral health/ healthcare setting from a Christ-centered position.
- Using a faith-based perspective, maintain open communication with the client by enhancing self-determination and the client as the expert on his/her situation.
- Use appropriate self-disclosure to acknowledge client and practitioner differences rather than ignore them by using standards that respect the religious preferences of the client and practitioner.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

It is of utmost importance that behavioral health/healthcare social work professionals do their diligence in researching best practices to ensure quality outcomes for clients, and to achieve these best practices within the framework and time constraints that are often placed upon these practitioners by insurance companies and regulatory bodies.

- Use current practice in the specialized setting to inform one's scientific critical analysis of research findings in the field.
- Critically analyze research findings and identify gaps in literature for further study and potential research.
- Use current, relevant research to improve practices and ensure ethical delivery of services.

Competency 5: Engage in Policy Practice

Social work practitioners in behavioral and healthcare settings understand how a vast array of policies at the local, state, national, and global level influence the actual delivery of services to clients in these settings. These practitioners apply critical thinking to analyze the effects of social policy and how this impacts the treatment of clients with behavioral health or health issues. Practitioners working in these settings engage in informed and skillful policy practice to address key issues on behalf of their clients.

- Identify and understand policy that impacts delivery of behavioral health/healthcare services.
- Critically analyze how policies at various levels impact client treatment and services received.
- Use advanced policy practice skills to advocate and change policies that impact clients' well-being and quality of life.

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

Behavioral health/healthcare social work practitioners engage their clients and related client systems (family members, doctors, etc.) from a strengths-based perspective while applying a range of appropriate theories. These social work practitioners use in-depth understanding of these theories to foster the engagement process, recognizing the importance of various life contexts from which their clients have emerged.

- Engage with clients and relevant client systems using appropriate strategies from an informed knowledge base drawn from advanced practice knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use advanced practice skills to establish effective therapeutic relationships within the specialized practice settings, taking into consideration diverse clients and constituencies.

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

Social workers in behavioral health and healthcare settings recognize that comprehensive assessment is vitally important for the establishment of treatment goals and intervention in the therapeutic process. Thus, social workers in these specialized areas are aware of the on-going process of assessment and how this impacts client outcomes, as well as the importance of the “product” of assessment using a variety of evidence-based tools and assessment techniques that are modified to meet the needs of diverse client groups.

- Use appropriate assessment tools, methods, and technology, making sure to evaluate and modify these tools as needed to assess diverse client populations.
- Use assessment tools and the results to optimize treatment planning, informed from research knowledge of best practices, and in accordance with client preferences and motivation.
- Use critical analysis of assessment results, as well as an informed knowledge base of best practices to select appropriate intervention strategies as relevant to the specialized settings and in accordance with clients’ preferences.

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

Social work practitioners in behavioral health/healthcare settings strive to promote wholeness and healing with the purpose of improving overall quality of life. This is accomplished through engaging with clients and constituents at each level of practice, seeking to build healthy communities and empowering clients to manage and improve their health and/or mental health conditions and overall well-being. Social workers in these specialized areas are knowledgeable about and able to critically analyze and apply evidence-informed interventions and emerging fields of practice. While drawing upon strengths based and person-in-environment perspectives, these practitioners align with the client at the individual, group, family, or community/organizational level to ensure mutually agreed upon goals and interventions.

- Select interventions drawn from advanced practice knowledge of multiple theories, models, and evidence-based interventions.
- Select interventions that are consistent with client goals, and that will promote client engagement with relevant systems, thus enhancing the overall therapeutic outcome.
- Provide client centered, as well as family and community based interventions that take into account diverse populations.
- Collaborate with appropriate interdisciplinary partners to achieve quality practice outcomes for one’s clients.
- Monitor and modify treatment interventions as needed to respond to individual, family, and environmental challenges.
- Facilitate effective transitions and endings that will assist client in maintenance of achieved outcomes.

Competency 9: Evaluate practice with Individuals, Families, Groups, Organizations, & Communities

Even within the evaluation process, social work practitioners in behavioral health/healthcare integrate multiple sources of knowledge, including relevant theories and research, input from constituencies, and

broader societal trends. These practitioners value the client's role in the evaluation process, and make efforts to include them at every step along the way. Behavioral health/healthcare social workers communicate evaluation findings and their broader implications to all constituents and stakeholders involved, while maintaining client confidentiality. Thus, making gains to improve overall quality of treatment and care.

- Select and use appropriate methods for evaluation of outcomes, based on advanced knowledge of practice and program evaluation within the specialized practice arena.
- Apply pertinent theories and research within the context of evaluation of client outcomes.
- Continually collaborate with client and client systems in contribution toward the evaluation process.
- Apply critical analysis to evaluate practice and program outcomes.
- Communicate evaluation findings to improve practice and program effectiveness.
- Modify therapeutic interventions and/or programs of care as a result of evaluation findings, in order to ensure quality client outcomes.

Competency 10: Integration of Faith and Learning-- Distinctive to Louisiana Christian University MSW Program

Social work practitioners in behavioral health and healthcare settings have a unique opportunity to integrate Christian values with professional activities, while maintaining appropriate ethical boundaries. These social workers recognize the dignity and worth of the individual and how important the human "therapeutic" relationship is to treating the whole person, mentally, emotionally, physically, and spiritually.

- Apply professional values and ethics while integrating Christian values and principles with professional activities in a way that respects the client's background and overall mutually agreed upon client goals.
- Recognize spiritual diversity and how this impacts the overall process of healing.

RESPONSIBILITIES RELATED TO FIELD PRACTICUM

University Responsibilities

Louisiana Christian University bears ultimate responsibility for the learning experience provided MSW students during the field practicum courses. This is accomplished through several avenues. The university maintains efforts to ensure ongoing compliance with the standards of its accrediting agencies, the Southern Association of Universities and Schools, and the Council on Social Work Education. Another avenue is through ensuring quality classroom instruction and adherence to specific program guidelines that confirm students are taught the body of knowledge required by a specific program.

Field Director Responsibilities

It is the responsibility of the Field Director to oversee all aspects of the field practicum courses to ensure an integrated educational experience for the students. This process begins with the recruitment and approval of varied agencies to serve as field practicum sites and ends each semester with the assigning of a final grade for students in field practicum. Additionally, as social work educator in the profession, it is the field directors' responsibility to assess the student's competence and skill level to work with clients. The gate-keeping responsibility is outlined in the profession's code of ethics. Specific responsibilities include:

1. Identify and recruit varied agencies within the state which qualify to serve as field practicums for students. These agencies will identify how they will offer learning opportunities to graduate social work students in working with individuals, families, groups, communities, and organizations.
2. Provide assistance and consultation to these agencies as they develop plans for placements.
3. Issue the formal agreement governing field practicum to the agencies for signatures.
4. Maintain current records related to experiences, which can be provided by specific agencies.
5. Maintain current information on persons who serve as Field Supervisors.
6. Distribute and collect from students the Application for Field practicum. This process will begin immediately upon acceptance of a qualified student to the MSW program. A student who is on probation will not be placed in a field agency.
7. Make decisions concerning the placement of students at specific agencies approved as field practicum sites.
8. Provide the Field Supervisor with relevant student information prior to placement at the agency.
9. Plan and conduct orientation/training sessions for Field Supervisors (new and refreshers) prior to the beginning of the field practicum.
10. Conduct orientation session for students prior to the beginning of Field practicum I & III. Meet with students enrolled in field practicum for a mid-term field seminar.
11. Hold conferences (on-site agency visits) with each student and the agency Field Supervisor at least once during the semester to assess student progress toward identified learning goals.
12. Provide consultation for students and Field Supervisors on issues surrounding field placement and problems that need to be resolved.
13. Be responsible for any and all communication related to field practicum courses.
14. Maintain adequate records related to field practicum. This would include correspondence, information on agencies and Field Supervisors, student and agency evaluations, and copies of the formal agreement.
15. Submit to the Registrar's Office the student's final grade for each semester of field placement.

Agency Responsibilities

Support of the agency and its willingness to participate in the training of professional social workers is basic to the total field practicum experience. In agreeing to serve as field practicum sites, agencies assume the following responsibilities:

1. Provide services which are compatible with the ethical standards and value base of the social work profession and which can serve as learning experiences for the student.
2. Complete an agency information form which identifies the agency's demographics as well as the populations served and the learning opportunities available to the student. This includes direct and indirect practices with individuals, families, groups, communities, and organizations.
2. Provide a qualified agency social worker (see section below) who has the time required to spend in supervision with the student. In the event that a CSWE-accredited social worker is not on-site, the MSW Program Director or other qualified faculty member will serve as the Field Supervisor. The agency will identify a qualified task supervisor to work with the student and faculty Field Supervisor.
3. Make workspace available for the student. Where an office is not available, the student should have access to a desk, a telephone, and support services from the staff.
4. Provide a work environment that promotes a culture of safety and takes a proactive preventative approach to violence management and risk. Provide orientation and/or in-service training on work-place practices that promote safety and reduce risks.
5. Sign the formal agreement that governs the field practicum experience.

Agency Field Supervisor Responsibilities

1. Participate in the orientation/training sessions sponsored by the MSW program for Field Supervisors prior to the field practicum.
2. Become familiar with the Educational Policy Statement of the Council on Social Work Education.
3. Provide Field Director with one's own current professional information through completion of the appropriate form(s). (See Appendix C3)
4. Conduct an initial interview with the student to assess a possible match for field practicum at their agency.
5. Confirm plans for placement with the Field Director.
6. Provide a period of agency orientation for the student.
7. Participate with the student in the development of an initial learning contract. (See Appendix C4)
8. Meet with student and Field Director at the agency at least once during the semester to discuss student's progress in the field practicum.
9. Provide weekly supervisory sessions (at least one hour) for the student, which will serve as an on-going means of monitoring the student's progress and hours. Supervisor must sign and approve the student's log hours but they are ultimately the student's responsibility to maintain.
10. Arrange a sequencing of learning experiences for the student, which will include, at an appropriate point, assumption of case responsibilities. The field learning opportunities should provide experiences for the student to demonstrate the practice behaviors of the MSW program which will facilitate an integration of classroom knowledge with actual client experience. Client systems chosen for student involvement in the field practicum should include experience with individuals, families, groups, organizations and communities. If all these learning experiences are not available to the student in the selected agency, the agency supervisor will work with student and/or field director to create those experiences. Student assignments should also include an

- exposure to diverse groups and populations at risk.
11. At the end of each semester, complete the Field Practicum Assessment, along with the student. The assessment is located on the learning plan, which captures the level of competency obtained by the student. The learning plan assessment will be turned in by the student to the Field Director, once completed with field supervisor or if applicable task supervisor.
 12. Contact the Field Director immediately of any problems related to the field practicum.
 13. At the end of the placement, complete a written form/evaluation of the Louisiana Christian University MSW Program. (See Appendix C5)

Agency Task Supervisor Responsibilities

An agency task supervisor is a staff member at the field practicum agency who may be responsible for supervising the day-to-day activities of the student during the internship. Must work in conjunction with the Field Supervisor to provide constructive feedback and ensure appropriate learning assignments, tasks, and experiences. The agency task supervisor is strongly encouraged to attend field supervisor orientation. The agency task supervisor must hold a BSW with at least five years' experience or an LMSW with two years' experience. They may also be an LPC with two years' experience working in the agency in a supervisory position and in good standing with their licensing board.

Student Responsibilities

The student is expected to be an active participant in the entire learning process of the field practicum experience, from the initial interview with the field supervisor through the final evaluation of the field practicum experience. Specific responsibilities include:

1. Complete the application for field practicum immediately upon acceptance to the MSW program and submit it to Field Director in time to meet the deadlines for field placement. The student will complete a second application prior to the advanced year curriculum and submit to Field Director prior to deadlines for field placement.
2. Conduct interview with select agency after consultation with Field Director.
3. If a student lives outside of the Pineville/Alexandria area and the Field Director is unable to secure a field agency for the student's placement; the student will be asked to locate an appropriate field supervisor/agency willing to accept the student. Once the student makes initial contact, they will give the information to the field director to contact the agency to discuss qualifications/responsibilities for accepting a LCU MSW field student.
4. Attend the orientation session scheduled by the Field Director for students who will be starting Field Practicum I & III-SW 550 or SW 650.
5. Provide proof of liability insurance through Louisiana Christian University. Arrangements will be initiated by the field department. Insurance is \$25 which will be applied to your fees annually (policy is active September-August) if you are in a field course. If your agency requires a background check but does not provide one, you may obtain one from LCU HR Department. The background check has to be approved by MSW program and student will be billed \$32.
6. Students should plan to spend a minimum of sixteen (16) hours a week, two days a week, at their agency throughout the semester. It is not the responsibility of the field director or the field supervisor to balance the student's school, work and family life schedule with internship hours. Exceptions may be made for summer/block placements under extenuating circumstances, which are approved through the field director. Employment based internships are an option but must be requested and discussed with field director for prior approval and must meet field program guidelines.

7. Students along with their agency Field Supervisor will devise and sign an initial learning contract.
8. Adhere to the NASW Code of Ethics.
9. Abide by the policies, rules and regulations of the agency as well as the Louisiana Christian University Student Handbook and the MSW program student handbook. These include all policies related to student safety in the agency/ field practicum setting. Be cognizant of Standards of Professional Conduct expressed to student in field manual.
10. Complete a total of 233 hours of supervised experience at the agency per semester. It is the student's responsibility to monitor the hours. The student should notify the Field Supervisor well in advance if an absence from placement is anticipated. The student is also responsible for making up any time missed because of illness, holidays, or conflicting demands. If the student is from a BSW undergraduate program in which only 400 hours in their undergraduate field practicum was expected; they will have additional hours to accrue due to required 900 hours total required by CSWE. This will be discussed on an individual basis with the Field Director.
11. Keep a daily log of placement activities and hours spent at the agency. The Field Supervisor will review and sign this log on a regular basis but it is ultimately up to the student to keep up with required hours and log sheet. This completed log sheet with signatures will be submitted to the field director at the end of each semester.
12. Be prepared for weekly supervisory sessions with the field supervisor. The field supervisor cannot know the student's concerns and questions unless these are verbalized.
13. Consistently attempt to integrate classroom material with the field practicum experiences.
14. With the Field Supervisor, participate in on-going evaluation of progress made toward identified learning goals.
15. At the end of each semester, complete the Field Practicum Assessment, along with agency supervisor. The assessment is located on the learning plan which captures the level of competency obtained by the student. The learning plan assessment will be turned in by the student to the Field Director once completed with Field Supervisor.
16. At the end of 466 hours of field practicum, complete the Student Evaluation of Field Practicum, using the form provided by the Field Director. (See Appendix C6) The original of the evaluation is submitted to the Field Director; the Field Supervisor and the student may each keep a copy of it.

IV. Field Practicum Policies and Procedures

Student Application

Application forms may be obtained online or from the MSW Field Director/Field Office. A copy of this form is located in Appendix C1. This form must be completed and submitted to the Field Director by the date specified.

Each student is expected to arrange a pre-placement interview with the field supervisor of the proposed agency. Students have the option to decline agencies, and agencies have the right to decline students. The final decision regarding a field practicum is made in conjecture with the agency field supervisor, the student, and the MSW Field Director but the final decision is ultimately made by the MSW Field Director. Requests for field practicum may originate from the MSW Field Director, from social service agencies contacting the Field Director directly, or MSW students may recommend potential field practicum sites to the MSW Field Director, who will follow up on the recommendation.

Students can express their preferences concerning field assignments through the application for field practicum. Where possible, a student is placed at the agency of choice, if the agency requested can provide the learning experiences necessary for the student and if the agency is able to take a student for the entire practicum (both semesters). When this is not possible, alternative arrangements are made.

Once application for field practicum has been made, the Field Director will then collaborate with the potential agencies and supervisors in order to secure a placement which can best meet the student's learning needs. The Field Director will give the student the name and number of the designated supervisor and the student is then responsible for arranging an interview within 1-2 weeks. Following the interview, the Field Supervisor will contact the field director to confirm the agency and supervisor's willingness to accept placement of this student. If the student is accepted, plans are finalized for the student to begin placement. Representatives of the university and of the agency sign a formal Inter-Institutional Agreement when the decision about placement is made. (See Appendix C2) The student may not begin placement until this formal agreement is signed and returned. Agencies may also state that placement will not begin until certain requirements are met such as background check, TB shot, etc. If student does not follow-up with the requested paperwork and such requirements, this may cause student to be put on hold for field practicum.

Selection of Agencies

Selection of agencies to serve as field practicum sites is based on the following criteria:

1. The agency must adhere to the ethical standards and value base of the social work profession.
2. The agency must not participate in discriminatory practices that block persons from access to services.
3. Agency staff and agency social work staff should have a positive regard for graduate social work education in general and a positive regard specifically for the Christian values of the social work program at Louisiana Christian University.
4. The agency must be able to provide a qualified agency social worker to provide supervision for the student. In the event that a CSWE-accredited social worker is not on-site, the Social Work Program Director or other qualified faculty may serve as the Field Supervisor.
5. The majority of the field agencies will be located in the local area; however, this does not preclude the student from field placement in other areas within the state or international

- placement with permission of the Field Director.
6. The agency must be able to provide a wide range of services, allowing the student field learning opportunities with individuals, families, groups, organizations, and communities within an advanced generalist practice context in order to apply classroom knowledge, values, and skills.
 7. The agency must be able to provide the student with work space. Where an office is not available, the student should have access to a desk, a telephone, and support services from the staff.

Selection of Field Supervisors

Selection of the Field Supervisors at the agencies is based on the following criteria:

1. **Education** The Field Supervisor must meet the following criteria: Must hold a master of social work degree from a CSWE-accredited program with active state license in good standing and have at least two years of post-MSW practice experience. Those who indicate an interest in serving as field supervisor are asked to provide Field Director with current resume'. In the event that a CSWE-accredited social worker is not on-site, the MSW Program Director or other qualified faculty will serve as the Field Supervisor.
2. **Availability** The Field Supervisor must have the time to arrange training experiences for the student, and to spend approximately one hour a week in supervisory conferences with the student. A qualified task supervisor can coordinate with the field supervisor to work with the student for increased access and availability as needed for the learning experience.
3. **Motivation** The Field Supervisor should be highly motivated to provide the supervision for the student. The Field Supervisor provides his or her services voluntarily.
4. **General Characteristics** The Field Supervisor should be knowledgeable about social work, able to demonstrate respect for the student, and be sensitive to specific learning needs identified by the student. The Field Supervisor should be skilled at interpersonal communication that facilitates expression of this respect.

Employment Based Field Education

Students currently employed in a social service agency may complete their field practicum in their current job only if specific conditions are met. A proposal for employment-based internship must be provided to the field director and is required prior to the approval of the practicum. Specific restrictions include, but are not limited to, the following:

1. Students are allowed to use their place of employment as a field practicum site but can do so for only one of their two placement experiences, and only if that agency meets all requirements for serving as a placement site (including, in the case of the concentration year, if that agency is suitable for the competencies specific to advanced practice);
2. The student can only do one employment-based practicum while a student in the MSW program.
3. The field instruction experience can be a part of the student's normal work activities but learning goals must be evaluated by the CSWE competencies of the learning plan;
4. The student must be supervised by someone who is not his/her regular work supervisor. The instructor must meet the usual requirements of field instruction – i.e., someone who holds a MSW degree with at least 2 years of post-graduate experience in the field of social work;
6. The student must be an employee of the agency with the following guidelines: they must not be on probation or have an action plan and be in good standing with the agency. Field is not to be

involved in employment issues. Fieldwork is a separate component for the student who will present as a learner.

Stipends and Paid Internships

Stipends and paid internships may be available to students. Few internships have these financial options available at varying amounts. You may ask the Field Director and/or Program Director for more information. These internships are typically reserved for students in Field Practicum III & IV.

V. Field Practicum Required Documentation and Evaluations

The Learning Plan

The Learning Plan is a collaborative document written by the student and the field supervisor. The plan will have a determined due date as set by the Field Director, typically within the first two-three weeks of beginning field practicum. The student has primary responsibility for writing and designing the learning activities. This process requires students to take an active part in assignments and tasks they plan to complete in field to assist them in accomplishing the practicum outcomes. The Learning Plan provides a focus for student learning throughout the year, establishes and clarifies mutual expectations, and describes the means for evaluation of student competency. Throughout the field practicum, the student and the field supervisor should review the student's current Learning Plan to assess the relevance, additions, or changes of identified activities. The student, field supervisor, and Field Director will meet at least once in the semester to review the learning plan together to make sure that the learning opportunities are being made available for the student in their competencies with individuals, families, groups, communities, and organizations. A final evaluation will be provided by the field supervisor, along with the student at the end of each semester. The student is responsible for turning in the completed plan with evaluation scores to the Field Director. The plan is to be uploaded on Canvas for review and final submission.

Student Logs

Students are encouraged to complete weekly logs with their field supervisor. The purpose of the report is to provide an ongoing reflection of the student's activities in the field setting; self-reflection of the student's feelings and intern experience; provide a record of the student's required hours in practicum; provide a means of identifying and communicating issues or problems that need to be addressed; and assist in evaluation practices for the student. The student may keep log hours with documented weekly supervision meetings separate from the student log report which may resemble a journal. This student reporting is not required but encouraged. **The student log hours are required.** (See Appendix C9 for a template). The logs will be submitted on Canvas by student at the end of each semester with signatures by student and field supervisor.

Student Performance Evaluation

The student performance evaluation will be given at the end of each field practicum course (I, II, III, and IV) and measure each of the competencies with the corresponding behaviors. The field supervisor will evaluate each student according to the student's demonstration of proficiency in competency behaviors. The benchmark for this measure has been set at 80%. The field director will be responsible for coordinating evaluations with the field supervisor and compiling the results.

Field Agency Evaluation of MSW Program

The field supervisor is asked to evaluate the MSW program to aid in assessment and improvement in field practicum for both the agency and the student. This evaluation will be completed once the student has 466 log hours for Field Practicum II & IV. (See Appendix C5)

Student Evaluation of the Field Agency

The student will be asked to complete an evaluation on their field practicum experience which will aid in the assessment of the effectiveness of the agency as a site. This will be completed once the student has 466 log hours for Field Practicum II & IV. (See Appendix C6)

VI. Other Field Practicum Policies and Procedures

Student Safety Policy

The MSW program statements and policies related to student safety in the field practicum setting can be found in sections related to agency selection and Field Director, Agency and Student responsibilities, as well as in this section. The student spends a large portion of his/her time in the field practicum setting, and needs to be prepared to engage in safe social work practices that may affect his/her own safety as well as the safety of others. The Field Director will make every effort to place students only in agency settings that have sound safety policies and practices and that agree to train and orient the student about these policies and procedures. In addition, the field practicum environment needs to be conducive to student safety and security, as well as promote safe practices that reduce risk of harm. As part of the field practicum orientation, the student will be educated about concepts and techniques related to safety. Safety concerns and policies will be addressed and discussed as part of the orientation and training sessions for Field Supervisors, as well as students. Throughout the field practicum, students who have safety concerns about their placements will be given appropriate support by the Field Director as well as the Field Supervisor at their agency setting, until the concerns subside or are eliminated. If the concerns are of such nature that they cannot be eliminated, the student will be offered an alternative placement.

Field Practicum Days, Hours, and Attendance Policy

The student is expected to meet the attendance policy of the agency and the university as designated by the student and the field supervisor. The field practicum schedule is such that the days do not interfere with face to face coursework. Students will accrue a minimum of 16 hours; totaling no more than 20 hours in a week. It is not typical for most agencies to allow students to work on weekends; however, if this is an agency work day then supervision must be present for the hours the student works. This must be clearly communicated to the student by the field supervisor and approved by the field director. Students requesting to complete practicum hours over a semester break may do so at the discretion of the field director and field supervisor. However, students may accrue no more than 40 hours during the semester break. The student should notify the Field Supervisor in advance if an absence from placement is anticipated. Consistent communication with the field supervisor and field director is important as it maintains a professional concern and demeanor for yourself, your clients, and your education. The student is responsible for making up any time missed because of illness, holidays, or conflicting demands.

Mandatory missed field events (field orientation, field seminar) if not attended or made up with the field director may cause the student to repeat or fail the field course. If field hours are not completed by the end of the semester, field director can consider a pass for the student if at least 75% of the field hours

have been met. Field paperwork must be turned in on time (per academic calendar, dates have been provided since the beginning of the semester).

Summer Field Placement Policy

It is important to offer summer field placement options for continuity of care for clients served as well as accommodating best practices for many of our partnering agencies. A student enrolled in Field Practicum SW 550 or 650 in the spring semester may request to continue with Field Practicum SW 551 or 651 in the summer term. The student does not have to be enrolled in any coursework. The student must complete 233 hours by the end of the summer term. They may work up to 4 days a week to complete these hours. The field director may make a site visit to the agency during this term to check progress.

Transportation Policy

An agency cannot require students to transport clients in their own vehicle, unless they are covered under the agency's insurance policy. It is the agency's responsibility to provide coverage for students if that is required. The student is required to provide the agency documentation to the field director prior to transporting any clients. Students will assume ALL responsibility if they choose to carry a client in their vehicle. The student is responsible for getting himself or herself to and from the field agency. They are responsible for maintaining a valid driver's license and car insurance policy.

Vacation/Holiday Policy

It is important that the student be aware of holiday hours for the university and the agency to coordinate internship hours. Students are allowed to take off all legal holidays observed by the agency and breaks by the university. However, they are not counted as time worked at the agency. The student will be required to make up any time that may have been missed due to vacation/holiday time. Students may work during vacation/holiday time with the approval of both field director and field supervisor.

Grievances

If a student has a grievance while in field, the student should:

- First, attempt to resolve the issue with the person directly involved. If this fails;
- The student should discuss the matter with the field supervisor. If this does not resolve the matter;
- The student should then go to the Field Director.

Students who feel that they have been treated unfairly have the right to use the appeal procedures without fear of coercion, harassment, or intimidation for making an appeal. If not satisfactorily resolved, the student can then discuss the situation with the MSW Program Director. At this point, if the grievance is still unresolved, the student can utilize the Academic Complaint procedure outlined in the Louisiana Christian University Student Handbook and the MSW Student Handbook.

If an agency has a grievance with the student, the student should be made aware and given the chance to correct the issue. The Field Supervisor should fill out the Field Supervisors Concerns Form (See Appendix C7) to document the issue to discuss with the student and a copy is to be provided to the field director. If this does not prove satisfactory, the agency should then request a meeting with the field director and student to discuss the concerns. **However, if the concern involves a breach of confidentiality, ethics, or agency policy, then the Field Director should be notified immediately.** After meeting with all parties involved, the field director may seek consultation with the MSW program director. If a resolution cannot be reached, the student can be removed from the practicum and may or may not be reassigned to another

practicum.

If an agency deems it necessary to 'terminate' a student, they must notify the field director immediately. A meeting will be initiated by the field director with the student in a timely manner informing the student of the termination and the reasons behind it. Proper documentation from both the agency's field supervisor and the field director will be completed detailing what occurred and reasons for the termination. This information will become a part of the student's file.

Suspension and Termination of a Student from Field Practicum

If a student fails to meet the standards of field practicum at any time, the student may be removed from the field agency or put on suspension. The decision will be at the discretion of the field director, dependent upon the grievance issue. Policies concerning termination and suspension can be found in the MSW Student Handbook. It states the following: After admission to the program, reasons for a student to be terminated or suspended may include the following:

- Failure to maintain the 3.0 GPA required for graduate courses and/or earning more than two 'Cs' grades. Earning a grade of "D" or "F" in any graduate course will result in automatic graduate program suspension.
- Violation of any aspect of the university policy on academic integrity.
- Failure to abide by the values and ethics of the NASW Code of Ethics and the Christian principles and values of the university /MSW Program Mission Statement.
- Termination of student's enrollment at Louisiana Christian University.
- Behavioral issues that would impair the student's ability to provide quality services to clients according to the professional judgment of the field director, program director and/or other faculty.
- Failure to complete the field practicum on an approved schedule with the Field Director.
- Providing false/misleading information in the application process.
- Earning more than two 'C' grades or below in courses.

A FAILING GRADE IN FIELD may include the following options: the student may request an appeal to repeat the field course or the entire field year (SW 550-551 or SW 650-651) OR EXPULSION FROM THE MSW PROGRAM.

Note: If there are concerns related to terminating a student from the MSW Program at Louisiana Christian University, which is a rare occurrence, the MSW program director, the MSW field director, and other social work faculty members will meet with the student to discuss the concerns prior to making a final decision.

Students wishing to appeal the social work faculty's decision regarding termination or suspension from the program or in relation to a grade should follow the academic complaint procedure found in the LCU Student Handbook, the Graduate Catalog and the MSW Student Handbook. Students placed on academic suspension must first appeal to the Graduate Appeal Committee by sending a letter to the chair of the Committee requesting reinstatement and then complete the application form for readmission. In such cases, the decision of the Committee regarding readmission will be final.

Change in Field Site Assignment

Prior to any site change, consultation between the student, field supervisor, and the Field Director will

occur. Efforts to resolve concerns will be made before the change takes place. The Field Director is solely responsible for making the decision to approve a placement change. A field practicum site change will be made only under certain conditions. These conditions include but are not limited to the following: The field practicum agency does not provide the required learning experiences for an MSW level student; the relationship between the student intern and field supervisor is not conducive to the learning environment; and/or unethical/exploitive practices are occurring. If it is determined that it would be in the best interest of the student and agency to remove the student from the practicum, all parties will be notified by the field director. The field director will document in detail the specifics surrounding the change in assignment and place in both the student and agency files. A new plan and placement will be determined through consultation between the field director and student.

Dress Code

Students are expected to dress both professionally and appropriately for the agency at all times. They are to adhere to the same dress guidelines set forth by the agency. Please refer back to the section on Standards of Professional Conduct in field manual.

Confidentiality

In order to protect clients' right to privacy, students who use case examples from their agency (e.g., case studies or presentations, treatment plans, group documentation) are required to uphold confidentiality by not using client names, agency names, names of staff members, or any other identifying information that could compromise confidentiality. Students will be required to sign a confidentiality statement as part of the field application process or during the field orientation session. The ethical responsibility of confidentiality will be discussed throughout the student's internship and field experience as well as in coursework.

Sexual Harassment

"Louisiana Christian University is committed to responsibly investigating all discrimination and harassment as outlined by Title IX." "The University will not tolerate sexual harassment of its students and will investigate all allegations of sexual harassment." As found in LCU Student Handbook, students in field have a safety policy to follow as outlined in the manual. They are to be aware of and inform themselves with the field agency's sexual harassment policy. Further guidance can be sought by contacting the LCU Title IX Coordinator, Dr. Juanita Moorman at 318-487-7168.

Disability Act

Louisiana Christian University does not discriminate on the basis of disabilities in the operation of its programs. No student, considered to be disabled, shall be subjected to discrimination or excluded from the participation in the MSW program. A student with a disability is protected by the Americans with Disabilities Act and eligible for reasonable accommodation to provide an equal opportunity to meet academic criteria. Classrooms, residence halls, auditoriums, and other public facilities provide accessibility or alternate locations and services for persons with physical impairments. Following acceptance for admission, a student who has a physical and/or learning disability that qualifies under Section 504 of the Rehabilitation Act and who desires modifications or accommodations should contact the Director of the Student Success Center for information and guidance. This voluntary notification is helpful in planning and arranging suitable accommodations and assuring satisfactory adjustments to the campus environment.

Documentation must be provided from the Office of Disabilities for accommodation needs to be met. All students are measured by the same academic standards. Those students who have greater needs may choose to enroll in the Student Success Program. Through this program, extensive individualized tutoring

is arranged. Assistance is provided with note taking, study skills, time management, research, paper writing, etc. Tapes and electronic copies of texts are available. Test accommodations can be arranged, e.g., within a distraction free environment or with extended time. This assistance is free to all LCU students. For more information, contact the director of the Student Success Center, located in the library.

Plan for Interruption of Field due to National or Local Events

The Louisiana College MSW Program has developed a plan to address temporary disruption to students' social work field experiences due to national or local events such as communicable diseases, natural disasters, and/or civil unrest.

If a student requests or is advised by their agency, supervisor, university, or government to not attend their field experience, or if safety concerns warrant a temporary disruption in the field experience, the student immediately consults with the Field Director who is in direct communication with the MSW Program Director. To be considered for a remote work option during the field experience, the student submits a written request using the detailed process below. In efforts to fulfill the student's field experience hour requirements and educational competencies during temporary field experience stoppages, alternative field experience activities have been developed that can be completed off site. This policy is meant to address short term field experience disruptions, with a maximum of 30 days. If the field experience stoppage continues beyond a 30-day period, a review is conducted by the MSW Field Director and MSW Program Director to determine the most appropriate response to support students in completing their field experience requirements.

Alternate Learning Activities

With approval from the Field Director, Field Supervisors and Task Supervisor (if applicable) assign students off-site alternative field experience activities that the student may complete in the event of a temporary field disruption. Examples of alternative field learning activities are listed below.

- Supervision: Weekly supervision using Zoom or other teleconferencing applications.
- Meetings with individuals, families, and groups utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone; provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.
- Trainings for Agency: develop trainings that will benefit the agency (ex- self-care, ethics, etc.)
- Groups/Workshops for Clients: develop curriculum for future implementation with clients (ex- life skills, grief, trauma, domestic violence, etc.)
- Written Materials for Clients or Community: develop handouts/flyers/brochures (ex- explain voting rights, informed consent policies, etc.)
- Organizational Policy Review: review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)
- Legislative Policy Review: review relevant laws and policies impacting the population students work with (ex- Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)

- Literature Review: conduct a literature review on a specific topic relevant to field placement (effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)
- Grants: research potential grant opportunities and/or prepare aspects of the grant writing.
- Community Networking/Resource Development: teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- Complete online trainings: complete assigned trainings and provide a certification of completion and/or a short, written reflection and/or prepare a presentation to disseminate knowledge gained.

Field Supervisors and Task Supervisors may come up with other activities or trainings, in addition to the ones listed on this page. **All remote work activities are pre-approved by the Field Director and Field Supervisor and then included on individualized work plan (last page of learning plan) before student begins work on any area.**

Process to Receive Approval for Remote Work During Social Work Field Experience

1. To receive approval to work remotely during the field experience, the **student** submits a written request by email that includes the following:
 - Rationale for working remotely as this time
 - The student's individual circumstances
 - The agency where the student is placed and circumstances of the field supervisor/task supervisor
 - The approximate length of time the student is requesting
2. The Field Director or designee contacts the Field Supervisor/Task Supervisor to discuss the request. The information to assess includes:
 - Based on the individual student circumstances, how long does the student believe they will need to work remotely?
 - How many hours does the student need to complete the field education course?
 - Does the student have access to the technological means (computer/reliable Wi-Fi) to work remotely?
 - If applicable, What is the current assessment of student progress? If an assessment of the student's competencies were to be completed today, would the student receive a rating of "Competent" on every competency? If not, which competencies still need to be developed?
 - Currently, is the student at risk for receiving a score lower than "Competent" for the course? If so, should assigning a grade of "Incomplete" for this student be considered instead of working remotely? Given the student, agency and field instructor circumstances, how viable would a plan of receiving an "Incomplete" and continuing in field experience at a later date be?
 - Does the agency have a plan for continuing service delivery if their employed social workers

- must work remotely? If so, what is the plan?
- Is it possible for the student to continue to engage with agency services, current clients/work product teams, remotely?
 - What is the plan for the student to continue to receive weekly supervision from the field instructor/task supervisor?
 - How will the student terminate relationships with clients/work groups, if needed?
 - What will be the plan for completing the final field experience site visit? Final Evaluation?
3. Student and Field Supervisor meet (face-to-face or remotely) to agree on an individualized work plan using the suggested tasks. Priority should be given to tasks where competence needs to be developed.
 4. Student submits final individualized work plan to Field Director and Field Supervisor/Task Supervisor. Work plan is approved in response by email by the Field Director.
 5. Individualized work plans, must:
 - Prioritize tasks where the student needs to develop competence
 - o Each task should include:
 - ✓ a written component/product so that competence and work completion is demonstrated
 - ✓ approximate timeframe
 - ✓ number of hours expected for completion
 6. Once approved, student emails the work plan to Field Director.
 7. Student completes time sheets documenting hours worked remotely and secures the signature of their Field Supervisor/Task Supervisor. The student emails or delivers the time sheets to the Field Director.
 8. The student ensures all needed class assignments, evaluations, and related forms are completed as scheduled, signed by all appropriate parties, and emailed or delivered to Field Director.

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encouraged to utilize the guidelines listed in the Standards for Technology in Social Work Practice guide (NASW, 2017) to inform their use of technology. While each agency should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

- Take reasonable steps to maintain appropriate boundaries when using personal phone numbers or other electronic communication. For example, consider temporarily hiding your caller ID when making outgoing calls, through your phone's settings.
- Position web cameras so that others can only see your face- all visible confidential data should be removed from camera view.
- Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions.

**This plan has been informed based on documents developed by the CSWE Field Directors listserve, the Social Work Distance Education listserve, and the Field Education Office at The University of North Carolina at Chapel Hill, 2020.*

Appendices
(on following pages)

APPENDIX A

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NASW CODE OF ETHICS

Preamble

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

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

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

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

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

Purpose

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values

and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues,

supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers'

ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

- (f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
- (g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
- (h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
- (i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.
- (d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
- (e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion,

immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court

withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages -

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

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

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the

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

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients'

needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

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

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve

the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels

established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working

environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible.

Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

(b) Social workers should not engage in solicitation of testimonial endorsements (including

solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

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

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

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

- (f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should

promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

Field Practicum Forms
(on following pages)

Appendix C1

Student Field Practicum Application

All students must complete the field application form prior to beginning field practicum. On the form, you will indicate your preferences, which will be explored by the Field Director. You will be given the name of the chosen agency and agency's field supervisor to schedule an interview. Once the interview has been completed, notify the Field Director of the outcome. The Field Director will finalize the acceptance of student and agreement with the agency prior to beginning field.

Students will attend classes on Mondays and Tuesdays. Field Practicum is encouraged to be scheduled on Wednesdays, Thursdays, and/or Fridays.

PLEASE NOTE: Students are expected to be in their field placements 16 hours a week (two 8 hour days). Fieldwork must be conducted during normal working hours, as agreed upon with agency. Late afternoon and evening hours may be possible, but the program DOES NOT GUARANTEE any student placement that will include weekend and evening hours. Agencies that provide weekend/evening hours must provide supervision to the student while obtaining their hours.

PERSONAL INFORMATION (Please print information)

Name: _____

Address: _____

Email: _____

Telephone Cell: _____

Home: _____

Concentration (only for SW 650) Please circle: Advanced Generalist or Healthcare/Behavioral Health

Are You Requesting a Field Placement at Your Current Place of Employment? ___ Yes ___ No

If so, please provide name and contact number(s) of your supervisor as well as the social work supervisor.

Do you have any specialized trainings or credentials?

Please indicate your areas of interest in the space provided below. Rate you order of interest by 1-5, with 1 being preferred area. For Students applying for SW 650, if you are choosing the specialization of healthcare and behavioral health, the agency of choice must be within that field of practice.

- | | |
|---|--|
| <input type="checkbox"/> Behavioral Health (Inpatient, Outpatient) | <input type="checkbox"/> School |
| <input type="checkbox"/> Medical Health (Hospital, Home Health, Hospice) | <input type="checkbox"/> Child Welfare |
| <input type="checkbox"/> Homeless and Community Outreach | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> Developmental Disabilities (Residential, Rehabilitation) | <input type="checkbox"/> Forensic |
| <input type="checkbox"/> Military (Veterans Affairs) | <input type="checkbox"/> Geriatrics |
| <input type="checkbox"/> Other: Identify _____ | |

Is there an agency or area of practice which should not be considered for you? If so, please specify and indicate the reasons for this.

Are you interested in completing your field placement at any particular agency? If so, please state the agency name and contact person/phone number(if known).

Including the desired agency experiences, what are your expectations of field practicum?

Is there any additional information that may be helpful in identifying a field placement?

This application should be considered the same as a resume for a job. With your permission, a copy of it along with your resume will be sent to the field supervisor prior to your interview.

(Signature)

(Date)

Appendix C2

INTER-INSTITUTIONAL AGREEMENT School of Education and Behavioral Sciences

MSW Program
Louisiana Christian University
1140 University Drive Box 605
Pineville, LA 71359

Institution/Agency:

The School of Human Behavior of Louisiana Christian University enters into agreement with Name of agency with respect to provisions for field experience for MSW students. The agreement has been considered and entered into by President, Dr. Rick Brewer, Louisiana Christian University, and Agency Director, representing the agency. The following conditions are mutually acceptable to both participating parties:

1. The field experience of the students(s) will consist of a total of 233 hours per semester. The hours will be completed during the normal working hours of the Agency and employees.
2. The Agency will provide the immediate and teaching supervision by, Agency Field Supervisor. The supervisor will meet with the student(s) a minimum of one (1) hour each week and will arrange the advanced generalist learning experiences for the student(s). The supervisor will complete a mid-semester and end of semester evaluation of the student(s) as described in Field Manual. The supervisor will complete a written form/evaluation of the Louisiana Christian University Social Work Program, to be submitted to the Field Director at the end of the practicum.
3. Vanessa Graves, LCSW-BACS, will serve as the Field Director and as a liaison between the Social Work Program and the Agency. She will meet with the Field Supervisor and student(s) at the agency a minimum of once during the semester. Additional conferences related to the placement may be initiated by the Field Director or the Field Supervisor whenever the need arises to consider plans, problems, or student needs.
4. The student will be responsible for: providing a plan for health coverage, following the policies and procedures of the Agency, providing for personal transportation, and providing evidence of professional liability insurance coverage which shall be obtained through the Louisiana Christian University Business Office for \$25.

5. The student will be responsible for providing documentation of TB testing, requested immunizations, background check and fingerprinting prior to beginning internship **if** required by agency.

6. The University and the Agency will indemnify, defend, and hold each other innocent for and against all losses, damages, expenses, or other liabilities including attorney's fees, court costs, and related costs of defense arising from or in any way connected with claims for personal injury, death, property damage, or contractual liability that may be asserted against the University or the Agency by any party(ies), which arise or allegedly arise out of the action, inaction, or breach of conduct of the training program or clinical experience. If a student is in an employment based placement while conducting field practicum, the field responsibilities and field hours **MUST** be separate from employment responsibilities and hours.

Either party may, upon giving thirty (30) days written notice, terminate this Agreement.

Approved:

Dr. Rick Brewer, President

Date

Agency Director

Date

**LOUISIANA CHRISTIAN UNIVERSITY
MSW Program
Agency Information Form**

Agency: _____

Address: _____

Telephone: _____

E-mail Address _____

Agency Director: _____

Designated Field Supervisor: _____

Designated Field Task Supervisor: _____

Please identify the clientele served by the agency (individuals, families, groups, communities, and or organizations). Please state all that apply and how you will provide the above learning experiences for the student.

Is your agency considered to be a healthcare/behavioral health service provider?

Stipends, Paid Internships, Employment Based Experience:

Does your agency offer any funding options for students while in field practicum?

Pre-Field Requirements:

Does your agency require students to complete an agency application, student orientation, TB test, background checks, etc. prior to beginning field? Please state them below.

Appendix C4

LOUISIANA CHRISTIAN UNIVERSITY MSW Program Learning Contract/Evaluation

Student Name: _____ Semester: _____

Telephone Number: _____ Email: _____

Check Appropriate Standing:

- _____ MSW Generalist (SW 550-551)
_____ MSW Advanced Generalist (SW 650-651)
_____ MSW Healthcare/Behavioral Health Concentration (SW 650-651)

Agency: _____

Address: _____

Agency Telephone: _____

Primary Field Supervisor: _____ Telephone: _____

Primary Field Supervisor Email: _____

Secondary Field Supervisor/Task Supervisor: _____ Telephone: _____

Secondary Field Supervisor Email: _____

Field Director: Vanessa Graves, LCSW-BACS Field Director Telephone: 318-487-7167

Field Director Email: vanessa.graves@lcuniversity.edu

Instructions:

1. The **student** completes the top of this document.
2. The student and the field supervisor then agree on **2-3 activities/tasks** that are agency specific that the student will complete which will demonstrate their competency for each practice behavior and enter these into the space provided.
3. The student and the field instructor then print this document and sign and date in the space designated as "Learning Contract" on the final page of this document.
4. The student submits this to the Field Director for review, approval and signature/date if no changes are needed.
5. All parties should keep a copy of this document each time it is changed and/or signed and dated.
6. At the end of each semester, field supervisors will evaluate the student's level of competency demonstrated. Field supervisors will enter their evaluation ratings for the student in the appropriate column on the far right using the numerical rating scale provided at the bottom of each page.
7. The student and the field supervisor then print this document and sign and date in the space designated as "___ Semester Evaluation" on the final page of this document.
8. The student submits this to the field director for review, signature and date.
9. All parties should keep a copy of this document each time it is changed and/or signed and dated.

1=Unacceptable Progress 2=Insufficient Progress 3=Emerging Competence 4=Competent 5=Advanced Competence
N/A=Not applicable (please explain)

Generalist Plan

Competency 1:	Demonstrate Ethical and Professional Behavior			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.			
<p>Make ethical decisions by applying the Standards of the NASW Code of Ethics, Relevant laws and regulations, models</p> <p>For ethical decision-making, ethical</p> <p>Conduct of research and additional codes of ethics as appropriate to context.</p>				
<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>				
<p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>				

Use technology ethically and appropriately to facilitate practice outcomes.				
Use supervision and consultation to guide professional judgement and behavior.				
Competency 2: 1 = Unacceptable Progress 2 = Insufficient progress 3 = Emerging Competence 4 = Competent 5 = Advanced Competence N/A – Not Applicable (please explain)	Advance Human Rights and Social, Racial, Economic, and Environmental Justice			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.			
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
Present themselves as learners and engage clients and constituencies as experts of their own experiences				

<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>				
<p>Competency 3: 1 = Unacceptable Progress 2 = Insufficient Progress 3 = Emerging Competence 4 = Competent 5 = Advanced Competence N/A – Not Applicable (please explain)</p>	<p>Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice</p>			
<p>Practice Behaviors</p>	<p>Learning Tasks to Aid in Mastering Core Competencies</p>	<p>Target Date</p>	<p>1st Semester Evaluation</p>	<p>2nd Semester Evaluation</p>
	<p>How will student demonstrate competency in each practice behavior. Identify 2-3 tasks.</p>			

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

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 4:	Engage in Practice-Informed Research and Research-Informed Practice			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation

	<p>How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.</p>			
Use practice experience and theory to inform scientific inquiry and research				
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.				
Use and translate research evidence to inform and improve practice, policy, and service delivery				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 5:	Engage in Policy Practice			
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Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1 st Semester Evaluation	2 nd Semester Evaluation
	<p>How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.</p>			
<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</p>				
<p>Assess how social welfare and economic policies impact the delivery of and access to social services</p>				
<p>Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice.</p>				

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1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 6:	Engage with Individuals, Families, Groups, Organizations, and Communities			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency in each practice behavior. Identify 2-3 tasks.			
Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				
Use empathy, reflections, and interpersonal skills to effectively engage diverse clients and constituencies.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 7:	Assess Individuals, Families, Groups, Organizations, and Communities			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency in each practice behavior. Identify 2-3 tasks.			
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.				

Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.				
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				
Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of clients and constituencies.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 8:	Intervene with Individuals, Families, Groups, Organizations, and Communities			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation

	<p>How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.</p>			
<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>				
<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in interventions with clients and constituencies.</p>				
<p>User inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>				
<p>Negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies.</p>				
<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>				

Competency 9:	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency in each practice behavior. Identify 2-3 tasks.			
Select and use appropriate methods for evaluation of outcomes				
Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the evaluation of outcomes.				
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.				

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels			

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 10:	Integrate Faith and Learning as it Applies to Social Work Practice			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency in each practice behavior. Identify 2-3 tasks.			
Incorporate one's Christian values into application of professional values, ethics, and activities				
Recognize and respect spiritual diversity.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Individualized Outcomes				

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Student Signature: _____

Date: _____

Field Supervisor Signature: _____

Date: _____

Field Director Signature: _____

Date: _____

**Advanced Generalist Practice
Advanced Generalist Plan**

Competency 1:	Demonstrate Ethical and Professional Behavior			
Practice Behaviors	Learning Tasks to Aid in Mastering	Target	1st Semester Evaluation	2nd Semester Evaluation

	Core Competencies	Date		
	How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.			
Use ethical decision-making frameworks/models, the Louisiana Social Work Practice Act, any necessary consultation with the Louisiana State Board of Social Work Examiners, the NASW Code of Ethics, and consultation with social work supervisors or colleagues in order to resolve complex ethical issues or to conduct ethical evidence-based research in the advanced practice setting.				
Practice within the context of supervision, consultation, and interdisciplinary treatment teams to assure quality outcomes for clients				
Use the above-mentioned methods to evaluate one's value conflicts and maintain objectivity with clients				
Maintain the highest level of ethical and professional standards regarding compliance with constantly changing policies and laws, and the corresponding changes in technology.				
Provide leadership in advanced practice settings as it relates to professional behavior, research, advocacy, and service.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 2:	Engage Diversity and Difference in Practice			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.			
Conduct ongoing assessment in order to assure appropriate level of service and quality outcomes for a variety of clients and constituencies, understanding that all people have been created in the image of God.				
Research and apply best practices for diverse client populations with whom one works within the context of a variety of advanced generalist practice settings, using a Christ-centered perspective.				
Using a Christocentric approach, maintain open communication with the client by enhancing self-determination and the client as the expert on his/her situation.				

Use appropriate self-disclosure to acknowledge client and practitioner differences rather than ignore them, applying standards that respect the cultural/religious preferences of the client and the practitioner.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 3:	Advance Human Rights and Social, Economic, and Environmental Justice			
Practice Behaviors	<p align="center">Learning Tasks to Aid in Mastering Core Competencies</p>	<p align="center">Target Date</p>	<p align="center">1st Semester Evaluation</p>	<p align="center">2nd Semester Evaluation</p>
	<p align="center">How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.</p>			
Analyze how structural systems may be impacting clients' rights and/or quality of life.				

Take action with or on behalf of oppressed and marginalized individuals or populations in order to achieve the best possible outcome for the client.				
Empower clients with knowledge and skills to advocate for themselves within the systems in which they live and function.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 4:	Engage in Practice-Informed Research and Research-Informed Practice			
Practice Behaviors	<p align="center">Learning Tasks to Aid in Mastering Core Competencies</p>	<p align="center">Target Date</p>	<p align="center">1st Semester Evaluation</p>	<p align="center">2nd Semester Evaluation</p>
	<p align="center">How will student demonstrate competency</p>			

	In each practice behavior. Identify 2-3 tasks.			
Use current best practices in the field, with respect to one's practice setting, to inform one's scientific critical analysis of research findings in the field.				
Critically analyze research findings and identify gaps in literature for further study and potential research.				
Use current, relevant research to improve practices and ensure ethical delivery of services.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 5:	Engage in Policy Practice			

Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1 st Semester Evaluation	2 nd Semester Evaluation
	<p>How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.</p>			
Identify and understand policy that impacts delivery of a wide range of services.				
Critically analyze how different types of policies, such as social and economic, at various levels impact client services in terms of service delivery, accessibility, and the best interest of the client.				
Use advanced policy practice skills to advocate and change policies that impact clients' well-being and quality of life.				

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1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 6:	Engage with Individuals, Families, Groups, Organizations, and Communities			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency in each practice behavior. Identify 2-3 tasks.			
Engage with clients and relevant client systems using appropriate strategies from an informed knowledge base drawn from advanced practice knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				

Use advanced practice micro skills to establish effective collaborative relationships within advanced generalist practice settings, taking into consideration diverse clients and constituencies.			

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 7:	Assess Individuals, Families, Groups, Organizations, and Communities		
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation
	How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.		2nd Semester Evaluation

Use appropriate assessment tools, methods, and technology, making sure to evaluate and modify these tools as needed in order to assess diverse client populations.				
Use assessment tools and the results to optimize intervention planning, informed from research knowledge of best practices, and in accordance with client preferences and motivation.				
Use critical analysis of assessment results, as well as an informed knowledge base on best practices to select appropriate intervention strategies as relevant to the advanced practice settings and in accordance with clients' preferences.				
Competency 8: 1 = Unacceptable Progress 2 = Insufficient Progress 3 = Emerging Competence 4 = Competent 5 = Advanced Competence N/A – Not Applicable (please explain)	Intervene with Individuals, Families, Groups, Organizations, and Communities			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1 st Semester Evaluation	2 nd Semester Evaluation

	<p>How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.</p>			
<p>Select interventions drawn from advanced practice knowledge of multiple theories, models, and evidence-based interventions.</p>				
<p>Select interventions that are consistent with client goals and that will promote client engagement with relevant systems, thus enhancing overall client outcome.</p>				
<p>Provide client centered, as well as family and community based interventions that take into account diverse populations.</p>				
<p>Collaborate with appropriate interdisciplinary partners to achieve quality practice outcomes for one's clients.</p>				
<p>Monitor and modify interventions plans as needed to respond to individual, family, and environmental challenges.</p>				
<p>Facilitate effective transitions and endings that will assist client in maintenance of achieved outcomes.</p>				

Competency 9:	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency in each practice behavior. Identify 2-3 tasks.			
Select and use appropriate methods for evaluation of outcomes, based on advanced knowledge of practice and program evaluation within the relevant practice arena.				
Apply pertinent theories and research within the context of evaluation of client outcomes.				
Continually collaborate with client and client systems in contribution toward the evaluation process.				
Apply critical analysis to evaluate practice and program outcomes.				

Communicate evaluation findings to improve practice and program effectiveness.			
Modify interventions and/or programs of care as a result of evaluation findings, in order to ensure quality client outcomes.			

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 10:	Integrate Faith and Learning – Distinctive to Louisiana Christian University MSW Program			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency in each practice behavior. Identify 2-3 tasks.			
Apply professional values and ethics while integrating Christian values and principles with professional activities in a way that respects the client’s background and overall mutually agreed upon client goals.				

Recognize spiritual diversity and how this impacts the working relationship as well as the overall outcome.

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Individualized Outcomes				

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Student Signature: _____

Date: _____

Field Supervisor Signature: _____

Date: _____

Field Director Signature: _____

Date: _____

Healthcare/Behavioral health Concentration
Healthcare/Behavioral Health Concentration Plan

Competency 1:	Demonstrate Ethical and Professional Behavior			
Practice Behaviors	Learning Tasks to Aid in Mastering	Target	1st Semester Evaluation	2nd Semester Evaluation

	Core Competencies	Date		
	How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.			
Use ethical decision-making frameworks/models, the Louisiana Social Work Practice Act, any necessary consultation with the Louisiana State Board of Social Work Examiners, the NASW Code of Ethics, and consultation with social work supervisors or colleagues in order to resolve complex ethical issues or to conduct ethical evidence-based research in the related specialized field of practice.				
Practice within the context of supervision, consultation, and interdisciplinary treatment teams to assure quality outcomes for clients				
Use the above-mentioned methods to evaluate one's value conflicts and maintain objectivity with clients				
Maintain the highest level of ethical and professional standards regarding compliance with constantly changing policies and laws, and the corresponding changes in technology.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 2:	Engage Diversity and Difference in Practice			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.			
Conduct ongoing assessment in order to assure appropriate treatment and quality outcomes for every individual realizing that all people have been created in the image of God.				
Research and apply best practices for client populations with whom one works within the context of the respective healthcare/ behavioral health setting from a Christ-centered position.				
Using a faith-based perspective, maintain open communication with the client by enhancing self-determination and the client as the expert on his/her situation.				

Use appropriate self-disclosure to acknowledge client and practitioner differences rather than ignore them by using standards that respect the religious preferences of the client and the practitioner.				
Competency 3: 1 = Inadequate Progress 2 = Insufficient Progress 3 = Emerging Competence 4 = Competent 5 = Advanced Competence N/A – Not Applicable (please explain)	Advanced Human Rights and Social, Economic, and Environmental Justice			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1 st Semester Evaluation	2 nd Semester Evaluation
	How will student demonstrate competency in each practice behavior. Identify 2-3 tasks.			
Analyze how structural systems may be impacting clients' rights and/or quality of life.				

Take action with or on behalf of oppressed and marginalized individuals or populations in order to achieve the best possible outcome for the client.				
Empower clients with knowledge and skills to advocate for themselves within the systems in which they live and function.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 4:	Engage in Practice-Informed Research and Research-Informed Practice			
Practice Behaviors	Learning Tasks to Aid in Mastering	Target	1 st Semester Evaluation	2 nd Semester Evaluation

	Core Competencies	Date		
	How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.			
Use current practice in the specialized setting to inform one's scientific critical analysis of research findings in the field.				
Critically analyze findings and identify gaps in literature for further study and potential research.				
Use current, relevant research to improve practices and ensure ethical delivery of services.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 5:	Engage in Policy Practice			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.			
Identify and understand policy that impacts delivery of healthcare/ behavioral health.				
Critically analyze how policies at various levels impact client treatment and services received.				
Use advanced policy practice skills to advocate and change policies that impact clients' well-being and quality of life.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 6:	Engage with Individuals, Families, Groups, Organizations, and Communities			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency in each practice behavior. Identify 2-3 tasks.			
Engage with clients and relevant client systems using appropriate strategies from an informed knowledge base drawn from advanced practice knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				
Use advanced practice skills to establish effective therapeutic relationships within the specialized practice settings, taking into consideration diverse clients and constituencies.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 7:	Assess Individuals, Families, Groups, Organizations, and Communities			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency in each practice behavior. Identify 2-3 tasks.			
Use appropriate assessment tools, methods, and technology, making sure to evaluate and modify these tools as needed in order to assess diverse client populations.				

Use assessment tools and the results to optimize treatment planning, informed from research knowledge of best practices, and in accordance with client preferences and motivation.				
Use critical analysis of assessment results, as well as an informed knowledge base of best practices to select appropriate intervention strategies as relevant to the advanced practice settings and in accordance with clients' preferences.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 8:	Intervene with Individuals, Families, Groups, Organizations, and Communities			
Practice Behaviors	<p align="center">Learning Tasks to Aid in Mastering Core Competencies</p>	<p align="center">Target Date</p>	<p align="center">1st Semester Evaluation</p>	<p align="center">2nd Semester Evaluation</p>
	<p align="center">How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.</p>			

Select interventions drawn from advanced practice knowledge of multiple theories, models, and evidence-based interventions.				
Select interventions that are consistent with client goals and that will promote client engagement with relevant systems, thus enhancing the overall therapeutic outcome.				
Provide client centered, as well as family and community based interventions that take into account diverse populations.				
Collaborate with appropriate interdisciplinary partners to achieve quality practice outcomes for one's clients.				
Monitor and modify interventions plans as needed to respond to individual, family, and environmental challenges.				
Facilitate effective transitions and endings that will assist client in maintenance of achieved outcomes.				

Competency 9: 1 = Unacceptable Progress 2 = Insufficient Progress	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 3 = Emerging Competence 4 = Competent	5 = Advanced Competence	N/A – Not Applicable (please explain)	
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Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1 st Semester Evaluation	2 nd Semester Evaluation
	<p>How will student demonstrate competency In each practice behavior. Identify 2-3 tasks.</p>			
<p>Select and use appropriate methods for evaluation of outcomes, based on advanced knowledge of practice and program evaluation within the specialized practice arena.</p>				
<p>Apply pertinent theories and research within the context of evaluation of client outcomes.</p>				
<p>Continually collaborate with client and client systems in contribution toward the evaluation process.</p>				
<p>Apply critical analysis to evaluate practice and program outcomes.</p>				
<p>Communicate evaluation findings to improve practice and program effectiveness.</p>				

Modify interventions and/or programs of care as a result of evaluation findings, in order to ensure quality client outcomes.			
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1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Competency 10:	Integrate Faith and Learning – Distinctive to Louisiana Christian University MSW Program			
Practice Behaviors	Learning Tasks to Aid in Mastering Core Competencies	Target Date	1st Semester Evaluation	2nd Semester Evaluation
	How will student demonstrate competency in each practice behavior. Identify 2-3 tasks.			
Apply professional values and ethics while integrating Christian values and principles with professional activities in a way that respects the client’s background and overall mutually agreed upon client goals.				
Recognize spiritual diversity and how this impacts the overall process of healing.				

1 = Unacceptable Progress | 2 = Insufficient Progress | 3 = Emerging Competence | 4 = Competent | 5 = Advanced Competence | N/A – Not Applicable (please explain)

Individualized Outcomes				

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Student Signature: _____

Date: _____

Field Supervisor Signature: _____

Date: _____

Field Director Signature: _____

Date: _____

Appendix C6

Evaluation of Louisiana Christian University Social Work Program by Field Supervisor

Agency: _____ Semester/ Year: _____

Field Supervisor: _____ Student: _____

This evaluation will address the field supervisor’s assessment of the Louisiana Christian University Social Work Program’s preparation of students for the Field practicum, orientation of Field Supervisors, and the Field Director’s relationship with the Field Supervisor. Your feedback is very important to us and thank you for participating in our Field Practicum Program.

Please assess the following using the ratings scale provided.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly

Agree

1. Orientation for field supervisor prepared supervisor for the supervision experience.	1	2	3	4	5
2. Supervisor received a copy of the MSW Program Field Manual.	1	2	3	4	5
3. The Field Manual was professionally written and user friendly.	1	2	3	4	5
4. The information contained in the manual was helpful in your role as a field supervisor.	1	2	3	4	5
5. The evaluation process used by the program was sufficient to assess the student’s performance in your agency.	1	2	3	4	5
6. The Field Director was readily available and easy to contact.	1	2	3	4	5
7. The Field Director made a scheduled visit to your agency meeting with both the supervisor and student.	1	2	3	4	5
8. This supervisor thinks the student from the LCU MSW Program is prepared for advanced generalist social work practice.	1	2	3	4	5
9. This supervisor would be willing and open to supervising another student from the program.	1	2	3	4	5

10. Please offer any suggestions you feel would improve the Field practicum experience for students, the Field Supervisor, and/or agency:

**LOUISIANA CHRISTIAN UNIVERSITY
MSW Program
Student Evaluation of Field Practicum**

Student: _____

Agency: _____

Semester: _____

This evaluation seeks your responses to three areas of your field practicum: the agency itself, the supervision you received, and your own personal and professional growth during the field practicum experience. Please respond to each section. On those items containing numerical ratings, circle a number ranging from one (1) (POOR) to five (5) (EXCELLENT).

I. Agency

1) In general, how responsive was the agency to the presence of a student?

1 2 3 4 5

2) How adequate was the work space (desk, access to telephone, access to secretarial assistance) provided for you?

1 2 3 4 5

3) How extensive was the orientation to the agency?

1 2 3 4 5

4) Strengths of the agency as a field practicum site:

5) Suggestions for strengthening the agency as a field practicum site:

II. **Supervision**

1) How consistent was weekly supervision?

1 2 3 4 5

2) How helpful was the supervisor in the development of the initial learning contract?

1 2 3 4 5

3) To what degree did the learning opportunities in your placement give you exposure to client systems of varying sizes and representative of special population groups?

1 2 3 4 5

4) To what degree did your supervisor help with the integration of classroom knowledge and actual client experience?

1 2 3 4 5

5) How helpful was the mid-term evaluation?

1 2 3 4 5

6) To what degree did you as a student make use of supervision and consultation with your supervisor and other professionals throughout your placement?

1 2 3 4 5

7) To what extent do you now have the skills and knowledge to engage in career long learning in the field of Social Work?

1 2 3 4 5

Comments:

III. Personal/Professional Growth

During this placement, what did you learn...

1. about social work practice?

2. about area of practice performed at this agency?

3. about yourself , both personally and professionally?

SIGNATURES:

Student _____ Date _____

Field Director _____ Date _____

Field Supervisor (optional) _____ Date _____

LOUISIANA CHRISTIAN UNIVERSITY
SOCIAL WORK PROGRAM
FIELD EDUCATION
STUDENT CONTRACT

Students are representatives of Louisiana Christian University, the Louisiana Christian University Social Work Program, and the profession of Social Work and as such will be held to a high standard of accountability. All students in the Louisiana Christian University Social Work Program are expected to abide by the NASW Code of Ethics, the Louisiana Christian University Student Handbook, and the Louisiana Social Work Practice Act. Each student is also expected to abide by the rules and regulations of their field practicum agencies as well as dressing in an appropriate and professional manner. Students of this program are expected to demonstrate ethical and professional behavior. Failure of the student to comply with the above criteria can result in a grade of F in the field practicum experience.

I, _____, agree to:

- ◆ Abide by NASW Code of Ethics
- ◆ Abide by LCU Student Handbook conduct guidelines, the LCU Social Work Program Handbook and LCU Social Work Program Field Manual
- ◆ Punctuality to field agency and to follow all rules, regulations, and protocol of placement agency
- ◆ Provide and maintain health and student liability insurance coverage
- ◆ Be responsible for personal transportation to and from field placement

My signature below signifies I have read and agree to the above guidelines and fully understand a violation in any way could lead to the grade of ‘Failing’ of Field practicum.

Student Signature

Date

I agree that I have been oriented to and received a hard copy and link on Canvas of the Louisiana Christian University Social Work Field Practicum Manual for the current semester placement. I submit that I have read its contents and have been given time to ask questions and have information clarified. I agree to abide by its policies and procedures.

Student Signature

Date

Appendix C10

FIELD LOG HOURS

NAME _____

Date	Time In:	Time Out:	Time In:	Time Out:	Description of Activities/Concerns Addressed/Comments	Daily Total	Running Total	Sprv. Initials

Student's Signature/Date

Field Supervisor's Signature/Date

Field Director's Signature/Date

**Louisiana Christian University MSW Field Program
Confidentiality in Field**

While in MSW field placements, Social Work students are required to complete assignments, discussions and presentations in field and/or in other courses. In addition, students will also be discussing clients and situations they encounter in their field placements. Students will agree to the following:

1. When discussing clients in the classroom and in papers the student will make every attempt to not identify information about the clients that would violate their confidentiality.
2. Discussing clients is for learning purposes only and must not be referred to outside of the classroom or on social media. This is a legal offense according to HIPAA Act of 1996.
3. If a student has a prior, current, or potential relationship with a client, the student will immediately alert the field supervisor and the field director, if necessary to discuss a plan to protect client confidentiality and navigate dual relationships.
4. In written papers, students will remove identifying information.
5. Acknowledge that discussion of confidential information is for educational purposes only.
6. Discuss any ethical issues that arise related to the field placement with the field supervisor and field director if needed.
7. Be aware of how talking about clients even without identifying information can be violating confidentiality, especially in a small town.
8. Discuss with your field supervisor how you will handle encountering a client outside of the agency setting, in person or on social media.
9. Adhere to all agency requirements for confidentiality.
10. Any assignments in field or in other coursework will not have identifying information about a client, family or group members.
11. During supervision, students are encouraged to discuss issues with supervisors without violating confidentiality of other students, client's or agencies.

Student _____ Date _____

Field Director _____ Date _____