

**SAVANNAH STATE UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**



Student Handbook  
Master of Social Work  
Degree Program  
2017-2018

**Please note that the MSW Handbook is reviewed annually and the policies, procedures and guidelines may be subject to change without advance notice,**

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## **SPECIAL NOTICE**

The statements set forth in this Handbook are for information purposes only and should not be construed as the basis of a contract between a student and the institution.

While the provisions of the Handbook will generally be applied as stated, Savannah State University reserves the right to change any provision listed in this Handbook including, but not limited to, academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Offices of the Registrar, the Vice President of Academic Affairs, and the Department of Social Work Office. It is especially important that students note that it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program.

Savannah State University, an affirmative action/equal opportunity education institution, does not discriminate on the basis of gender, race, age, religion, sexual orientation, handicap, or national origin in employment, admissions, or activities.

The Department of Social Work supports the university's nondiscriminatory policy, and does not discriminate on the basis of gender, race, age, religion, sexual orientation, handicap, or national origin in employment, admissions, or other activities.

Savannah State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) - (1866 Southern Lane, Decatur, Georgia 30033-4097 Telephone number 404-679-4501) to award the associate, baccalaureate and master's degree areas.

The MSW Program has been accredited by the Council on Social Work Education since fall 1998. The BSW program has been accredited by the Council on Social Work Education since 1983.

## **INTRODUCTION**

This MSW Student Handbook is provided for all MSW students in the Department of Social Work as a source of information about Department policies, regulations and procedures, which affect them. It also explains how students may participate in the academic affairs of the Department, and how concerns and questions expressed by students may be resolved. Students are, therefore, urged to familiarize themselves with the contents of this Handbook. The MSW Coordinator and Academic Advisor are responsible for assisting students in their use of the procedures outlined.

Students should also become familiar with other documents pertaining to the University, the College of Liberal Arts and Social Sciences, and the Department of Social Work. The *Savannah State University Catalog* contains detailed information on University-wide student benefits and services, which are not necessarily reiterated in this Handbook. The Office of Graduate Studies also provides information pertinent to Graduate Students. Both the Graduate Handbook and the Savannah State University Catalog are located online.

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**Dr. Julius Scipio, Dean of College of Liberal Arts and Social Sciences**

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## **MISSION STATEMENTS & PROGRAM GOALS**

### **SAVANNAH STATE UNIVERSITY MISSION**

Savannah State University, the oldest public historically black university in the State of Georgia, develops productive members of a global society through high quality instruction, scholarship, research, service and, community involvement. The University fosters engaged learning and personal growth in a student- centered environment that celebrates the African American legacy while nurturing a diverse student body. Savannah State University offers graduate and undergraduate studies including nationally accredited programs in the liberal arts, the sciences and the professions.

### **STRATEGIC PLAN PRIORTIES AND GOALS**

#### **PRIORITY 1: Academic engagement and achievement**

##### **GOALS**

- a. Advancing knowledge through research, scholarship, and creative inquiry
- b. Diversifying academic programs and enhancing academic quality
- c. Enhancing curricular and co-curricular activities through academic and student life experiences

#### **PRIORITY 2: Community and economic development**

##### **GOALS**

- a. Utilizing applied research to embrace social, economic, and community projects
- b. Initiating leadership opportunities through service and workforce development
- c. Enhancing sustainable partnerships and alliances

#### **PRIORITY 3: Global education experiences**

##### **GOALS**

- a. Expanding International Programs
- b. Initiating international partnerships
- c. Enhancing Study Abroad and Exchange Program opportunities
- d. Broadening experiences for international and other diverse students

#### **PRIORITY 4: Sustainability and resources**

##### **GOALS**

- a. Executing the Master Plan, infrastructure and facilities management processes
- b. Promoting growth through extramural funding, philanthropic support and financial stewardship

- c. Supporting institutional capacity building and environmental responsibility
- d. Exemplifying SSU as a living and learning environment for intellectual engagement, creativity, inquiry, discovery, and reflection
- e. Promoting partnerships with campus and community focused on health and wellness
- f. Advancing diversity and inclusion throughout the institution

**PRIORITY 5: Technological competitiveness**

**GOALS**

- a. Supporting a technologically advanced living and learning environment
- b. Increasing pedagogical and online learning resources
- c. Enhancing the technology infrastructure
- d. Enhancing customer service to improve security systems and support privacy and integrity functions.

**COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES (CLASS)**

The College of Liberal Arts and Social Sciences (CLASS) offers programs that provide broad-based learning in a variety of subjects to develop your critical thinking abilities, communication skills, work experience and community involvement. Our highly qualified professors teach in small classroom settings and take the time to get to know you as an individual. CLASS offers both undergraduate and graduate degrees that prepare students for success in their chosen field of study.

**GOALS OF COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES (CLASS)**

1. To provide students with a body of knowledge in the humanities, social sciences, arts, and wellness that empowers critical, visionary scholarship.
2. To promote an environment that encourages students to develop intellectually, physically, ethnically, emotionally and aesthetically.
3. To provide learning experiences that promote critical and analytical thinking and effective communication skills.
4. To promote applied research and creative and scholarly activity among faculty and students.
5. To serve as an educational resource for cultural enrichment and economic growth throughout southeast Georgia.
6. To foster cultural diversity
7. To emphasize traditions, African-American and African culture and serve as a repository of knowledge about African American experiences. To promote a desire for learning, a concern for humanity, and the ideals of equality, citizenship and social justice.

**DEPARTMENT OF SOCIAL WORK MISSION**

The Department of Social Work prepares students to excel in social work practice. The BSW program prepares students for generalist practice and the MSW program builds on the generalist foundation and prepares students for advanced practice in Clinical and Social Administration. The Department promotes student focused learning, affirms the African American legacy and fosters a



unique multicultural environment through its BSW and MSW curriculum and advocacy roles in community change. The department graduates students who are culturally competent to practice social work in rural, urban and global settings.

#### MSW PROGRAM GOALS

The MSW program is guided by four goals. The four goals are:

1. To prepare MSW practitioners with knowledge, skills, and values as competent and effective professionals for advanced practice in specialized areas of concentration (Clinical and Social Administration).
2. To broaden MSW practitioners' world view to ensure cultural competency, the use of strength and empowerment perspectives, and the promotion of human rights and social and economic justice in a global society.
3. To prepare MSW practitioners to enable various client populations while integrating strength and empowerment perspectives in partnership with clients, organizations, and communities that will enhance social delivery systems and improve client outcomes.
4. To prepare ethically responsible MSW practitioners informed by evidence-based social work practice and committed to personal and professional growth.

#### **COUNCIL ON SOCIAL WORK EDUCATION (CSWE) ACCREDITATION**

The Department of Social Work MSW Program has been accredited by the Council on Social Work Education since 1989. This accreditation assures that the students in the Master of Social Work Program will receive high quality education pertinent to the social work profession. The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

CSWE's Commission on Accreditation (COA) is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet them. In accordance with the requirements of CSWE's recognition body, the Council for Higher Education Accreditation (CHEA), the CSWE Office of Social Work Accreditation (OSWA) administers a multistep accreditation process that involves program self-studies, site visits, and COA reviews.

#### **COMPETENCY BASED EDUCATION**

In 2008 the Council for Social Work Education (CSWE) adopted a competency-based education framework for its Educational Policy and Accreditation Standards (EPAS). As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The CSWE 2015 EPAS outlines nine competencies that are common to all of social work practice. Advanced practice competencies incorporate all of the core competencies augmented by knowledge and practice behaviors specific to a concentration. The nine competencies and associated generalist and advanced practice behaviors are used to develop course content in the classroom setting and assess the students' ability to integrate and apply conceptual knowledge in the practicum setting. In this way, the competencies and practice behaviors are introduced in class and reinforced and mastered in field.

### **GENERALIST PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)**

#### **Competency 1–Demonstrate Ethical and Professional Behavior**

1. 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.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.

#### **Competency 2 –Engage Diversity and Difference in Practice**

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

#### **Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**

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

#### **Competency 4 –Engage In Practice-informed Research and Research-informed Practice**

1. Use practice experience and theory to inform scientific inquiry and research.

2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Competency 5 –Engage in Policy Practice**

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
2. Assess how social welfare and economic policies impact the delivery of and access to social services
3. 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**

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

#### **Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
2. 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.
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

#### **Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities**

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.

#### **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

1. Select and use appropriate methods for evaluation of outcomes.

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **CLINICAL CONCENTRATION PROGRAM STUDENT LEARNING OUTCOMES**

In the Clinical Concentration, students get in-depth comprehensive skills in engagement, assessment, intervention and evaluation. This concentration provides students with a rich and varied body of practice theories and interventions needed to improve the well-being of individuals, families and groups. In order to assess the skills and knowledge obtained in the Clinical Concentration, CSWE requires program to assess the competency level of the students using at minimum, nine primary set of competencies which are described below.

#### **Competency 1–Demonstrate Ethical and Professional Behavior**

1. Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' well-being.
2. Recognize and manage personal values in a way that allows professional values to guide practice.
3. Tolerate ambiguity in resolving ethical conflicts.
4. Apply ethical making decision skills when using evidence based intervention.

#### **Competency 2 –Engage Diversity and Difference in Practice**

1. Identify and use knowledge of relationship dynamics, including power differential specifically as it relates to race and gender.
2. Research and appropriately apply knowledge of diverse populations to enhance client well-being.
3. Identify and use practitioner/client differences from a strength perspective.
4. Recognize the extent to which a culture's systemic structures and values may oppress, marginalize, alienate, or create and/or enhance privilege and power.

#### **Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**

1. Use knowledge of the effect of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.
2. Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.
3. Understand the forms and mechanisms of oppression and privilege as it impacts clinical practice.

#### **Competency 4 –Engage In Practice-informed Research and Research-informed Practice**

1. Use the evidence-based practice process in clinical assessment and intervention with clients.
2. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.
3. Research evidence-based intervention and apply appropriately to clinical practice to maximize client outcomes.

#### **Competency 5 –Engage in Policy Practice**

1. Analyze, formulate, and advocate for policies that advance mental health and social well being
2. Understand the difference between manifest and latent content of policies that are oppressive, stigmatizing and influence mental illness.
3. Identify and understand how policy impacts access and outcomes and advocate for linkages that will enhance client friendly services.

#### **Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities**

1. Develop culturally responsive therapeutic relationships with individual, families, and groups that foster acceptance and engagement of clinical services.
2. Establish relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
3. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.

#### **Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

1. Demonstrate effective use of multidimensional culturally sensitive bio-psycho-social assessment tools to select and modify appropriate intervention strategies as needed.
2. Understand and use the Diagnostical Statistical Manual as an assessment tool.
3. Use strengths perspective to assess group process that foster therapeutic goals.
4. Assess group member’s coping strategies to reinforce and improve adaption to life situations, circumstances, and events.
5. Select and use group approaches and techniques that correspond to a diversity of group formats.
6. Select and modify appropriate intervention strategies based on continuous clinical assessment.

#### **Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities**

1. Demonstrate the use of appropriate evidence-based approaches and techniques to address a range of presenting concerns identified in the client’s assessment, including crisis intervention strategies as needed.
2. Connect theoretical frameworks, perspectives, and evidence-based practice models to inform clinical intervention.
3. Organize educational events and activities that increase community and organizational awareness about the availability of clinical services including new and innovative science-based therapeutic alternatives.

### **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

1. Select and use appropriate quantitative and qualitative evaluation methods to examine the effectiveness of clinical services and outcomes.
2. Use evaluation findings for reflective practice and to guide continuous quality improvement (CQI) processes with clients and constituents.

### **SOCIAL ADMINISTRATION CONCENTRATION PROGRAM STUDENT LEARNING OUTCOMES**

In the Social Administrative Concentration, students get in-depth comprehensive skills in leadership and management. This Concentration prepares students for a career in the leadership and management of social services in local, national or international communities, agencies, and organizations. In order to assess the skills and knowledge obtained in the Social Administration Concentration, CSWE requires program to assess the competency level of the students using at minimum, nine primary set of competencies which are described below.

### **Competency 1–Demonstrate Ethical and Professional Behavior**

1. Recognize and manage personal biases as they affect the design, implementation, and evaluation of policies, programs, and collaborative services.
2. Tolerate ambiguity in resolving ethical conflicts.
3. Recognize and manage personal values in a way that allows professional values to guide practice.
4. Apply ethical decision making skills when designing, implementing and evaluating policies, programs and services.

### **Competency 2 –Engage Diversity and Difference in Practice**

1. Research and apply knowledge appropriately to diverse client populations
2. Design and implement policies, programs, and services that are accessible and acceptable to diverse clients and constituents.
3. Design human resources systems that are capable of attracting and retaining diverse employees for the organization and inclusive of community residents.
4. Recognize the extent to which systemic structures, values may oppress, marginalize, alienate, or create and/or enhance privilege and power.

### **Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**

1. Identify and remediate institutional practices, policies, and procedures that are discriminatory.
2. Design policies, programs, and services that protect and support the most vulnerable clients and constituents.
3. Empower clients and constituents to be effective advocates to advance their own social justice and human rights.

#### **Competency 4 –Engage In Practice-informed Research and Research-informed Practice**

1. Research evidence-based policies and programs and appropriately incorporate into existing organizational and community services.
2. Use qualitative and quantitative methods to evaluate process and impact outcomes.
3. Use continuous quality improvement monitoring and evaluation data to identify and address gaps in research.

#### **Competency 5 –Engage in Policy Practice**

1. Analyze formulate and advocate for policies that advance social, economic, and environmental justice and well-being for client systems.
2. Collaborate and partner with other disciplines, organizations, and communities to help create and implement culturally progressive and responsive social policy.
3. Create and assess proposed and enacted policies/legislation to ascertain their intended and unintended impact on clients and constituents.

#### **Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities**

1. Identify key stakeholders and identify diverse methods for involving them.
2. Demonstrate democratic and authoritative leadership skills that promote the development of shared vision, mission, and values to engage organizational and community stakeholders.
3. Demonstrate insight into one’s own leadership style and implication for social work practice.

#### **Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

1. Critically analyze the etiology and impacts of organizational and community level issues and problems on clients and constituents.
2. Conduct organizational and community needs assessment to identify gaps between needs, resources, and services.
3. Critically assess the cost and impacts of policies, programs, and services for their effective implementation.
4. Draw upon multiple sources of knowledge to make informed judgements and decisions that improve and enhance the well-being of clients and constituents.
5. Select and use group approaches and techniques that correspond to a diversity of group formats.

#### **Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities**

1. Apply organizational and community frameworks, perspectives, and practice models to lead actions that align with organizational goals, values, and mission.
2. Lead communities and organizations in identifying, implementing, appropriate evidence-based policies, programs, and services.

3. Empower clients and constituents to sustain the quality and benefits of interventions over time and to initiate similar interventions that may be required.

### **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

1. Develop, utilize, and evaluate the tools and measures necessary to track assess, and evaluate interventions for continuous quality improvement.
2. Exercise leadership in shaping organizational and community culture to focus on valuing evaluation data for continuous quality improvement and sustainability.

### **INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)**

Institutional Student Learning Outcomes are measurable expectations that are formed from the model of the Institutional Learning Outcomes. It is an outcomes-based assessment that allows Savannah State University to measure the impact of the educational environment. The outcomes listed below will be measured at various points during the educational experience. The institutional student learning outcomes are a shared, campus-wide articulation of expectations for all degree recipients. They are developed and assessed in both classroom and co-curricular environments. Below are the list of the ISLOs:

1. Written Communication- the development and clear expression of ideas orally and in writing.
2. Critical Thinking- a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and event before accepting and formulating an opinion and conclusion.
3. Ethical Reasoning- ability to reason about right or wrong conduct, development of framework of values on which to base moral analysis.
4. Quantitative Literacy- a “habit of mind”, competencies and comfort in working with numerical data.
5. Information Literacy- the ability to know when there is a need for information, to be able to identify, locate, and evaluate an effectively and responsibly use and share that information for the problem at hand.
6. Integrative Learning- an understanding and a disposition that a student builds across the curriculum , from making simple connections among ideas and experiences to synthesizing and transferring learning to new complex situations within and beyond the campus.

## **APPLICATION PROCEDURES**

### **ADMISSION POLICY**

The Master of Social Work program admits students who demonstrate high academic achievements and strong personal motivation along with backgrounds of consistent growth and achievement. Consistent with the mission of Savannah State University, the master’s program attracts and seeks out students who wish to deepen their commitment to advocacy for human welfare and human rights, who seek



careers in social work and who show promise for graduate education for professional social work practice.

All prospective students are expected to have acquired a humanistic, liberal arts education as a function of successfully completing their baccalaureate programs. For purposes of admission, a liberal arts background is defined as having successfully completed a core of credits in the social, behavioral, natural, and biological, cultural sciences and humanities.

Admission to the MSW program is coordinated through the Office of Graduate Studies and Department of Social Work. The social work program works closely with the Office of Academic Affairs to ensure that the admissions process is timely and responsive to the needs of potential graduate students.

Potential applicants to the MSW program initially contact the Office of Graduate Studies or the Department of Social Work. Both the Offices respond to requests for application materials and general information about graduate study in social work.

The application procedures require prospective students to submit the following materials directly to the Office of Graduate Studies:

1. A completed official application form;
2. A written statement (500-1000 words) indicating the applicant's reasons for pursue graduate studies in social work at SSU;
3. A non-refundable application fee;
4. Two official transcripts in a sealed envelope from every college or university attended;
5. Three (3) letters of recommendation, preferably from previous instructors and employers, addressing the candidate's potential for graduate and professional study. Students with a BSW degree should include a letter of recommendation from the BSW field coordinator;
6. A certificate of Immunization;
7. Scores from the Graduate Record Examinations (GRE) General Test taken within five years of the date of application. (Only the analytical writing scores are considered.)

When all of the required items have been received, the application is considered complete, and it is then forwarded to the Department of Social Work for review by the MSW Admissions Committee.

The specific requirements for matriculation into the MSW program include the following:

#### **PART-TIME STATUS**

1. A baccalaureate degree from an accredited institution in the liberal arts, human services professions (counseling, psychology, etc), social or behavioral sciences or social work.
2. A Graduate Record Examination (GRE) writing score of at least 3.0
3. A minimum grade point average (GPA) of 2.8 where 4.0 = A in undergraduate study.

4. Evidence of a liberal arts background in one's undergraduate studies. All prospective students are expected to have acquired a humanistic, liberal arts education as a function of successfully completing their baccalaureate programs. For purposes of admission, a liberal arts background is defined as having successfully completed a core of credits in the social, behavioral, natural, and biological, cultural sciences and humanities.

The Part-time program is aimed at those students whose work commitments prohibit them from participating in a two-year full-time program. Typically, part-time students complete their courses over a four year period. It is a 60 credit hour program which consists of three principal parts: 1) a foundation curriculum which provides the knowledge, values, and skills common to all social work practice; 2) a set of concentration courses in either clinical or social administration and 3) field practicum which are designed to enhance the achievement of competencies in the areas of foundation and concentration content. Part-time students begin in the Spring (January) of each year. **Students admitted to the part-time program must remain in the part-time program.**

#### **REGULAR STATUS**

1. A baccalaureate degree from an accredited institution preferably in the liberal arts, human services professions (counseling, psychology, etc), social or behavioral sciences or social work.
2. A Graduate Record Examination (GRE) writing score of at least 3.0
3. A minimum grade point average (GPA) of 2.8 where 4.0 = A in undergraduate study.
4. Evidence of a liberal arts background in one's undergraduate studies. All prospective students are expected to have acquired a humanistic, liberal arts education as a function of successfully completing their baccalaureate programs. For purposes of admission, a liberal arts background is defined as having successfully completed a core of credits in the social, behavioral, natural, and biological, cultural sciences and humanities.

The Regular status program is designed to prepare students for entry into advanced social work practice. It is a two-year 60 credit hour program which consists of three principal parts: 1) a foundation curriculum which provides the knowledge, values, and skills common to all social work practice; 2) a set of concentration courses in either clinical or social administration and 3) field practicum which are designed to enhance the achievement of competencies in the areas of foundation and concentration content. This program begins in August each year.

#### **ADVANCED STANDING STATUS**

1. Only students who have earned a Bachelor of Social Work (BSW) degree from a CSWE accredited program within the last five years are eligible for the Advanced Standing admission.
2. A minimum grade point average (GPA) of 3.0 where 4.0 = "A" in undergraduate study.
3. A Graduate Record Examination (GRE) writing score of at least 3.0

No provisional status is granted to Advanced Standing Students. The Advanced Standing curriculum begins in May. Students admitted into the Advanced Standing program who fail to earn a minimum grade of "B" in any course during the summer semester will be removed from the program and may be given the option of continuing in the regular two-year MSW degree program. Advanced Standing requires a total of 33 credit hours and is completed within 12 months.

### **PROVISIONAL STATUS**

Applicants who want to obtain the MSW degree, but do not fully satisfy the requirements for admission may be given consideration for provisional admission status. Provisional admission may be granted to applicants whose GRE analytical writing score or GPA fall below the minimum required for admission. However, if both are low applicants cannot be admitted into the MSW Program. Students who are denied admission may submit an appeal in writing to the admissions committee within two week of receipt of denial of admission.

Full-time provisional students must earn a grade of B or better in each course during the first semester of enrollment in order to remain in the MSW Program.

Part-time provisional students must earn a grade of B or better in the first four courses (two semesters of enrollment) in order to remain in the program.

### **INTERNATIONAL STUDENTS**

The admissions policies and procedures for regular degree students also apply to international students. Scores from the Test of English as a Foreign Language (TOEFL) are required for students whose native language is not English. Such students must earn a minimum score of (550) on the TOEFL examination to be eligible for admission to the master's program. No provisional admissions will be granted for international students.

### **FORMER AND RETURNING STUDENT**

Students who were previously enrolled in the MSW program and who withdrew voluntarily while in good academic standing may be considered for re-admission by contacting the Office of Academic Affairs. If the student has missed two consecutive semesters, he or she must reapply by submitting an application to the Office of Academic Affairs. Students previously enrolled in the MSW program and who experience academic difficulties and withdrew may seek readmission. The former students may be considered for readmission by contacting the Office of Academic Affairs. If the student attended additional institution during time of absence, transcripts must be submitted. Students in these categories should be advised that the decision to grant readmission rests with the MSW Admissions Committee. Should readmission be granted, a determination of academic standing is then made by the Admissions Committee and the Department Chair.

### **NON-DEGREE (SPECIAL) ADMSSION**

Non degree students can apply up to 6 semester hours of graduate credit (MSWK 6649 Ethics and Diversity in Social Work Practice; MSWK 6680 Social Welfare Policy and Services) taken at SSU to the MSW program. This category is temporary and applicants must complete an application for admission.

Non-degree students must satisfy all prerequisites before enrolling in a course. Students who have been accepted into the MSW program cannot pursue non-degree admission status. Non degree students may not be eligible for financial Aid. Any credits over five years will not be transferrable.

### **DEFERMENT**

Admission is granted for a specific term. Admitted students must confirm their plan to attend the Savannah State University. If an applicant chooses not to enroll in the term for which admission was granted, the admission is withdrawn. The department will consider written requests to defer an admission offer for up to one year. Reasons for the request should be stated clearly.

Students who are accepted into the MSW Program and wish to defer admissions must notify the Department of Social Work and the Office of Graduate Studies in writing by June 1, of the year accepted.

### **TRANSFER CREDIT**

The Department of Social Work may accept up to 27 credit hours for transfer from a CSWE accredited institution. MSW students must earn at least 33 credit hours at Savannah State University in the MSW Program. Students must request transfer evaluation at the time of admission.

### **CREDIT FOR LIFE AND PREVIOUS WORK EXPERIENCE**

Although faculty views life experience and previous work experience as important and helpful to prospective students, in accordance with the Council on Social Work Education (CSWE), the MSW program does not waive its academic requirements, including field, in lieu of these experiences.

### **ADMISSION NOTIFICATION AND DEADLINE DATES**

Students who are accepted for admission to the MSW program are notified by letter from the Office of Graduate Studies. When it is deemed necessary and appropriate to the admissions process, the committee may request an "in person" interview with an applicant. Occasionally, geographical distance or other factors render interviews not feasible for some applicants. In these cases, a telephone or video conference interview may be considered as an acceptable alternative.

The Social Work Department will notify the student of the New Student Orientation where overall information about the program is presented, advisors are assigned and registration is completed.

#### **The following is a list of admission deadline dates:**

*Part-time 3.5 year Program (begins in January)* - Early admission deadline: October 1  
Final admission deadline Nov 1

*Fulltime 2 Year Program (begins in August)* - Early admission deadline: April 1  
Final admission deadline: May 15

*Advanced Standing Program (begins in May)* - Early admission deadline: February 1  
Final admission deadline: April 1

Application fee is waived if a fully completed application is received before February 15 for Fall full time  
2 year program and September 1 for Part-time program

International Students admission deadline: April 1

Graduate Assistantship deadline: April 1

**MSW DEGREE REQUIREMENTS AND PROGRAM GRID**  
**Master of Social Work (MSW) Full Time Course Grid**  
**Department of Social Work**

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Date of Entrance: \_\_\_\_\_

Catalog Date: \_\_\_\_\_

Advisor: \_\_\_\_\_

Tentative Graduation Date: \_\_\_\_\_

Year 1 (*Generalist/ Foundation Year*)

Fall	Hours	Semester	Grade	Spring	Hours	Semester	Grade
MSWK 6653 Theoretical Perspectives on Human Behavior and Social Environment	3			MSWK 6670 Research Methods I	3		
MSWK 6680 Social Welfare Policy and Service	3			Select <u>one</u> Level I Elective	3		
MSWK 6649 Ethics and Diversity in Social Work Practice ( <b>***required for advanced standing students</b> )	3			MSWK 6661 Social Work Practice II with Groups, Communities, and Organizations	3		
MSWK 6660 SW Practice I with Individuals and Families	3			MSWK 6690 Field Practicum II	3		
MSWK 6689 Field Practicum I Orientation and Seminar	3			MSWK 6691 Field Seminar II	3		
<b>Total</b>	<b>15</b>			<b>Total</b>	<b>15</b>		

Year 2 (*Concentration/Advanced Practice Year*)

Fall	Hours	Semester	Grade	Spring	Hours	Semester	Grade
MSWK 6760 Research II	3			MSWK 6805 Integrative Seminar			
MSWK 6750 Clinical Practice I or MSWK6780 Social Administration I	3			MSWK 6751 Clinical Practice II or MSWK 6781 Social Administration II			
MSWK 6792 Field Practicum III	3			MSWK 6794 Field Practicum IV			
MSWK 6793 Field Seminar III	3			MSWK 6795 Field Seminar IV			
Select <u>one</u> Level II Elective	3			Select <u>one</u> Level II Elective			
<b>Total</b>	<b>15</b>			<b>Total</b>	<b>15</b>		

***Electives may be taken during the Summer, Fall, or Spring***

<b>Level I Electives</b>	<b>Level II Electives (*=Required Concentration Elective)</b>
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MSWK 6100 Independent Study MSWK 6601 Law, Race, and Poverty in the Welfare of Children MSWK 6675 Advocacy and Service Delivery in Child Welfare Policy and Practice MSWK 6685 Gerontological Policy and Practice MSWK 6000- Special Topics	MSWK 6100 Independent Study MSWK 6720 Death and Dying, Loss and Grief MSWK 6752 Crisis Intervention & Brief Therapy (*Clinical) MSWK 6762 Mental Health Issues with Adults MSWK 6672 Drug and Alcohol Abuse in Social Work Practice MSWK 6834 Public Budgeting and Finance (*Social Administration) MSWK 7000 Military Social Work MSWK 7340 Working with Difficult Children and Adolescents PADM 6833 Management of Human Resources PADM 6861 Public Program Evaluations PADM 6843 Management & Leadership Behavior	
<b>Total number of required credit hours needed for MSW Degree</b>		
<b>Full Time &amp; Part Time Students = 60 Credit Hours</b>	<b>Advanced Standing Students = 33 Credit Hours ***MSWK 6649 is a required course</b>	<b>Dual Specialization Students = 69 Hours =42 Hours (if Advanced Standing)</b>

**Master of Social Work (MSW) Part Time Course Grid  
Department of Social Work**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_  
Date of Entrance: \_\_\_\_\_ Catalog Date: \_\_\_\_\_  
Advisor: \_\_\_\_\_ Tentative Graduation Date: \_\_\_\_\_

*Foundation Generalist Level Practice*

Spring Year 1	Hours	Semester	Grade	Summer Year 1	Hours	Semester	Grade
MSWK 6653 Theoretical Perspectives on Human Behavior and Social Environment	3			MSWK 6670 Research Methods I	3		
MSWK 6649 Ethics and Diversity in Social Work Practice	3			MSWK 6680 Social Welfare Policy and Service	3		
<b>Total</b>	<b>6</b>			<b>Total</b>	<b>6</b>		
Fall Year 2	Hours	Semester	Grade	Spring Year 2	Hours	Semester	Grade
MSWK 6660 SW Practice I with Individuals and Families	3			MSWK 6661 Social Work Practice II with Groups, Communities, and Organizations	3		
MSWK 6689 Field Practicum I Orientation and Seminar	3			MSWK 6690 Field Practicum II	3		
				MSWK 6691 Field Seminar II	3		
<b>Total</b>	<b>6</b>			<b>Total</b>	<b>9</b>		

*Concentration/Advanced Practice*

Summer Year 2	Hours	Semester	Grade	Fall Year 3	Hours	Semester	Grade
MSWK 6752 Crisis Intervention and Brief Therapy	3			MSWK 6750 Clinical Practice I or MSWK 6780 Social Administration I	3		
Select one Level I Elective	3			MSWK 6792 Field Practicum III	3		
				MSWK 6793 Field Seminar III	3		
<b>Total</b>	<b>6</b>			<b>Total</b>	<b>9</b>		
Spring Year 3	Hours	Semester	Grade	Fall Year 4	Hours	Semester	Grade
MSWK 6751 Clinical Practice II or MSWK 6781 Social Administration II	3			MSWK 6760 Research II	3		
MSWK 6794 Field Practicum III	3			MSWK 6805 Integrative Seminar	3		
MSWK 6795 Field Seminar III	3			Select <u>one</u> Level II Elective	3		
<b>Total</b>	<b>9</b>			<b>Total</b>	<b>9</b>		

<b>Level I Electives</b>	<b>Level II Electives (*=Required Concentration Elective)</b>
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MSWK 6100 Independent Study MSWK 6601 Law, Race, and Poverty in the Welfare of Children MSWK 6675 Advocacy and Service Delivery in Child Welfare Policy and Practice MSWK 6685 Gerontological Policy and Practice MSWK 6000- Special Topics	MSWK 6100 Independent Study MSWK 6720 Death and Dying, Loss and Grief MSWK 6752 Crisis Intervention & Brief Therapy (*Clinical)) MSWK 6762 Mental Health Issues with Adults MSWK 6672 Drug and Alcohol Abuse in Social Work Practice MSWK 6834 Public Budgeting and Finance (*Social Administration) MSWK 7000 Military Social Work MSWK 7340 Working with Difficult Children and Adolescents PADM 6833 Management of Human Resources PADM 6861 Public Program Evaluations PADM 6843 Management & Leadership Behavior	
<b>Total number of required credit hours needed for MSW Degree</b>		
Full Time & Part Time Students= 60 hours	Advanced Standing Students = 33 hours ***MSWK 6649 is a required course	Dual Specialization Students= 69 hours =42 Hours (if Advanced Standing)

## COURSE DESCRIPTIONS

**MSWK 6653 Theoretical Perspectives on Human Behavior and Social Environment-** Frameworks for organizing and integrating knowledge about human system at individual, family, group, organization, and community levels within the historical, global and ethical context of the profession are considered. Developmental theories are examined using bio-psycho-social ecological factors in the context of social assessment and intervention.

**MSWK 6680 Social Welfare Policy and Services-** A foundation course which introduces the student to current policies, programs and delivery systems and their impact on contemporary social problems and conflicting issues. The historical development of social welfare in the United States is studied and the concept of the welfare state is introduced. Concepts intrinsic to social welfare policy are introduced.

**MSWK 6660 Social Work Practice I with Individuals and Families-** This course is the first in a two-part sequence, MSWK 6660 and MSWK 6661 and serves as the foundation practice course. Focus is on the fundamentals of intervention at the micro level and the skills needed for generalist practice.

**MSWK 6689 Field Practicum I: Orientation and Seminar-** This course prepares students for responsible entry into the social work profession by providing opportunities to practice social work with a generalist perspective in agency settings under educational supervision. This beginning experience includes service to vulnerable and oppressed populations while learning generalist skills. Students are placed in a human service setting under an approved social work professional. The practicum placement guides students into becoming culturally competent, self-reflective and self-evaluating generalist social workers. Students are required to complete a 200 clock hour field practicum over the semester in an approved field agency

**MSWK 6649 Ethics and Diversity in Social Work Practice -**This required entry level course introduces the graduate student to ethics and the significance of ethical behavior and human diversity dynamics in social work practice. It covers core concepts such as Self-Determination, Informed Consent, Conflict of interest, Professional Boundaries, Confidentiality, Competence, Integrity, Nondiscrimination and Cultural Competence. Students will understand the historical

context and social dynamics that divide and join groups. The significance of the life experiences and how it is connected with the trust issues and the use of social services is emphasized. It examines diversity in a global environment and explores various forms of oppression and social and economic injustice due to class, religion, age, gender, race, ethnicity, sexual orientation, and culture.

**MSWK 6670 Research Methods I-** This course examines research methods in social work and their relevance for social work practice. Emphasis is on research as a scientific process and its utility in policy development and in evaluation of social work practice and social service delivery systems.

**MSWK 6661 Social Work Practice II with Groups, Communities and Organization-** This course builds upon the knowledge and skills taught in MSWK 6660. The major focus is the development of the knowledge, values and interventive skills related to problems of larger client systems, families, groups, communities, organizational structures, etc. Prerequisite: MSWK 6660.

**MSWK 6690 Field Practicum II-** This course is to be taken with the concurrent field seminar. Students register under a faculty liaison. The faculty liaison acts as the connection between the agency, the student, and the school. The faculty field liaison provides support for the Field Supervisor and serves as a mentor for the student.

**MSWK 6691 Field Seminar II-** This course builds upon and extends the learning of problem solving skills and strategies begun in Field Practicum and prepares students to enter the advanced curriculum. Students remain placed the approved human service setting begun in Field Practicum I. Students are required to complete 200 clock hours of field practicum over the semester.

**MSWK 6601 Law, Race and Poverty in the Welfare of Children-** The course focuses on child abuse and neglect, separation and loss, foster care, kinship care, the courts and legal issues related to decision-making. Emphasis is placed upon the differential application of the law and the intervention of Social Workers. Prerequisites: Admission to the MSW program.

**MSWK 6675 Advocacy and Service Delivery in Child Welfare Policy and Practice-** This course provides a historical overview of child welfare services in American society, establishes a framework for both policy and practice, and examines current trends in child welfare. Child welfare services are viewed critically, holistically and contextually with an emphasis on the entire Child Protective Services component and the judicial system. The process of identifying and addressing maltreatment, abuse and neglect issues, the challenges that child and family advocates face today and future trends will be the focus of the course. Specific discussion and content will cover diversity, cultural issues and at-risk/minority populations.

**MSWK 6685 Gerontological Policy and Practice-** This course prepares students to implement and evaluate foundation learning experiences to work effectively with older adults and their



families. Students will use evidence-based practices to assist older adults and their families to exercise self-determination, while recognizing the diversity of the older adult attitude toward acceptance of help. Students will understand the Social Security system and financial issues of older adults.

**MSWK 6000 Special Topics** - Special topics course will allow for courses to be offered based on various topics chosen by faculty members or resulting from student requests. This will allow for current issues to be addressed, as well as courses by visiting and adjunct faculty.

**MSWK 6100 Independent Study**- Independent study is designed to offer the individual student an opportunity to explore subjects outside the traditional classroom setting. The specific course requirements will be formulated by the student under the direction of a selected instructor who possesses expertise on the subject matter. Exceptions to the 3.0 GPA may be made for students under extenuating circumstances. An independent study form must be signed by the instructor of record and the department chair prior to a student's enrollment in the course. A statement regarding the conditions and credit/semester limits under which the course may be repeated must clearly be stated in the description. May not be repeated for more than 9 credits.

**MSWK 6760 Research II**- The advanced application of social research methodology to the design, implementation and evaluation of program and practice models in social work and social welfare. Students develop skills necessary to undertake advanced social work research and evaluation of practice skills and programs and contribute to the increasing and the knowledge base of the profession. Prerequisite: MSWK 6670.

**MSWK 6750 Clinical Practice I** - This is the first course in the two- course sequence of Advanced Clinical Practice. Students in this course will integrate core counseling skills from a Generalist Social Work Practice Model in MSWK 6660 (Social Work Practice I) into a personal treatment philosophy from an ecosystemic perspective using social work theoretical approaches with individuals, families, and groups. A major thrust for the course will be how to integrate basic social work skills of assessment, interviewing, intervention, and termination from MSWK 6660 into social work treatment models and theories (e.g., Ethnic-Sensitive/Multidimensional Practice Model; Task-Centered, Life Model of Practice). This is a how to hands on course with the primary objective of learning how to integrate theory into practice on a micro, mezzo and macro level.

**MSWK 6780 Social Administration I** - This course studies organizational theory as the basis of social administration. Focus is placed on the knowledge and skills necessary for administration and management. Emphasis is placed on principles, concepts and models of social welfare administration.

**MSWK 6792 Field Practicum III**- This course is to be taken with the concurrent field seminar. Students register under a faculty liaison. The faculty liaison acts as the connection between the

agency, the student, and the school. The faculty field liaison provides support for the Field Supervisor and serves as a mentor for the student.

**MSWK 6793 Field Seminar III-** The advanced field course provides students with opportunities to gain expertise in an area of concentration (Clinical Social Work or Social Work Administration).

**MSWK 6720 Death and Dying, Loss and Grief** - End of life issues increasingly involve social work practice. Work with individuals and families are stressed. Role of palliative care is examined.

**MSWK 6752 Crisis Intervention and Brief Therapy** - This advanced course covers the history, development and application of both crisis theory and brief, solution-focused treatment within the context of the significance of bio-psycho-social potential for healthy human development and social functioning. Emphasis is placed on practical application of techniques in situations such as natural disaster, death and dying, AIDS, battering, post-traumatic stress syndrome, rape, suicide and family dysfunction.

**MSWK 6762 Mental Health Issues with Adults-** This course reviews with adults who are experiencing mental health issues with a specific emphasis on the Afrocentric and Feminist Perspectives . It employs the use of DSM-5TR and strength based psychosocial assessments and treatment planning, diversity issues, the impact of managed care, influence of poverty in welfare reform, and ethical concerns and the psychopathologies of adulthood: schizophrenia; mood disorder; anxiety; adjustment and dissociative disorders; substance-related disorders; personality disorders with special attention to borderline, narcissistic and anti-social personality disorder. Health conditions impacting mental health including HIV/AIDS and dementia are also examined. Prerequisites: MSWK 6650, MSWK 6651, and MSWK 6670.

**MSWK 6772 Drug and Alcohol Abuse in Social Work Practice-** This course will familiarize students with the history and pharmacology of alcohol and other drugs (AOD); the etiology of AOD abuse and dependence; approaches to assessment and treatment of AOD abuse and dependence; the importance of relevant social systems (e.g., family, work, community/society) and spirituality in addiction and recovery; and the role of the Social Worker in a multi-disciplinary approach to AOD abuse prevention and treatment. The emphasis of the course will be on the etiology and treatment of AOD abuse and dependence with the poor, the oppressed, racial, ethnic and sexual minorities and other at-risk populations. Prerequisites: MSWK 6650 & MSWK 6651.

**MSWK 6834 Public Budgeting and Finance-** This course provides an interdisciplinary approach for examining public (federal, state, and local governments) and non-profit budget processes. Students will examine how federal, state, and local governments get and spend money. Special emphasis is placed on the benefits and challenges of implementing programs and services using federal, state, and local government funding. Through lecture, discussions, and course assignments students obtain hands-on experience preparing, managing, evaluating capitol and

programmatic budgets (e.g., reviewing and analyzing federal, state and non-profit budgets, program reports, and audits). Students assess the struggle between various branches of government, political rules, revenue legislation, and appropriations legislation to understand, recognize, and forecast funding trends.

**MSWK 7000 Military Social Work-** This course examines social issues and service needs of military personnel and their families. The structure of official service is examined; needs of reservists and National Guard members and their families are also addressed.

**MSWK 7340 Working with Difficult Children and Adolescents-** This addresses the problems of treating children and adolescents with severe behavioral problems by presenting a family-based model that articulates how to engage the uncooperative child or adolescent in the treatment process using age appropriate strategies.

**MSWK 6805 Integrative Seminar-**An integrative seminar serving as the capstone course and designed to facilitate and insure the integration of social work methods and the application of these methods in varying fields of practice with appropriate undergirding of social work values. A product of the teaching/learning milieu is a research project which serves as evidence that students are ready for autonomous practice.

**MSWK 6751 Clinical Practice II** - This is a second course in the two-semester sequence of Direct Clinical Practice. Students in this course will begin the process of integrating skills gained in MSWK 6660, MSWK 6661 and MSWK 6750 to develop a personal treatment philosophy from an ecosystem perspective, using family-centered and community organization approaches. A major thrust for the course will be how to integrate the theoretical models of structural, solution-focused, strategic, and experiential treatment into practice. Prerequisite: MSWK 6650.

**MSWK 6781 Social Administration II-** This is the second core course for the Administration concentration. It builds on the Social Work Administration course (MSWK 6780) in advancing students knowledge and skills for work in organizations. Historically, nonprofit organizations have been used as the avenue for obtaining social justice and equity for groups that have been victimized by discrimination and oppression (African-Americans, gays and lesbians, the handicapped and others.) This course looks at the history of some of these organizations and the ways in which many of them were able to groom leaders who often became national and international spokesmen for social justice. The course also focuses on selected frameworks for, and critical tasks involved with, managing community-based human service organizations and/or programs. The course is designed to develop specific managerial knowledge and skills that are useful in a fluid, fast-paced social service environment.

**MSWK 6794 Field Practicum IV-** This course is to be taken with the concurrent field seminar. Students register under a faculty liaison. The faculty liaison acts as the connection between the agency, the student, and the school. The faculty field liaison provides support for the Field Supervisor and serves as a mentor for the student.

**MSWK 6795 Field Seminar IV-** This course builds upon and extends the learning of the concentration (Clinical Social Work or Social Work Administration) practicum experience. Opportunities are provided for students to enhance social work leadership and management skills within practice contexts and as a member of the profession and cultivate leadership qualities of self-awareness, self-care, and life-long learning. This course focuses on helping students successfully transition from the role of student to professional. Students are required to complete 250 clock hours of field practicum over the semester

## **Department of Social Work Policies**

### **Academic Integrity, Academic Misconduct, and Professional Behavior**

Social work majors must adhere to Savannah State University's Code of Student Conduct; exhibit a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.

The Department of Social Work in keeping with the expectations set forth by Savannah State University under the auspices of the University System of Georgia expects all social work majors to maintain academic honesty in all of their course work. As such the Department of Social Work expects students to *strictly* adhere to the following standards in all social work courses:

- No cheating, fabrication or falsification of information on papers, reports, take home and in class exams, posters, etc.
- No plagiarism
- No abuse of academic materials
- No complicity in academic dishonesty
- No multiple submissions of academic work (i.e. papers, reports, take home exams, posters, etc.),
- No sharing graded work (i.e. papers, reports, exams, etc.) with peers in and outside this class.

Academic evaluation in all social work courses is based on the assumption that all work submitted is free from academic dishonesty of any type; and any and all work submitted by students will be their own. The normal penalty for a first offense is "Zero" credit on work submitted. Course grades should and will be adversely affected and may result in a grade of "F". Furthermore, students' may be expelled from the social work program, and Savannah State University.

The Department of Social Work in keeping with the expectations set forth by Savannah State University under the auspices of the University System of Georgia, and the **NASW Code of Ethics**, expects all social work majors to conduct themselves in a professional manner at all times by exhibiting behavior that is in compliance with program policies, institutional policies, professional ethical standards, and societal laws

in classroom, field and community. Appearance, dress and general demeanor reflect professional manner.

### **MSW Advisement**

The Department of Social Work views advisement as key to student success. Advisement promotes retention and student success by connecting students with the resources that are available to them to support their academic, social and personal goals. Students in the MSW Program are advised by MSW Graduate Faculty.

The specific objectives of student advising are:

- 1) To assist students in assessing aptitude and motivation for a career in social work.
- 2) To guide students in selection of areas of course work and/or concentration
- 3) To provide periodic monitoring of students' academic performance.
- 4) To provide suggestions, alternatives and means whereby a student can move into another major or career choice as easily as possible when a change is indicated.

### **Assignment of the Advisor**

The assignment of a student to a graduate faculty advisor is made by the department chair in cooperation with the MSW Coordinator. Students will be assigned a foundation advisor and a concentration year advisor. A roster of faculty advisors is posted on the department bulletin board for student's reference and to students at orientation.

### **Change of Advisor**

As students' interests change or become more defined, a change of advisor may be desired. Such a desire in no way reflects on the abilities of either the student or the advisor. A change of advisor may be acquired by the student through a written request to the MSW Program Coordinator.

### **Advisor Responsibilities**

The advisor will assist students in planning their overall course of study. This includes clarification of career goals, educational objectives, and the selection of an educational plan designed to meet them. Advisors are able to help students with matters regarding the MSW program in general including course work, field work, and concentration specific questions. The academic advisor is the individual to help students to problem solve and make various decisions for themselves while in the program. The concerns for students can be wide and varied. The academic advisor is the first point of contact for the student. It is strongly recommended that students initiate advisement appointments with their advisors. Special requests, problem, or academic difficulty that a student may confront while in the program is usually first discussed with the advisor.

## **REGISTRATION AND SCHEDULING**

Students must assume responsibility for knowing the published policies governing the curricula they intend to pursue as well as the regulations and procedures of the Graduate Program and the University. Students should carefully read the complete statements in the Student Handbook about policies and procedures. The semester master course schedule provides information on registration and scheduling procedures and deadlines.

***As a place of education, Savannah State University classrooms are an inappropriate environment for children not enrolled. Because of the possible disruption of class and for liability reasons, students are not permitted to bring children and infants into the classroom.***

### **Class Add/Drop**

Subsequent to registration, students may drop classes from, or add classes to, their schedules, without financial or academic penalty, until the last day of late registration (refer to the Academic Calendar for this date). All drops during this period will delete the class from the student's schedule and release the student of any financial obligations corresponding to the class.

Subsequent to the late registration deadline, students may still officially drop a class from their schedules until the last day of classes of the term. However, all drops during this period will be assessed corresponding tuition and fees, and a grade of W will be assigned for any class dropped by the drop deadline, and a grade of WF will be assigned for any class dropped after the drop deadline through the last day of classes. Students will not be permitted to add classes to their schedules after the last day of late registration. Students desiring to drop or add classes need to secure the drop/add form from their academic department, or from the Office of the Registrar, obtain the signatures of instructors for the class(s) they are adding and/or dropping, and return the form to the Office of the Registrar for processing.

### **Withdrawing from the University**

**After the second week of classes and prior to the midterm:** Students may withdraw from a class or classes using the online registration system in PAWS. Students will automatically receive a W,

#### ***Hardship Withdrawal from the University***

Students may be granted hardship withdrawals when non-academic emergency situations occur which prevent them from completing their coursework (e.g., severe medical problems, traumatic events/circumstances that cause them to miss numerous classes). Hardship withdrawals are subject to the following restrictions: Students are not eligible for hardship withdrawals in any course in which they have completed the course requirements (for example, taking the final exam or submitting the final project). Students must have supporting documents to receive a hardship withdrawal.

Students must initiate an application for a hardship withdrawal no later than one academic year after the semester in which the courses were taken. Hardship status applies to all courses taken in a semester. Students requesting a hardship withdrawal must provide documentation to justify such a withdrawal. If a student is granted a hardship withdrawal, the instructors of the courses from which the student is withdrawing must award a grade of "W" or "WF," depending on whether the student was doing passing work as of the effective date of the hardship.

#### ***Military Withdrawal***

A student who is on active duty or is a military reservist (including members of the National Guard and United States Army Reserve) may withdraw from the University if called for active duty or reassignment. The student must officially withdraw and submit Official Orders to Active Duty to the Office of Academic Affairs. The student is not eligible for a military withdrawal in any course in which the student has completed the course requirements (for example, taking the final exam or submitting the final paper) and/or a grade has been assigned. Students who withdraw and receive a full tuition refund will receive a grade of "WM" (military withdrawal) for all courses from which the student has withdrawn.

***Non-Academic Withdrawal for Administrative Cause:***

In the judgment of the authorized University officials, a student may be withdrawn from the university for non-academic reasons when it is determined that the student has demonstrated behavior that:

- (a) Poses a significant danger or threat of physical harm to self or to the person or property of others; or
- (b) Interferes with the rights and privileges of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel.

Except in situations where the student is believed to be an imminent threat to self or others, as determined at the sole discretion of the University, a student shall, upon request, be accorded due process concerning his or her continued enrollment at the university. In situations involving an imminent threat, the student will be provided a hearing as soon as possible after the withdrawal occurs. The instructor will assign students who are non-academically withdrawn a grade of —W or —WF (depending on whether they have exceeded their maximum number of withdrawals allowed) if they are withdrawn before the semester midterm —W and a —WF if they are withdrawn after the midterm.

**Time Limit for Program Completion**

Students who experience interruptions in their studies may apply for readmission. The program of study must be completed within five years to ensure full credit from prior course work.

**Enrollment and Readmission**

Unless an admitted graduate student does not plan to be on campus for services of any kind (including meetings with their thesis advisor) the student must enroll in at least 1 unit of credit (typically Directed Research if all other coursework is completed) each semester excluding summer. A graduate student who does not register in the semester for which they were accepted or who has not been enrolled for a period of two consecutive semesters will be classified as inactive. To resume graduate study, the student must reapply for admission using a special form (not the original process) available from the Graduate Studies Office.

**Grading Standards for Students in the MSW Degree Program**

**Graduate Grading Procedure**

Graduate programs utilize the standard grading scale unless otherwise noted. In all cases grading scales and evaluations are clearly outlined in course syllabi. Grades are issued directly to the student at the end of each semester. When a graduate course is repeated, the first grade remains part of the record and is computed in the final graduate grade point average. Students will only be allowed one opportunity to repeat a graduate course. The following grade report will be used for completed graduate credit:

<b>Grade</b>	<b>Honor</b>	<b>Points</b>
A	Excellent	4.0
B	Good	3.0
C	Unsatisfactory	2.0
D	Unacceptable	1.0
F	Failing	0

All students who receive two (2) "C's" in core courses in the program at any stage of their study (regardless of their overall GPA) will be dismissed from the program. A student who is suspended or dismissed may not be readmitted to the program for one full year. If readmitted, the student must first successfully retake the courses where "C" or below grades were received before registering for new courses. Students will only be allowed one opportunity to repeat the same graduate course.

**Provisional and Regular Admit Students:**

**Provisionally Admitted Students**

1. Provisional students who fulfill the requirements of provisional status during their first semester will be granted regular admit status.
2. Provisional students who fail to achieve a 3.0 in all social work courses in their first semester will be terminated from the program. Provisional students who are terminated may reapply after two (2) years. Any MSW course credits earned during prior enrollment at Savannah State University cannot be applied toward degree completion. If re-admitted, first semester course work must be repeated.

**Regular Admitted Students**

1. A student must maintain an overall Grade Point Average of 3.0 (B) throughout their matriculation. Students cannot receive a grade lower than a "B" in Field Seminar, Field Practicum, and/or practice courses. For students who earn less than a "B", in the abovementioned courses, an educational plan will be developed by the MSW advisor and the student must repeat the course.
2. A student who falls below an overall 3.0 (B) grade point average in any given semester will be placed on academic probation.
3. A student on academic probation must earn a grade point average of a 3.0 during the following semester in order to remain in the program.



### **Grade Changes and Challenges**

Appeals for a change of grade may be initiated through the head of the appropriate academic department prior to midterm of the semester after the grade was received, in accordance with their regulations of Savannah State University. A student who contests a grade will have the following line of appeal:

- The student will discuss the contested grade with the instructor involved.
- If the grade dispute remains unresolved, the student will meet with the Departmental Chair and the instructor.
- If the dispute is with the departmental Chair, the student will meet with the Dean of the College and the Departmental Chair. A memorandum for the record will be prepared by the Departmental Chair (or Dean) which will include the substance of the conversations during the meeting. The student will receive a copy upon request.
- If the grade dispute remains unresolved, the student will present his or her appeal in writing to the Departmental Chair or the Dean of the college, as applicable, who will then request the Director of Graduate Studies, and the student, to provide clarity and transparency to all parties involved.

Once a grade has been reported to the Registrar, it may be changed under the following conditions are:

- The Instructor presents to the dean of the college conclusive, documentary evidence that the grade was reported in error;
- The Instructor follows the procedure of removal of an I (Incomplete) grade;
- The Instructor follows the procedure of removal of an NR (Not Reported) grade; or
- A committee appointed to conduct a hearing of a student's challenge of a grade recommends a change, and the Vice President Academic Affairs accepts that recommendation.

### **POLICIES AND PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE IN THE SOCIAL WORK PROGRAM**

There are three levels of review to address violations to academic standards:

#### **1. Student & Instructor of Course**

During the course of study, a student may not be performing at the required level. Under normal circumstances when a student experiences academic difficulty in class, the faculty would have identified remedial actions with the student through informal discussion or formal conferences. If these fail to obtain the desired result, the faculty should refer the student to his/her academic advisor.

#### **2. Student and Academic Advisor**

The faculty advisor may, in addition to discussion with the student, call a meeting of the student and faculty as needed to work out a plan for academic improvement. Should all these efforts fail to achieve any satisfactory outcome, a performance review is indicated.

### 3. Student and Performance Review Committee

Any student, faculty, or advisor may request a Performance Review for factors which seem to be impeding the student's academic progress. The Performance Review is not an adversarial process but is designed as early detection and a process for handling violations to academic performance standards. The Department establishes a Performance Review Committee to review and address standards for student performance and to assure that graduates of the program will have demonstrated the knowledge, skill and ethical behavior required of the professional social worker.

The MSW Program Coordinator or Director of Field Education (if field related) may appoint a Performance Review Committee. This committee may consist of graduate faculty members (to include a committee chair, faculty representative(s) and the student's advisor or an appointed advisor. The committee may extend invitations to additional parties as deemed appropriate. The student is permitted to have one person accompany him or her to the meeting. This may include a parent, a peer or a lawyer who is not acting in the role of an attorney since this is not a legal or adversarial procedure.

The Performance Review Committee may become aware of conditions or situations in the educational milieu which appear to be problematic for students and/or have the potential for affecting performance. Additionally, it may become the responsibility of the Committee to recommend to the Department Chair that it would be in the student's best interests, as well as those of maintaining degree standards of the Department, that the student not continue in the program.

The levels of review depend upon the potential severity of the concern. Given the possible range and severity of academic performance issues, a performance review may be the initial step taken to address academic performance concerns. Students found to be a danger to self or others will be immediately removed from MSW courses and Field Practicum until the matter is resolved; and under these circumstances the Office of Academic Affairs and the Office Student Affairs will be immediately notified.

It should be noted that information disclosed during any level of review will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problems solving about the concerns.

#### **Performance Review Procedures**

If a recommendation has been initiated for a performance review, the student's academic advisor will meet with the student within 5 business days to discuss the student's current academic standing and the identified concern. The advisor will inform the student of the performance review process and provide the student with a correspondence to include the performance review date and time. Typically, the Performance Review will be completed within two weeks.

All recommendations will be forwarded to the Department Chair within three business days after the Performance Review. The Chair will then send a correspondence to the student stating the final disposition within 5 business days. The student has the right to appeal any decision or recommendations by submitting a written request for appeal to the Department Chair within five (5) business days of the original decision.

**Performance that may Result in a Review and/or Possible Dismissal from the Department of Social Work:**

- Behavior judged to be in violation of the current NASW Code of Ethics
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the Department of Social Work and becoming known after admission
- Consistent pattern of unprofessional behavior

***Procedures for addressing academic and non-academic issues:***

Students who wish to address academic /non- academic concern(s) must take the following steps:

Step 1. The student must address the issue with the instructor of course. If the student skips this step, the student will be re-directed back to the instructor of course. The instructor of the course informs the academic advisor of the scheduled meeting.

Step 2. If there is no resolution, the student is directed to contact his/her academic advisor to arrive at a solution. The instructor of the course may also meet with the academic advisor to discuss and process the situation.

Step 3. If there is no resolution, the instructor of the course, the academic advisor and the MSW Program Coordinator meet to determine an appropriate resolution or to determine whether a Performance Review is required

Step 4. If a Performance Review is required, then the MSW Program Coordinator schedules a Performance Review to request a recommendation for resolution.

***Procedures for addressing field practicum issues:***

Step 1. The student and the agency based Field Supervisor address the issue. If the student skips this step, the student is re-directed back to agency based Field Supervisor.

Step 2. If there is no resolution, either of the parties should contact the assigned Faculty Field Liaison. The Field Liaison would seek resolution. The Faculty Field Liaison informs the Field Seminar Instructor of

the issue. The Faculty Field Liaison will schedule a meeting with the student and agency based Field Supervisor to seek a resolution.

Step 3. If there is no resolution, the Faculty Field Liaison/Field Seminar Instructor seeks input from the Field Director to discuss the current situation, and to arrive at a solution. If the MSW Field Coordinator is also the Field Liaison, then they would contact the Director of Education

Step 4. If there is still no resolution, the Director of Field Education may schedule a Performance Review (Rotating committee) to request a recommendation for a resolution.

### **STUDENT PARTICIPATION IN GOVERNANCE**

All Master of Social Work students are encouraged to participate in departmental activities and in Social Workers Invested in the Future (SWIF), the Master of Social Work Student Organization. Social Workers Invested in the Future (SWIIF) offers students an opportunity to come together to address and provide services to the community which entitle social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Students will have the opportunity to engage in scholarly activities that contribute to local, national, and international communities through the development of participation in collaborations with social agencies, community-based organizations, government, and foundations.

SWIF elect members from the first and second year and part-time cohorts to serve on the Executive Board. The President and/or appointee attends the monthly departmental meeting to represent the view of the students. The faculty advisor to SWIF is responsible for giving the name of the student representatives to the Department's secretary at the beginning of the year. They shall hold full voice and voting rights. Selected representative may suggest items for the agenda by notifying the Faculty Advisor.

### **STUDENT PARTICIPATION IN DEPARTMENT COMMITTEES**

Students are represented on Departmental standing and subcommittees. However, they are not allowed to participate on those which deal with matters relating to personnel or the rights and duties of faculty members. Examples of committees that includes student participation are faculty/staff search, departmental advisory board, program assessment, student orientation planning, College of Liberal Arts and Social Sciences (University Division that Department of Social Work is located) student grade challenge etc.

# Department of Social Work

# Office of Field Education

## Field Manual

## WELCOME TO FIELD EDUCATION

Welcome from the Savannah State University Department of Social Work, Office of Field Education! The Field Education program is a required didactic component for both the Bachelor of Social Work (BSW) and the Master of Social Work (MSW) degree programs. This field practicum experience is an integral part of professional social work education. It is designed to provide authentic practice situations where learning that occurs in the practicum setting complements academic course work through practical application of theories, concepts, and specific practice behaviors for the field experience – thus, the term “practicum.”

The purpose of the field practicum is threefold: 1) to provide challenging, innovative and substantive learning experiences to students, 2) to prepare students to assume responsibilities as social work professionals exhibiting ethical and professional behavior, and 3) serve as a gatekeeping process for the social work profession to ensure that students who graduate are cable of interacting with clients, colleagues, and the community in an ethical and competent manner.

The competency based field practicum experience is an outcomes-oriented approach designed to ensure that students are able to demonstrate the integration and application of established competencies in practice. In the Council on Social Work Education (CSWE), Educational Policy and Accreditation Standards (EPAS), social work practice competencies consist of nine interrelated competencies and practice behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

This ***Field Manual*** is designed to provide students, field supervisors, and faculty with information regarding the social work field education requirements, policies and procedures that have been established by the Department of Social Work Office of Field Education. Please read and retain this manual as a valuable reference and contact the Office of Field Education staff if assistance or support is needed.

We look forward to supporting you as you engage in high quality experiential based educational experiences!

*-The Office of Field Education*

## **Field Education as Signature Pedagogy**

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

## **Management of the Field Education Program**

Overall management of the field program is provided by the Director of Field Education and supported administratively by the BSW Field Coordinator and Field Office Support Staff. Field Faculty and Staff members are actively involved in establishing and implementing policies and procedures. Additional input on program issues and changes is also sought periodically from participating agencies and students. The field program curriculum is overseen by the School's faculty through the MSW Program Committee and administratively by Department Chair.

## **Structure and Competencies of the Field Education Program**

Consistent with the admission process of the Savannah State University Department of Social Work, MSW level students are initially admitted to field upon being accepted and enrolled in the program. All prospective students are expected to have acquired a humanistic, liberal arts education as a function of successfully completing their baccalaureate programs. For purposes of admission, a liberal arts background is defined as having successfully completed a core of credits in the social, behavioral, natural, and biological, cultural sciences and humanities. In the Advanced Standing program, students enter directly into specialized practice curriculum during the summer. Advanced Standing students field during their second semester (fall) in the program upon successfully completing the required gateway course MSWK 6649- Ethics and Diversity in Social Work Practice over the summer with a grade of B or higher. Part-Time students enter field during their third semester in the program. Part-Time students must have a GPA of 2.5 or better to enter field.

The MSW program requires that students complete a total of 900 clock hours in field placement and enroll in a concurrent field practicum course during each semester they are in field. A minimum hour requirement is established for each field practicum course (MSWK 6689, MSWK 6690, MSWK 6792, and MSWK 6794). The Field Education Program policy holds that only when the student proves satisfactory completion of the hour requirement are they eligible to pass the course. In this way, the hour requirement serves as a threshold that must be met before other determinants of the grading criteria can be considered. Students must show documented proof of completing 200 hours per semester during their foundation year totaling 400 hours (spring and fall) during the first year in the program and



250 hours per semester during their specialized practice year (second year) in the program, totaling 500 for the year (spring and fall). Completed field hours are documented via the time-log in the Live Text Field Experience Module (FEM) web-based tracking system.

Students across all program option (generalist and advanced specialization) in the field education program are required to have in-person contact with client and constituents regardless of their field setting. To assist students integrate and apply the knowledge and skills learned in the classroom, most faculty will incorporate field based assignments in their required course activities. Field Based assignments may be in the form of written work, practice simulations, professional development or other instructional methods outlined in the course syllabus. Field supervisors are strongly encouraged and expected to review the assigned field student (intern) course syllabus at the start of each semester.

### **Generalist Level Field Placement**

Generalist practice is designed to provide students with a range of learning opportunities across the intervention cycle (engagement, assessment, intervention, and evaluation) and across the micro, mezzo, macro levels of social work practice (individuals, families, groups, organizations, and communities) so that students may learn and demonstrate identified generalist competencies. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices.

Typically, first year MSW students are placed in generalist level human service settings throughout southeast Georgia. Current generalist level field placements include child welfare, criminal and juvenile justice, domestic violence, disability services, geriatrics and gerontology, housing and homelessness, public health, work force development, and youth development serving agencies. Common tasks and activities for students placed in generalist practice settings involve brief or supportive models of direct practice including intake assessment, case management, facilitation and/or co-facilitation of groups such as support and life-skills. Students also participate in a range of macro-practice activities such as program planning, implementation, coordination, and evaluation. Additionally, students conduct policy analysis and engage in advocacy around the mission of the organization in which they are placed.

**Generalist level students must complete 400 generalist/foundation field hours over two semesters (fall/spring)** in an approved and affiliated health or human service agency.

For students placed in field settings in which the primary field setting does not provide an ongoing opportunity for the student to engage with all five levels of intervention (individual, family, groups, communities, and organizations) the Office of Field Education identifies and connects the student with a supplemental practicum experience that allows the student to practice the level of intervention that the primary field setting is unable to provide. The time limit for the supplemental practice experience is handled on a case by case basis and evaluated collaboratively by the faculty field liaison, field supervisor and the student to ensure the student receives the necessary time to practice the level of intervention. For example, Generalist level students placed in macro level field settings that are missing direct practice experiences with an individual client are connected with partner field settings to gain

experience in areas of case management, intake, and assessment. Agencies that are unable to provide students with ongoing opportunities to practice a minimum of four levels of interventions are only allowed to serve as supplemental placements as they do not have the capacity to provide the range of learning opportunities students need to demonstrate social work competence.

A foundation practicum seminar is taken concurrently while the student completes the agency based generalist level practicum. The seminar provides a forum for students debrief practice challenges and successes in a supportive environment and begin honing professional development skills through a peer-to-peer learning experience. The seminar strongly emphasizes generalist social work practice, with an emphasis on the nine core competencies and associated generalist practice behaviors

### **Advanced Specialization Field Placement**

The MSW program encourages second year MSW students to have a focus area for their specialized practice placement. Specialized practice builds on generalist practice by adapting and extending social work competencies and practice behaviors for specific populations, problem areas, methods of intervention, perspective and/or approach to practice. Specialized practice augments and extend social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. The current specialized practice areas offered include Clinical Practice and Social Administration. The Advanced Clinical specialization prepare students to integrate direct practice skills to assess, diagnose and treat clients suffering from mental disorders outlined in the Diagnostic and Statistical Manual of Mental Disorders. In the Clinical Concentration, students get in-depth comprehensive skills in engagement, assessment, intervention and evaluation. This concertation provides students with a rich and varied body of practice theories and interventions needed to improve the well-being of individuals, families and groups. The Social Work Administration specialization is designed to prepare students for foundational level practice in supervisory, management, or administrative positions in social service agencies. In the Social Administrative Concentration, students get in-depth comprehensive skills in leadership and management. This Concentration prepares students for a career in the leadership and management of social services in local, national or international communities, agencies, and organizations. In order to be eligible for a specialized practice field placement, students must have successfully completed all generalist level field education requirements, all required foundation courses, and must be in good academic standing. Advanced specialization students must complete 500 field hours of specialized practicum over two semesters (fall and spring), at an organization approved to provide advanced practice level practicum experiences

During their specialized practice year, students have opportunities to gain advanced practice skills in various disciplines including medical social work, child welfare, veteran's affairs, non-profit management, public administration, and school social work in order to practice specialized social work competencies and practice behaviors. There is a particular emphasis in the specialized practice level on interdisciplinary/intraprofessional practice and evidenced based interventions used with vulnerable and oppressed populations at each stage of the helping process, on a micro, mezzo and macro level. Advanced critical thinking skills in examining issues of social injustice and human rights are also stressed. Advanced practice level students also have increased expectations to analyze and examine how macro level issues impact service delivery. While ethical practice is explored in both generalist and specialized

practice levels, higher-level analyses and integration of distinctly ethical values in practice are greatly emphasized in the advanced specialization-level field seminar courses (MSWK 6793 and MSWK 6795). Additionally, certain placements that require a more sophisticated set of skills are reserved solely for specialized practice-level students, such as school social work placements, placements in military social work, placements in medical social work, and placements in local and state level government agencies. The specialized practice field placement is designed to introduce students to advanced practice settings that focus on specific methods (direct practice or management and planning practice), populations (children and families or older adults), and/or fields of practice (community mental health, veteran's affairs, non-profit management, gerontology ) that correspond to specialized practice areas. **Advanced specialization students must complete 500 field hours of advanced practice/concentration practicum over two semesters (fall and spring), at an organization approved to provide advanced practice level practicum experiences.**

### **Essential Performance Requirements and Professional Conduct for Field Students**

In order to be eligible for field placement, MSW students must be willing and able to demonstrate the following abilities (with or without ADA accommodations- refer to Students with Disabilities Section):

1. Attend reliably and punctually. Because clients and colleagues rely on essential tasks being performed in a time-sensitive manner, students must show up and perform at the placement site consistently on scheduled days without a pattern of excessive absences (defined as a maximum of 1 absence within a 30-day period) or tardiness (defined as 1 or more arrivals later than 15 minutes within a 30-day period)
2. Possess sufficient stamina, strength, sensory perception, mobility, and/or dexterity to perform essential tasks
3. Remain focused on and attentive to tasks so as to ensure quality and timely completion of service and projects
4. Follow instructions with minimal repetition
5. Analyze, organize, and communicate large amounts of data sufficient to complete related records and reports
6. Simultaneously organize, prioritize, track, and complete a wide variety of tasks for multiple clients and/or projects in a timely manner
7. Display good judgment with respect to safety, ethics, and higher order priorities
8. Appropriately engage in discussion with others who are expressing intense emotions and experiences related to clients, community members served, and/or agency projects;
9. Listen to and implement feedback given by Faculty, Field Supervisors and colleagues without becoming overwhelmed, reactive, argumentative, or defensive;
10. Self-monitor and accordingly adjust his or her own behaviors so as to be in accordance with professional roles, standards, and contexts;

11. Communicate and respond to communication in a timely, diplomatic, and effective manner;
12. Respect the rights of clients to hold differing values and to refrain from imposing personal values on others;
13. Possess sufficient skills in spoken and written English to understand and communicate relevant information; and
14. Increasingly self-monitor to assess their own suitability for professional practice, and engage in self-correction to change behavior that interferes with academic or professional performance
15. Apply sound professional and personal judgment and effectively attend to professional roles and boundaries
16. Progressively acquire cross-cultural proficiency sufficient to successfully work in a wide variety of diverse groups and communities. Cross-cultural proficiency includes eliminating displays of personal bias and imposition of personal values on others, as well as approaching differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences.
17. Discreetly handle any personal emotional distress in a manner that enables them to remain consistently engaged, attentive to duties, and professional in conduct and attitude.
18. Act ethically in conformity with the law, agency and University standards, and social work values.
19. Demonstrate professional demeanor in behavior, appearance, and communication.
20. Maintain constructive interpersonal relations with SSU faculty and staff, field agency representatives, fellow students, and other professional colleagues.
21. Understand and adhere to all of the academic and field education policies and procedures detailed in the MSW Student Handbook.
22. Communicate effectively and respectfully with others orally and in writing in all communication modes and deal with conflict and disagreement in a respectful and forthright manner.
23. Follow the *SSU Student Code of Conduct* and show respect and courtesy to members of the campus community.

Failure or inability to demonstrate any of the above performance requirements and professional expectations may lead to inadmissibility to or suspension from field education. If the Office of Field Education or program Faculty hold a significant concern about the student's willingness or ability to meet the above-described eligibility criteria, she or he will discuss them directly with the student to see if it may be resolved informally before initiating the formal resolution process. The Office of Field Education reserves the right (in conjunction with program faculty) to apply their professional judgment in deciding whether or not a student may be forwarded to agencies for consideration and in making the determination of eligibility for field education.

### **Students with Disabilities (Hidden or Visible)**

Students with disabilities or those requiring special accommodations in the field should discuss those needs with the SSU Disability Resource Center (DRC), the Director of Field Education prior to receiving referrals, the prospective field supervisor during the pre-placement interview so that reasonable accommodations can be identified and planned for accordingly, preferably in advance. Reasonable accommodations are tools or arrangements that facilitate or enhance the performance of a student with a disability or special needs. Field agencies will only be asked or expected to make reasonable accommodations that would be provided for a client or employee.

*Prospective accommodations may include:*

1. Reducing the number of hours of their shift from 8 hours to 4-6;
2. Reducing the number of shifts per week from 3 (for second year students) down to a minimum of 2 (minimum);
3. Allowing the student to begin the placement sooner or to extend it later (if acceptable to the agency) so that total day/hour completion standards may be met;
4. Increasing the number of allowed absences to 2 per month (maximum) and/or tardy arrivals to 2 per month (maximum);
5. Allowing the students to take more frequent, brief breaks if needed;
6. Selecting a field placement near their home to reduce travel burden;
7. Selecting a field placement organization and/or field instructor able to implement the student's accommodation needs;
8. Facilitating the use of adaptive technology or equipment;
9. Allowing students to begin and end their placements earlier or later in the day than normal so that they can complete the number of required hours in a consistent schedule that supports their learning and protects their health;
10. Allowing students to begin or complete placements during fall and/or, spring breaks (this DOES NOT include winter or summer breaks);
11. Approving students to complete all field education hours in one agency;
12. Requesting student be given a customized work space, when available;
13. Other accommodations not incompatible with the fundamental purposes of the clinical program, that do not compromise academic standards, and that do not pose significant health, safety, and/or privacy risks to the field placement organization and its clients.

Approved accommodations are normally maintained for the duration of the field placement but may be modified as needs and demands change so long as they continue to meet the criteria of reasonable.

Students are required to register with SSU's Disability Resource Center, each semester they are enrolled in field practicum.

In the instance that the university, school, and/or agency cannot provide a student with reasonable accommodations for a particular setting, extensive efforts will be made to identify an available alternative where reasonable accommodations may be applied. In the instance that the need for accommodation exceeds the limit of what is considered reasonable and/or no available placement appears to exist after a prudent search, the student will be directly advised of this and counseled as to their future educational options.

Although reasonable accommodations may be applied and learning conditions modified, total service time and competency-related standards of performance remain the same for all students irrespective of ability status. Since they will eventually negotiate their rights and needs directly with employers, this can be an exceptional learning opportunity for students to develop awareness of both their rights and needs and how to communicate and negotiate those professionally.

### **Selection and Approval of Field Placement Agencies and Field Supervisors**

The Office of Field Education maintains a broad selection of diverse human service settings which meets the current needs of students and continually seeks to update the range of learning experiences available. Students are placed in southeast Georgia and the surrounding areas. The Office of Field Education has the responsibility for identifying, exploring and developing relationships with potential field settings; however, organizations and students may identify potential field agencies which they would like to have evaluated as a prospective field setting.

The Master of Social Work Field Education Program requires that field instructors hold an MSW from a CSWE-accredited master's program. In addition, field supervisors must have been at their agency for at least 6 months and must have at least 2 years of postmaster's experience. If a field supervisor were to become unable to provide supervision at any point during the academic year and a suitable MSW replacement could not be found, the program would first attempt to assist the agency in finding a suitable replacement or to place the student in a different agency. The criteria are described below:

#### *The agency field supervisor must:*

1. Demonstrate a commitment to social, economic, and environmental justice.
2. Demonstrate an interest in teaching and generalist social work education and/or specialized practice.
3. Obtain permission and support from the agency they are employed with (via a fully executed MOU).
4. Have an MSW degree (from a CSWE-accredited program) plus 2 years of postmaster's degree practice as evidenced by a current resume'.
5. Have worked at their agency for at least 6 months.
6. Be able to be present in the agency at least half the time that the students are in the agency for field education (8 hours per week).

7. Be able and willing to participate in a new field instructor training.
8. Provide a minimum of 1 hour of direct supervision per week to assigned student(s).

Together, all requirements are notably instrumental in identifying field supervisors who are equipped to forward the field program's explicit aim of the adherence of field activities to the social work core competencies. For example, by requiring the experience threshold to be 2 years of post-master's work in the field, we are following a commonly held belief that "experienced" practitioners are more likely to be at a place in their career where they can commit to and invest in student learning. Similarly, the requirement for at least 6 months at one's agency assures the selection of field instructors who are settled in and familiar with the work setting sufficiently to enable them to maximize the opportunities for students. In addition, agency field instructors must have a current résumé on file with the Office of Field Education that includes the CSWE-accredited master's program from which they graduated and social work/human service-specific employment experience.

Occasionally, there may be a situation in which a MSW-level student may be placed in an approved field agency that does not have a member of their staff who meets the above criteria (particularly, holding an MSW from a CSWE-accredited program) but is otherwise believed to be able to offer an excellent learning experience for field students. In these cases, the field program works with the agency to identify a "task preceptor" who can offer students task-based supervision. Placements where students work under the supervision of a task preceptor are approved on a case-by-case basis and only if the task preceptor has met the other criteria as listed above. On a limited basis, Field Faculty may serve as off-site field supervisors for select students where no other qualified individual can be enlisted and the Office of Field Education believe the placement otherwise could substantially offer a high quality field experience and potentially meet the student's career goals.

In the exploration and evaluation phase, information is obtained on the description of the setting, the personnel, previous use of the setting for the education of social work students, and the kinds of learning experiences available to students. Additionally, attention is given to space and support services, transportation requirements for students, qualified staff available to serve as field supervisors or task preceptors.

In the development of potential settings for field placements, the Office of Field Education ensures that the setting's philosophy of service is compatible with the social work profession. The agency role in the community must be defined and assurance given that students will have opportunities for in-person contact with clients and constituents. There must be evidence of appreciation of the educational nature of field education and social work education in general which is essential to the agency's willingness to involve students in appropriate practice responsibilities. The staff and resources of the agency must be adequate to meet its needs without reliance on students for basic operation. The volume, flow and distribution of assignments and subsequent learning experiences must be sufficient to meet the learning objectives of the course. The availability of a qualified field supervisor is essential.

Agencies are expected to complete the following documentation: the Memorandum of Understanding and complete a formal request for student placement(s) which includes sample job description for the

student intern, an agency profile which includes the mission, vision, client demographics, and hours of operation. Additional information and brochures may be included. Agencies are also required to submit a resume of the supervisor(s) or task preceptor(s) to verify eligibility to serve in this role.

Through the Office of Field Education, questions are clarified and additional information is gathered that would aid in the evaluation of the setting. Suggestions of professional development activities are offered to assure students have opportunities to develop core and/or specialized competencies in the setting. The Office of Field Education is charged with creatively working with settings to increase diversity in methods and populations served inclusive of non-traditional settings. Ultimately, the Office of Field Education is responsible for the review, approval and rejection of an agency as a field setting. The MSW Social Work Program takes responsibility for reinforcing generalist and specialized practice social work perspective in classes and expects field supervisors and faculty field liaisons to reinforce this perspective in the field.

### **Placement of Students**

The Director of Field Education and the Field Coordinator coordinate the placement of students. Placement assignments are made in an organized and directed fashion. Students seeking placements complete the Field Placement Application upon confirming acceptance into the MSW Program. The Field Placement Application solicits information on student rank, level of education, employment and volunteer experiences, the kinds of learning experiences sought and special needs or interests. Once the *Placement Application* is received by the Office of Field Education, the Director of Field Education and Field Coordinator sends each potential field supervisor a student referral packet. This packet includes an official correspondence from the Office of Field Education to the Field Supervisor, the student's field application which contains the student's background information and an agency referral form. The Office of Field Education then provides each field student with a *Student Field Placement Referral* form. This is a written referral to an identified setting for the pre-placement interview. A pre-placement interview is required prior to confirmation of a placement. Once a field placement is confirmed, the student is expected to submit to the Office of Field Education the *Student's Confirmation of Field Placement* form that provides written feedback to the Office of Field Education on the notification of acceptance and tentative start date.

### **Role and Expectations of Field Students**

Because social work students are assigned duties in human service agencies that serve vulnerable populations and will, upon graduation, be eligible to perform the full range of entry-level social work services, students in placement are expected to behave in a professional manner at all times. Students are guided by the Code of Ethics of the National Association of Social Workers, by agency codes of conduct, by the SSU of Student Conduct, and by the Academic and Professional Standards for field education delineated in this manual.

Throughout the placement period, the student should play an active role in defining the agenda items for field supervision meetings, specifically challenges, successes, and upcoming agency and course deadlines that should be discussed. While Field Supervisors are encouraged to provide proactive



instruction, students are also expected to learn how to identify and resolve dilemmas independently by using critical thinking and applying professional judgment. Finally, students are also expected to demonstrate engaged and receptive approaches to learning which demonstrate initiative and responsiveness to feedback and direction. Students must introduce themselves as students or interns to clients and colleagues and should not convey the impression that they are regular staff or already possess their degree. Students are also expected to adhere to the Essential Performance Requirements and Professional Expectations at all times.

**While at field practicum, students must refrain from checking their personal phones and devices for emails, phone calls, and text messages that are personal in nature and from conducting personal internet browsing from agency computers.** Use of social media including text messaging, tweets, Instagram, and Facebook-type postings should never reference information or events related to field placement. Work- related electronic documents that may be confidential in nature should not be downloaded or saved onto personal or home laptops, computers, or devices. Other precautions should be taken to protect the boundaries between personal and professional and to protect the safety and privacy of the client and agency. **Any violation of this policy may result in the termination of the student's field placement and the termination of the Field Supervisor's relationship with the SSU Department of Social Work.**

### **Work-Site Practicum Placements**

The Office of Field Education adheres to the belief that the role of an *employee* must be clearly distinguished from the role of a *field placement student* in order to safeguard the integrity of the learning experience. This is discussed on page XX of the *MSW Student Handbook and Field Manual*. The field education program has policies which address employment related placements. These policies fall under the Procedures for Work-Site Practicum. The term Work-Site Practicum refers to those setting in which the field practicum student is also a full time or part-time employee of the agency. There is **NO** work site practicum at the generalist level with the exception of students accepted on the Title IV-E Child Welfare Training Program.

At the advanced concentration level, a work-site practicum may be approved only when there is written assurance, from both the student seeking such a placement and the agency offering it, that the placement will meet the following requirements:

- 1) The field placement must be different from the regular day-to-day work assignment.
- 2) The field learning experience must represent an upgrading of the student's capacity and skills.
- 3) The approved field supervisor must be a professional who is not the regular work supervisor.
- 4) Specific days/hours assigned to field instruction must be maintained and cannot be modified for any reason to meet the exigencies of the agency.

- 5) The program shall demonstrate that it selects and orders specific field experiences aimed at helping the student to apply and integrate didactic content with day-to-day practice experiences, and to develop skills that are reflective of educational and programmatic objectives of the MSW program.

The student must prepare an application for approval of a work-site practicum (see Appendix ?? in the *MSW Student Handbook and Field Manual*). In the application, students must first describe their work activities, identify their work supervisor, and outline their work hours. They must next specify proposed placement activities, identify who will serve as their agency field supervisor, and provide a list of their field placement hours—all of which *must* be different and distinct from their work situation. In other words, a student's application will not be approved if her or his work activities are substantially similar to her or his placement activities as this will not support a meaningful learning experience. Designated work hours must be distinct from time devoted to learning in the role of placement student, and the work supervisor must be someone other than the practitioner serving as the student's field supervisor due to potential conflicts of interest. The petition must include a statement in which the student agrees to notify the field program in the case of a change in employment status. The document must be signed by the student, the work supervisor, and the field supervisor, indicating that all stakeholders are in agreement with the employment/placement arrangement.

If the agency represents a new setting, which is not currently affiliated with the Department, it is the responsibility of the Director of Field Education to facilitate the agency evaluation process to determine the appropriateness of the agency as a field practicum setting. When the documentation is complete, the student's proposal and the agency's letter of commitment must be submitted to the Director of Field Education. The documentation will be reviewed and a determination made regarding the acceptance of the proposal. Incomplete proposals will be denied approval.

Faculty field liaisons are given copies of the applications for all students assigned to them who have been approved by the Director of Field Education to conduct their field placements at their places of employment. Liaisons, through their visits and other contacts, monitor for continued compliance with the terms of the application and intervene when needed to make sure learning experiences are occurring in congruence first and foremost with the field competencies.

### **Paid Field Practicum Placements**

A paid practicum may be offered at the discretion of the practicum organization. While it is appreciated when practicum organizations are able to provide compensation to students in practicum, it is not a requirement for an organization to affiliate as a field agency. There is no minimum or maximum amount of compensation a student may receive. However, under no circumstances may the field supervisor or practicum organization alter the agreed upon MOU/Educational Affiliation Agreement, contracted practicum hours, or practicum requirements as a condition of a compensated practicum without the approval of the Director of Field Education. In addition to the Practicum Timesheet/log required by the

Office of Field Education, field supervisors may require students to complete the organization's timesheet to track and verify practicum hours in compliance with the organization's protocols.

### **Role and Expectations of Field Supervisors/Task Preceptors**

The Field Supervisor/Task Preceptor is the student's teacher in the agency, providing administrative and educational supervision to the student. The relationship between students and their Field supervisor is central to students' learning and preparation for social work practice. Field Supervisors serve as teachers, supervisors, mentors, and gatekeepers for the profession. Satisfactory student progress in field instruction depends on agency support, student readiness for placement, school-based preparation, and the skill of the Field Supervisor in managing the field instruction process. Field Supervisors must have sufficient training and experience in the required practice modalities to supervise student's work. These practice domains include but are not limited to case management, counseling, group work, advocacy, referral, resource development, family work, needs assessment, evaluation, policy and program development and implementation, personnel and fiscal management, development, and/or other clinical or administrative services. All Field Supervisors are required to complete a workshop orienting them to the role of field supervisor and are offered annual opportunities to update and advance their field supervision skills.

Agency Field Supervisors are expected to:

- Orient student(s) to the agency and organizational policies
- Review course syllabi with student(s) and discuss any practicum-based course assignments that will need to be completed
- Assist student(s) in designing, negotiating, and implementing an appropriate range of learning experiences that provide an array of meaningful educational experiences consistent with established competencies and practice behaviors.
- Meet with the student on a weekly basis to engage in continuing mutual assessment of educational needs regarding individual learning needs and interests, conflicts in the practicum setting, and challenges to develop as a professional social work practitioner.
- Review and approve student(s) time log on a weekly basis in Live Text.
- Assist the student in developing a written practicum plan within the first five weeks of placement.
- Complete and submit mid-term and final evaluations for each assigned student(s) by the designated date in Live Text.
- Participate in performance monitoring meetings and site visits.
- Contact the Office of Field Education if problems arise in the field that may need clarification and resolution.

All new agency field supervisors and task preceptors attend a mandatory New Field Instructor Orientation in which the social work core competencies are explored and ways to design appropriate generalist and specialized practice activities are thoroughly reviewed. If there are new field instructors assigned students who are unable to attend one of the orientations, either the assistant dean of field education or the field coordinator will provide an individual, group, or agency-based orientation to ensure that the information is provided. Attending field supervisors and task supervisors are further advised to secure copies of their students' syllabi so that they are aware of class readings, assignments, and resources and can direct adjustments to field experiences accordingly.

Throughout the academic year, the Office of Field Education offers professional development workshops for field supervisors. Some of the workshops are designed specifically for new or relatively new field supervisors and others are intended to appeal to field supervisors with varying levels of experience. These trainings benefit field instructors (and task supervisors) and help them better fulfill their responsibilities to students. These include such topics as ethics, disaster management and emergency preparedness, and supervision. In addition to the inherently valuable content of the trainings, continuing education credits are available as an incentive to field supervisors and task preceptors who participate in orientation and professional development training sessions.

#### *Communication with Field Agencies and Field Supervisors*

The Field Education Program maintains ongoing communication with agencies and field supervisors through a variety of mechanisms. Ongoing communication with agencies, field supervisors, and task supervisors is primarily facilitated by our monthly electronic newsletter Supervisor Loop. The electronic newsletter is sent out monthly to all current field supervisors and task preceptors. Additionally, continuing dialog with agency-based field supervisors and task preceptors is further facilitated by our faculty field liaisons. Faculty field liaisons are generally assigned to the same field agencies each academic year, when possible. This allows faculty field liaisons to build relationships with agency-based field supervisors, task preceptors, and administrators. Through this ongoing relationship building, faculty field liaisons become familiar with the history, culture, needs, and resources of each agency and are better positioned to serve as resources for agencies, students, and the general body of social work faculty. Faculty field liaisons are required to conduct a minimum of one face-to-face site visits during the academic year and provide written feedback to the Office of Field Education regarding agency and student issues. Liaisons use a standardized web-based assessment form (assessable via LiveText FEM) to document and assess the quality of the placement experience. Data from faculty field liaison visits are compiled and reviewed by the Office of Field Education and shared with the general faculty body for continuous quality improvement to the overall MSW program.

Each academic year, the Office of Field Education hosts a Field Supervisor Appreciation luncheon to recognize all field supervisors and task preceptors that have supervised students for the current academic year. A certificate of recognition, modest lunch, and small appreciation gift is distributed to each field supervisor during the ceremony. A video presentation showcasing accomplishments, events, and social work in action are featured. Our annual Bragonville Awards are presented to field supervisors and students who have demonstrated exceptional performance and achievement during the academic year. Sample awards for field supervisors include Rookie of the Year, Commitment to Service, and

Alumni of the Year. Sample awards for students include Existing in Excellence, Global Game Changer, and Student Athlete Award. In addition to celebrating our collective accomplishments the annual luncheon provides an ongoing opportunity to engage in dialog with field supervisors and field students regarding their field experience. The Annual Field Supervisor Appreciation Luncheon is well attended each year and an anticipated highlight for field supervisors, students, and social work faculty.

### **Role and Expectations for Faculty Field Liaison**

Faculty Field Liaisons are members of the Department of Social Work faculty and staff. These specialists have primary responsibility of monitoring assigned students in their field placements and ensuring student acquisition of identified practice competencies. Faculty Field Liaisons support all parties involved in each field placement, ensuring that the student's educational needs are met, that the placement experience is mutually beneficial to both agency and student, and that student competencies develop maximally in all identified areas. As faculty, they teach practice courses and serve on departmental committees, helping to link the curriculum with current practice trends and concerns. The deep, ongoing involvement of our Faculty helps to keep the School current on policy, program development, and practice issues.

Faculty Field Liaisons are expected to:

- Assist with the development of Practicum Plans and review all performance evaluations;
- Maintain regular contact with assigned field students and help solve any problems that might arise regarding a placement or student's performance;
- Participate in the evaluation of students, Field Supervisors, and agency settings;
- Offer individual educational or professional advising, mentoring, and/or coaching to students and Field Supervisors.

### **Supporting Student Safety**

Recognizing that social workers provide services in an increasing complex, dynamic social environment and have a broadening client base. The number and variety of people with whom social workers provide services and the variety of settings in which these services are provided have contributed to an increasingly unpredictable, and often unsafe, environment for social work practice. Discussions of Safety Guidelines occur in the New Field Instructor Orientations and Student Orientations held prior to each academic year. Guidelines for social worker safety in the field are based on the National Association Social Workers Guidelines for Social Work Safety in the Workplace and address safety in the office.

The Office of Field Education expects each affiliated agency to be responsible for orienting field placement students to the safety policies and procedures of that agency and setting. Such orientation should include, but not be limited to discussions on safety issues in the community, within the agency

building(s), with particular clients prone to violent behavior, and about clients who may be sharing living quarters with persons prone to violent behavior, to the extent that such information is known. Security of students' personal belongings while at the agency should be also covered. Procedures for students to follow in the event of a safety or security problem should be reviewed by the field instructor at the beginning of the placement with ample opportunity for questions and discussion as needed.

The Office of Field Education urges all agencies to make the same accommodations to ensure students' safety as they make for their own agency staff and in some situations the agency may need to make even greater accommodations for a student. If a student's concerns about safety interfere in whole or in part with the learning process, the faculty field liaison should be contacted by the field supervisor to facilitate prompt exploration of the concerns and to seek a mutually satisfying resolution.

a) If an incident occurs in which a student is personally threatened or hurt, it is the student's responsibility to notify the field instructor immediately, along with the agency personnel, as directed by the agency. The field supervisor, agency contact person, or agency director should then contact the Director of Field Education or the Field Coordinator immediately to discuss what actions the agency and Field Education Faculty should take regarding the student's physical and emotional well-being in the wake of and following the incident.

b) The Director of Field Education or the Field Coordinator will document the incident and the steps taken to address it and will meet with the student, the field instructor, and faculty field liaison to assess the student's readiness to remain in or return to the field.

It is important for students to know the agency's safety and security protocol when in the office and on home visits with clients prior to the start of the placement. If the agency does not have safety and security policies or procedures, the field instructor and student should review and discuss any issues related to safety and security in the setting. Social work students are urged to bring their questions and concerns to the field instructor. Regular and prompt communication about safety concerns is strongly encouraged.

### Security of Belongings

All students in the field placements are expected to have a secure place to store coats, handbags, cell phones, laptops, and other belongings while at the agency. It is preferable that the space be one that can be locked, and could be in a desk drawer or filing cabinet. Students should not leave handbags and other personal articles visible and unattended, even in an office with the door closed.

Valuables should not be brought to field placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle. Neither the agency nor the Baccalaureate Social Work Program or UMBC can be responsible for lost, stolen, or damaged personal items.

### Safety Issues Related to Working with Clients

When working with clients, it is important to remember that the social work helping process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this

can contribute to problems with impulse control, and can raise issues of safety for the client, the social worker, the field placement student and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, under the influence of drugs, in withdrawal, or may have other physical or mental health symptoms that impair their judgment or impulse control. Again, all social work students are to consult with their field instructors to prepare adequately for handling of specific situations that are potentially difficult or threatening, such as medical emergencies, client substance abuse, suicide or homicide risks, potential abuse of others, and the presence of weapons.

#### *Safety Guidelines for Office Meetings*

If a student will be meeting with a client that may pose a safety risk, it is important for the student to discuss the situation promptly and fully with the field instructor. Based on the outcome of this discussion, there may be a decision that a student will not see the client or sees the client under specific circumstances or controls. However, if it is decided that a student will see the client, several points should be considered. Specifically, a client's mental state should be assessed. When considering the location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. It may also be helpful to think about whether to include someone else in the meeting, and what to wear. When discussing the time of the appointment, it can be helpful to think about whether or not other people are around at the time being considered for the meeting. It is also important to discuss the plan for backup and assistance in the event that the client becomes agitated. A student should never see a potentially dangerous client alone without someone else in the agency knowing about the client, the appointment time and the location of the appointment. Students should keep field instructors and/or task supervisors informed about their schedules and whereabouts in and outside of the agencies during field placement days.

#### *Safety Guidelines for Travel by Car*

When a student is traveling by car to an agency or to home visits, it is advisable to know where he/she is going, and to look at a map before driving to unfamiliar areas. Students should remain alert, and lock doors and close windows. The student should tell someone where he/she is going and the expected amount of time she/he will be away from the office. The agency should have the students' cell phone number or other information on how to contact the student in the event of an emergency.

#### *Safety Guidelines for Travel by Foot or Public Transportation*

When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel. Students are encouraged to carry no valuables with them. Money, license, keys, and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it. It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one

has a clear destination. One should be aware of people in the immediate area while refraining from seeming intrusive.

### Safety Guidelines for Home Visits

It is important that students familiarize themselves with the clients' files prior to home visits. If there is a question of safety, students should plan accordingly with field instructors. It might be decided that meeting at a neutral place or going with another worker is the appropriate plan. Someone at the agency should always know the student's itinerary. It is helpful to stay alert and to think about what to wear, which room to meet in, and where to sit. If a student ever feels threatened at any point during the visit, they are encouraged to err on the side of caution and appropriately terminate the visit. If clients seem to feel threatened by the student entering their dwelling, the student should desist and not force the issue. If a student hears a heated argument from inside the house or apartment, the student may decide to re-schedule the visit or call to assess the situation before entering the dwelling. A student should never see a potentially dangerous, threatening, intoxicated, belligerent, or angry client alone without someone else from the agency accompanying them. In general, a cell phone is very useful for students doing home visits.

### Health Safety

Students should be alerted to the existence of biohazards. They should receive training and information from the agency about how to protect themselves from infectious diseases, should it be necessary at a particular agency.

In addition to the aforementioned safety policies, all students enrolled in field practicum are instructed and strongly encouraged to install the LiveSafe app as this is the institution's official communication platform for safety and prevention efforts. This app/platform also serves as the institution's emergency alert system.

### Prohibited Student Activities for Generalist and Advanced Specialization Field Students

The safety of students in practicum is a priority and if not addressed, concerns about personal safety can significantly impact learning opportunities in the field. While the University does not wish students to be protected from the realities of professional practice, immersing students in the realities of practice can also expose them to safety and security risks. The University and affiliated field practicum agencies must partner to reduce risks to students in practicum. Therefore, students in field education placements may not be assigned the following activities:

- Physical restraint of clients (without agency training);
- Transportation of a client in the student's private car
- Transportation of a client with a recent history of violent behavior;
- Autonomous treatment of a client with a history of violence toward staff;
- Work in the agency at times when and/or in areas where other staff, are not present;



- Distribution or handling of medications;
- Clinical responsibility for a client at high risk for suicide without reviewing if the student possesses the requisite time, skills, knowledge, and supports to manage the client
- Clinical responsibility for other high risk clients without review; and
- Other activities that go beyond the scope of social work practice or the capacity of an MSW intern or may place the intern or client at risk for harm.

### ***Critical Incident and Mandated Reporting-***

Students are legally required to report any suspected child or elder abuse to their field supervisor pursuant to Georgia's Mandated Reporter law **O.C.G.A. §19-7-5 (2015)**. The student is expected to inform the field supervisor of any situations involving personal injury or injury to others or potential for harm that may occur while the student is carrying out the duties of the practicum.

In the event that a student is involved in an incident resulting in the risk of or experience of any personal threat or assault to themselves or others during the practicum, they must immediately report the incident to their field supervisor, complete an Incident Report Form and submit a copy to the Office of Field Education. Students are expected to follow *organizational policies, procedures, and protocols* and to seek advice from the field supervisor at all times. The Field Supervisor is expected to orient the student concerning specific client behaviors and community characteristics that may threaten the student's safety.

It is not unusual for students in field placement to directly witness, hear about, or be party to a critical incident including a patient death, an incident of violence, involuntary hospitalization, the arrest of a client, or other incidents that could be considered traumatic or highly distressing. Reactions to these incidents can vary widely. We encourage all Field Supervisors to proactively inquire about student reactions to adverse events in the placement agency. We further encourage students to debrief incidents with their assigned Faculty Field Liaison and/or Field Instructor.

### ***Monitoring of Field Setting Effectiveness***

Effectiveness of the field setting is monitored and assessed in several ways. All assessment data is collected and archived in the LiveText Field Experience Module (FEM) platform. These include student feedback, faculty field liaison observations and feedback from site visits, and feedback from field supervisors. There are five objective assessment measures which complete a comprehensive review of the Field Education Program in all program options: (a) mid-term and final performance evaluation of student competency attainment in the field agency completed by the agency based field supervisor; (b) a student assessment of agency including questions on the effectiveness of the site completed by the

student; (c) field supervisor evaluations of the faculty field liaison and Field Education Program; and (d) faculty field liaison evaluations of the field agency. All four of these evaluations are completed at the end of each academic year (the student Final Field Evaluation is also completed at the end of the fall semester) and are shared with the Office of Field Education and the faculty as a whole; (e) student time log which provides a detailed breakdown of how logged field hours were spent (direct practice, indirect practice, supervision, professional development). On the basis of the feedback, curriculum and programmatic changes are made to ensure continuous quality improvement of the Field Education Program. Table XXX present more information on the evaluation tools used to monitor the field education program and assess student learning and field setting effectiveness.

### **Evaluating Student Learning and Field Setting Effectiveness Congruent with the Social Work Competencies**

Student learning objectives for each semester are first established through the development of the Practicum Plan. This document identifies specific activities and individualized objectives that follow the nine general categories of the core competencies. Like the Practicum Plan, midterm and final performance evaluation forms follow the format of the core competencies, thereby linking objectives with performance measures and assuring continuity throughout a placement. The MSWK 6689 and MSWK 6691 (foundation year) and MSWK 6793 and MSWK 6795 (specialized practice) field seminar courses assess multiple dimension of each competency to measure holistic competence by allowing students to more freely take risks and test their interactions with both the client system and their field supervisors. Along with meeting the minimum 200-hour requirement (for generalist level students) and 250 hours requirements for (specialized practice students) each semester, attendance and participation in the mandatory weekly field seminar course and completion of all field-related assignments are required for successful course completion.

Evaluations are based on mastery of competencies relative to the student's educational status (generalist versus specialized) and comprise both objective (ratings) and subjective (comments) components. As such, evaluations reflect performance and achievement of competencies only at the level of a student's academic level, not that of their potential for future practice (e.g., for a first-semester MSW student vs. a second-semester MSW concentration-year student). The field supervisors complete the midterm and final evaluations for each semester using the LiveText Field Experience Module (FEM) platform. The built in analytics of the web-based platform allow us to arrive at outcomes-based data quickly, measure, and report on student learning outcomes. This student achievement data is then used to improve student learning and overall program quality

The Field Supervisor's evaluation of the student is incorporated in to the student's final grade for field practicum and field seminar courses.

The faculty field liaison, in consultation with the field instructor, will assign the grade. In addition, students must earn a grade of C or higher in the associated practice methods course to pass the course and advance to the next course in the sequence (or to graduation).

In addition to the aforementioned processes and procedures for assessing student learning, students are also encouraged to attend and participate in department workshops and professional conferences.

In this context students have an opportunity to receive feedback from peers, faculty from various state and national institutions as well as community representatives. These opportunities provide students with additional insight and self-assessment into their practice skills, theoretical knowledge and future social work goals.

### ***Monitoring of Student Performance in Field***

All students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. The Office of Field Education is able to make appropriate placement matches and selectively engage in early problem solving through the ongoing monitoring of students. The monitoring of MSW field students takes place through a variety of educational and professional forums, such as field seminar, field liaison contacts, field evaluations, student placement plan, meeting with academic advisors, field instructor orientation and trainings, social work department workshops and attendance to professional conferences. Essential to monitoring students is the ongoing field liaison contact and agency visit. Include narrative/table that briefly outlines the various methods for monitoring students and field supervisors

#### *Monitoring through Field Seminar*

A foundation practicum seminar is taken concurrently while the student completes the agency based generalist level practicum. The seminar integrates theoretical constructs guided by ecological, systems, strengths and empowerment perspectives with hands-on skill application and exposure to varied professional roles, values, and ethics of the social work profession. The seminar provides a forum for students to debrief practice challenges and successes in a supportive environment and begin honing professional development skills through a peer-to-peer learning experience under the supervision of the field instructor which allows for early problem solving in field issues. In the seminar, students utilize discussion, case presentations, group exercises, role plays, case management writing, and other assignments to process their field work experience.

#### *Monitoring through evaluations and student practicum plan*

Midterm and final evaluations are designed to facilitate a discussion between the student, the Field Supervisor, and the Faculty Field Liaison on the student's progress toward identified competencies. The Practicum Plan target competencies and identified benchmark assignments both guide the evaluation of student performance. Students are also required to prepare a self-evaluation of their field practicum experience to be reviewed with their field instructor and field supervisor. Interactive discussion between the Field Supervisor and student should always precede the Field Supervisor completing the written evaluation. It is recommended by the Office of Field Education that the Field Supervisor consider the student's self-evaluation, refer back to the practicum plan and identified competencies, consider his/her direct observations of the student, consider other relevant sources of evaluative input, and then finalize his/her written comments for the student. It is also recommended that this evaluation be discussed at a face-to-face individual supervision meeting with the student.

#### *Monitoring through field liaison contacts and site visits*

The field liaison visit allows the Field Liaison to observe the student in field placement. The field liaison visit permits the Faculty Liaison to observe the student’s interactions with the field instructor, agency personnel, and clients, and assess the student’s ability to achieve the goals and objectives outlined in the student practicum plan and the agency’s ability to support those goals, the student’s ability to articulate the agency policies and reflect them in practice, the processing of any field issues or concerns and the opportunity to support the ongoing relationship between the student and their field instructor and also the department and the agency. The field liaison visits also give the Faculty Liaison an opportunity to observe the student’s work site and the agency work environment.

Monitoring through field instructor orientations and trainings

The field instructor orientations and trainings enhance field instructors’ understanding of field education and its relevance to a CSWE accredited social work program. The orientations and trainings also provide a forum for field instructors to assess their own practice and teaching style and their impact on the overall field practicum experience. Field instructors have an opportunity to discuss their challenges, their successes and how to consider various ways by which to address ongoing field practicum issues, including students learning style, personal challenges, and the realities of field education.

Monitoring by social work department workshops and professional conferences

Students are also encouraged to attend and participate in department workshops and professional conferences. In this context students have an opportunity to receive feedback from peers, faculty from various state and national institutions as well as community representatives. These opportunities provide students with additional insight into their practice skills, theoretical knowledge and future social work goals. Early feedback is an important component of a successful field placement. Therefore, it is important for Students/ Field Supervisors to communicate all concerns.

Students must be in good academic standing to advance to their advanced concentration field practicum. Similarly, students must be in good field standing to advance to advanced concentration academic courses. Failure to progress normatively in either the field education or academic portion of the MSW program may lead to disciplinary action and/or probation and dismissal.

**Table I Evaluation Tools Used to Assess Student Performance and Field Setting Effectiveness**

Field Setting Effectiveness Assessment Tools	Responsible Party			Submission Time & Method
	Student	Field Supervisor	Faculty Field Liaison	
<b>Time Log-</b> assessment of frequency of supervision, direct practice, indirect practice, and professional development activities	X	X		Entered by student daily and approved weekly by Field Supervisor via LiveText FEM during weekly supervision meetings.
<b>Mid-Term Performance Evaluation-</b> <i>assesses student</i>		X		Completed electronically within LiveText FEM each semester at mid-term (Due

<i>competency</i>				dates published in LiveText)
<b>Final Performance Evaluation-</b> <i>assess student competency</i>		X		Completed electronically within LiveText FEM at the end of each semester (Due dates publishes in LiveText)
<b>Student Assessment of Field Agency-</b> <i>global assessment of field experience as it relates to field supervisor, agency, and field program</i>	X			Completed electronically within LiveText FEM at the end of each semester (Due dates published in llveText)
<b>Faculty Field Liaison Evaluation of Agency (Site Visit Form)-</b> <i>Global assessment of physical space, quality of supervision, and diversity of learning opportunities that align with core competencies</i>			X	Completed electronically within LiveText FEM at least once during the field experience
<b>Field Supervisor Evaluation of Field Education Program-</b> <i>Global assessment of responsiveness and effectiveness of Field Education Program.</i>		X		Completed electronically within LiveText FEM at the end of Spring semester

### **Assessment of Student Learning**

Student learning objectives for each semester are first established through the development of the Practicum Plan. This document identifies specific activities and individualized objectives that follow the nine general categories of the core competencies. Like the Practicum Plan, midterm and final performance evaluation forms follow the format of the core competencies, thereby linking objectives with performance measures and assuring continuity throughout a placement. The MSWK 6689 and MSWK 6691 (foundation year) and MSWK 6793 and MSWK 6795 (specialized practice) field seminar courses assess multiple dimension of each competency to measure holistic competence by allowing students to more freely take risks and test their interactions with both the client system and their field supervisors. Along with meeting the minimum 200-hour requirement (for generalist level students) and 250 hours requirements for (specialized practice students) each semester, attendance and participation in the mandatory weekly field seminar course and completion of all field-related assignments are required for successful course completion.

Evaluations are based on mastery of competencies relative to the student’s educational status (generalist versus specialized) and comprise both objective (ratings) and subjective (comments) components. As such, evaluations reflect performance and achievement of competencies only at the level of a student’s academic level, not that of their potential for future practice (e.g., for a first-semester MSW student vs. a second-semester MSW concentration-year student). The field supervisors complete the midterm and final evaluations for each semester using the LiveText Field Experience Module (FEM) platform. The built in analytics of the web-based platform allow us to arrive at outcomes-

based data quickly, measure, and report on student learning outcomes. This student achievement data is then used to improve student learning and overall program quality

The Field Supervisor’s evaluation of the student is incorporated in to the student’s final grade for field practicum and field seminar courses.

The faculty field liaison, in consultation with the field instructor, will assign the grade. In addition, students must earn a grade of C or higher in the associated practice methods course to pass the course and advance to the next course in the sequence (or to graduation).

In addition to the aforementioned processes and procedures for assessing student learning, students are also encouraged to attend and participate in department workshops and professional conferences. In this context students have an opportunity to receive feedback from peers, faculty from various state and national institutions as well as community representatives. These opportunities provide students with additional insight and self-assessment into their practice skills, theoretical knowledge and future social work goals.

**Table II Field Based Assignments for Generalist Level Students**

<b>Assignment</b>	<b>Alignment with CSWE Core Competencies</b>
<b>Practicum Plan</b>	<b>Competency 1–Demonstrate Ethical and Professional Behavior</b> <b>Competency 2 –Engage Diversity and Difference in Practice</b> <b>Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</b> <b>Competency 4 –Engage In Practice-informed Research and Research-informed Practice</b> <b>Competency 5 –Engage in Policy Practice</b> <b>Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities</b> <b>Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities</b> <b>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</b> <b>Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
<b>Intern Job Description</b>	<b>Competency 1–Demonstrate Ethical and Professional Behavior</b>
<b>Process Recording</b>	<b>Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities</b>
<b>Assessment</b>	<b>Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities</b> <b>Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities</b>
<b>Treatment Plan</b>	<b>Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities</b>

	<b>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
<b>Genogram</b>	<b>Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities</b> <b>Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities</b>
<b>Electronic Portfolio</b>	<b>Competency 1–Demonstrate Ethical and Professional Behavior</b> <b>Competency 2 –Engage Diversity and Difference in Practice</b> <b>Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</b> <b>Competency 4 –Engage In Practice-informed Research and Research-informed Practice</b> <b>Competency 5 –Engage in Policy Practice</b> <b>Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities</b> <b>Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities</b> <b>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</b> <b>Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>

**Table III. Field Based Assignments for Specialized Practice Level Students**

<b>Assignment</b>	<b>Alignment with CSWE Core Competencies</b>
<b>Practicum Plan</b>	<p><b>Competency 1–Demonstrate Ethical and Professional Behavior</b></p> <p><b>Competency 2 –Engage Diversity and Difference in Practice</b></p> <p><b>Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p><b>Competency 4 –Engage In Practice-informed Research and Research-informed Practice</b></p> <p><b>Competency 5 –Engage in Policy Practice</b></p> <p><b>Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>
<b>Intern Job Description</b>	<p><b>Competency 1–Demonstrate Ethical and Professional Behavior</b></p>
<b>Sample Client Chart</b>	<p><b>Competency 1–Demonstrate Ethical and Professional Behavior</b></p> <p><b>Competency 2 –Engage Diversity and Difference in Practice</b></p> <p><b>Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p><b>Competency 4 –Engage In Practice-informed Research and Research-informed Practice</b></p>
<b>Recorded Case Presentation</b>	<p><b>Competency 1–Demonstrate Ethical and Professional Behavior</b></p> <p><b>Competency 2 –Engage Diversity and Difference in Practice</b></p> <p><b>Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p><b>Competency 4 –Engage In Practice-informed Research and Research-informed Practice</b></p> <p><b>Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>
<b>Exercising Practice Effectiveness- Single Subject Research Program Evaluation</b>	<p><b>Competency 1–Demonstrate Ethical and Professional Behavior</b></p> <p><b>Competency 2 –Engage Diversity and Difference in Practice</b></p> <p><b>Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p><b>Competency 4 –Engage In Practice-informed Research and Research-informed Practice</b></p> <p><b>Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>



<b>Digital Story</b>	<p><b>Competency 1–Demonstrate Ethical and Professional Behavior</b></p> <p><b>Competency 2 –Engage Diversity and Difference in Practice</b></p> <p><b>Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p><b>Competency 4 –Engage In Practice-informed Research and Research-informed Practice</b></p> <p><b>Competency 5 –Engage in Policy Practice</b></p> <p><b>Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>
<b>Electronic Portfolio</b>	<p><b>Competency 1–Demonstrate Ethical and Professional Behavior</b></p> <p><b>Competency 2 –Engage Diversity and Difference in Practice</b></p> <p><b>Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p><b>Competency 4 –Engage In Practice-informed Research and Research-informed Practice</b></p> <p><b>Competency 5 –Engage in Policy Practice</b></p> <p><b>Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>

## **Onboarding/In Processing Requirements for Field Students**

### Professional Liability Insurance

Savannah State University-Department of Social Work requires field students to purchase and show proof of their student liability insurance policy (with a 1 million/3 million aggregate) prior to commencing field placement. Students will not be allowed to begin field placements (even if they have been confirmed) until they have submitted proof of liability insurance. In the rare occasion that a student “slips through the crack” and commences their field practicum without providing proof of liability insurance, the Office of Field Education reserves the right to suspend the student from field until proof of liability insurance is provided. Field Supervisors and agencies may obtain proof of student coverage by contacting the Office of Field Education (Proof of coverage should also be uploaded in Live Text FEM). Students are responsible for renewing liability insurance annually and must maintain proof of active coverage while enrolled in field practicum.

### Criminal Background Checks, Health Screenings, and Related Disclosures

Some practicum agencies may require screenings, certification, and verification or vaccinations from students prior to beginning practicum. Such circumstances may include, but are not limited to the following: criminal background checks, drug screening for illicit drugs, vaccinations, HIPAA training/certification, and/or verification of health status. Each student is expected to discuss expenses that may be incurred in fulfillment of completing a field practicum with the agency. The field supervisor should communicate directly with the student about these requirements, associated costs, and compliance with organizational standards and policies during the pre-placement interview and again once the placement has been confirmed. Where not facilitated by the organization, Students are individually responsible for paying the associated costs necessary for obtaining the required background checks, screenings, and required trainings/certifications.

Students are required to disclose any criminal convictions or other background circumstances that might compromise their ability to be insured, accepted for placement, or eventually employed and/or licensed as a social worker. Disclosure does not automatically disqualify the student from field placement. If, however, an appropriate field placement cannot be arranged for a student because of the recent nature and/or severity criminal history, the student may not be able to continue in the program. Failure to disclose relevant circumstances at the time of admission or subsequently can lead to students being dismissed.

In the instance that the student does have a criminal history, however remote, we do require that disclosure occur to the field placement site. Typically, we ask the student disclose at the time of their placement interview.

### Automobile Insurance

The University does not provide automobile liability coverage to students. The transporting of clients in student's personal vehicles is not allowed.

### NASW Membership

The Department of Social Work recommends that social work students maintain active membership to NASW. Membership at the national level includes student's membership at the state level.

### **Attendance Policies and Time Requirements for Field Students**

We recognize that the concurrent schedule may be very demanding, as students attempt to manage field hours/assignments, other course work and personal responsibilities, however ***field practicum and field seminar are both courses***, and as such students are required to attend each course and complete course requirements. Unless otherwise arranged, generalist level field students are expected to be at internship for two, eight-hour business days, not including lunch or other break periods. Advanced Concentration students are expected to be at internship for two, eight hour business days and one, four hour day. All field students are required to work a minimum of four business hours on any scheduled internship day. Students may commence their field placement no more than one week prior to the start of the semester in which they are registered and may not conclude their placement more than two weeks prior to the last day of classes for the semester they are registered in.

Students may only receive credit for actual clock hours worked and for approved meetings, conferences, and professional development activities. Students DO NOT receive credit for University or agency holidays. If the agency is closed in observance of a holiday, inclement weather, or emergency on a day the student is scheduled to be in field, the student is expected to make-up the missed hours. Field supervisors are to be informed of all absences in advanced. Missed field hours must be made up to the satisfaction of the field supervisors and Director of Field Education. Planned and or extended absences must be approved (in writing) in advance by the field supervisor or designated representative. Examples of planned absences would be anticipated hospitalization, maternity leave, vacations, etc. Failure to satisfactorily complete required field hours may negatively affect students' field course grade and grades in other courses that require field -based assignments. Clinical concentration students carrying a caseload may be required to continue in field during the period between semesters either on their normal schedule or at reduced hours. This policy fosters continuity of services for clients. Clinical concentration students planning to be away from placement during this period are REQUIRED to make alternative arrangements mutually agreed upon with the field supervisor in writing at least two weeks in advance. Unexpected absences should be communicated as early as possible. Upon return to the field placement, students are expected to discuss a plan for making up missed hours with their field supervisor. This plan should be documented in writing to minimize issues with miscommunication and misunderstanding. All field students are

required to document field hours in LiveText FEM. Field Supervisors are expected to verify and approve students' logged hours on a regular basis (we recommend this be done during weekly supervision).

The Department of Social Work deliberately schedules academic and field days separately to avoid conflicts. Students are generally not allowed to miss academic classes because of field placement obligations. Students are allowed to petition for an alternate field schedule as long as does not affect their ability to enroll in or attend regularly required and desired courses and is approved by their field agency and course instructor as part of the Practicum Plan. Schedule adjustments are only approved on a semester-by-semester basis as academic schedules do change each semester.

The Field Supervisor should immediately discuss any significant problems with regard to attendance or punctuality with the student directly and notify the student's Faculty Field Liaison. Regular attendance and punctuality are expected and required for students to maintain their field placement. A pattern of excessive absence or lateness will affect eligibility for field education and/or ability to complete the field placement.

Even if students experience unexpected health or life events, we cannot exempt them from the total time requirements needed in field education to be eligible for degree conferral. We will, however, work with them to identify a range of possible strategies to enable degree completion in light of their personal circumstance.

### **Absence Notification Policy and Coverage**

If a student must be absent from placement due to illness or some other emergency reason, the student must call the agency to make sure that his/her duties are covered before his or her scheduled shift begins. ***Email communication or communication after the beginning of the shift is not considered sufficient.*** Compelling reasons do not include social conflicts, the student's failure to plan to complete one's routine academic work appropriately, or other work or personal obligations that are not related to illness or emergency.

Students who observe religious holidays or practices that conflict with their field placement schedule are encouraged to identify those dates and/or times at the beginning of placement and to discuss proactively with their Field Supervisor.

Student commitment to field education generally supersedes other obligations they may hold including graduate assistantships, fellowship programs, and employment. Students with approved disability accommodations, enrolled in concurrent or dual degree programs, with significant parenting or caregiving responsibilities, or unusual personal circumstances may, however, request and be formally approved for schedule modifications.

During designated break periods (usually two weeks from mid-December to early January and a week in early March), students are expected to arrange for continuity of coverage for their cases and administrative projects. They are not, however, generally expected to be present or

to respond to clients or collaborators. Students are also not responsible for clients or administrative projects at days and times when they are not scheduled to be in field placement. Appropriate coverage must be provided or arranged by the Field Supervisor or another identified agency staff member.

### **Modified Start and End Dates**

Agencies may request that students be available prior to the beginning of or after the ending of the academic year when this is necessary for purposes of effective orientation completion of field related onboarding requirements (background checks, drug screenings, orientation, trainings, etc). Students may log a maximum of 40 hours for completing onboarding requirements.

Field placements (fall and spring) end on the last day of the semester. Students are expected to complete and log field hours on or before this date (refer to the academic calendar for specific dates). Graduating students must complete and log field hours prior to the date that final grades for graduating students are due (refer to the academic calendar). **Students who need or desire to remain in their placement beyond the last day of the semester must enter into volunteer status. Please note, the student and agency are not subject to university evaluation, protection, or benefits during volunteer status.**

### **Ongoing Professional Development and Training**

Students are given 10 field hours for non-mandated departmental conference/workshop participation each academic semesters. Participation to non-mandated conferences/workshops must be negotiated with the student's respective Field Supervisor in advance. Students who present at conferences, as representatives of Savannah State University's Department of Social Work, shall be excused from field placement providing that conference attendance days fall on a day when the student is scheduled to be in field. Students receive field credit hours for participating and presenting in conferences as approved representatives of Savannah State University. The Office of Field Education will notify the Field Supervisor in advance via written communication.

Occasionally students are required to participate in mandatory events, workshops, conferences, and professional development trainings. All mandatory trainings are outlined in the Office of Field Education Annual Calendar. In addition to the training outlined on the Office of Field Education Annual Calendar, students funded under external grants may be required to attend additional meetings sponsored by these grant programs.

### ***Confidentiality of Client and Agency Data***

NASW Code of Ethics requirements regarding confidentiality of client information extend to the use of confidential information from field placement in classes, seminars, and in student assignments. Students may not divulge client, collateral, or collegial information. Therefore, students are required to disguise all names, demographic information and any case details that might identify a client or co-worker.

- Client files and records should never be removed from the agency.
- Students should only review records of clients they are actively engaged with or are assigned to review for learning purposes.
- Students should not use agency data, even if de-identified, for classroom assignments or public consumption without the explicit permission of the agency.

### **Field Seminar and Field Practicum/Experience Grades**

Field students are required to take the concurrent field seminar and field practicum courses in the expected sequence unless they have a preapproved, modified academic plan. Students should refer to the course syllabus for each course for a detailed description of course requirements and assignment of letter grades for each course. Students receive a letter grade (A, B, C, D, F) at mid-term and at the end of each semester for both field seminar and field practicum.

Students must be in good academic standing to advance to their advanced concentration field practicum. Similarly, students must be in good field standing to advance to advanced concentration academic courses. Failure to progress normatively in either the field education or academic portion of the MSW program may lead to disciplinary action and/or probation and dismissal.

### ***Unsatisfactory Grades in Field***

If the student and Field Supervisor are effectively engaged, a student will be aware of deficiencies in his/her performance well before formal evaluation times. As soon as the Field Supervisor identifies unacceptable or marginal performance, the Faculty Field Liaison should be contacted. Often, a conference with the Field Supervisor and the student will be arranged to discuss the reason for the unsatisfactory performance and potential corrective actions. Several outcomes are possible:

1. The student may continue in the placement if this is acceptable to the student, the Field Supervisor, and the Faculty Field Liaison. Identified deficits in the student's performance will be documented in a Performance Improvement Plan (PIP) that outlines behavioral expectation and is added as an addendum to the student's Practicum Plan;

2. The student's placement may be terminated and the student may be placed in a new setting. The new placement may not begin until the following semester depending upon the timing of the termination and the circumstances;
3. The student may be allowed to request an incomplete, withdraw from the course, or withdraw from the social work program if illness or conditions outside of the student's control are a significant factor in the student's performance;
4. If the student's evaluation reflects unsuitability for the degree and or profession and/or an inability to deliver social services in a safe, competent and ethical manner, the Director of Field Education may request a Performance Review and if unable to resolve the concerns by the following term, may be subject to dismissal;
5. If the student's evaluation indicates there is a level of unprofessional conduct where others may be inadvertently or intentionally harmed, the Director of Field Education may request immediate dismissal;
6. When an unsatisfactory grade is assigned by the Field Instructor for either the Fall and/or the Spring semester, the student will receive no credit for the field practicum undertaken, and another field placement must be successfully completed for the student to be eligible for degree conferral.

Practicum Improvement Plan (PIP) is designed to assist the student with improving behavior. The improvement plan is completed by the field supervisor and Faculty Field Liaison and signed by the student. The PIP must contain the following information:

- Narrative of identified concern/behavior
- Description of previous attempts to address the concern, including educational feedback, increased supervision, changes in the Student Practicum Plan, or other interventions
- Plan for resolution, including specified deadlines, clearly stated objectives for all involved parties (i.e., student, field instructor, task supervisor, etc.) and their subsequent responsibilities, and what measures of success will be utilized to determine if the improvement plan is successful

### **Incomplete Grades in Field**

A grade of Incomplete may only be entered if the following conditions are met:

1. The student is in "good standing," i.e., has been satisfactorily performing assigned field tasks.
2. The student experiences events beyond her/his control which prevent completion of required field practicum by the date grades are due, i.e., illness, accident, family emergencies, and unavoidable late start to placement.
3. The student has completed the majority of the total required field days for the semester and/or appears able to complete the remaining days in the immediately foreseeable future.

Extending hours beyond the typical workday, working on weekends, attending pre-approved professional development activities, and completing alternative assignments may be used to satisfy requirements to remove the Incomplete. Extension of field practicum beyond the end of the spring semester will necessitate that the student amend their plan of study.

### ***Field Related Conflicts, Concerns, and Problems***

On occasion, issues arise in field placements that create learning problems for the student and/or teaching problems for the Field Supervisor. These may be due to incompatibility of teaching and learning styles, personality conflict, communication breakdown, incompatible expectations, or difficult transference/counter transference issues among other factors. Experience has shown that the sooner issues are identified and addressed, the more likely it is that the placement will continue successfully. Conversely, if problems are ignored or discussion of them is delayed, the problems are further exacerbated and the probability of successful resolution is decreased.

In many cases, students and Field Supervisors are able to discuss and resolve these issues as part of the educational supervisory process. However, if problems interfere with the progress of the student/Field Supervisor relationship and/or the student's performance, it is essential that the Faculty Field Liaison be contacted immediately

### ***Conflicts with Peers***

On occasions, students may also experience severe conflicts with peers who are also placed at the same placement and/or are enrolled in the same field seminar. When this is the case, the affected students should make every effort to address the conflicts directly, to demonstrate listening, to express perspectives in a non-blaming manner, and to see if differences can be understood, accepted, and/or resolved. In most cases, students will not be allowed to transfer to another field seminar section or change placements due to interpersonal conflicts.

If good faith informal attempts at resolution have not been successful, the affected students may involve their assigned Faculty Field Liaison. The Faculty Field Liaison will help to assess the situation, provide mediation, if appropriate, and provide guidance and recommendations to the affected students. Students are expected to form and maintain working and professional relationships with one another as colleagues.

### ***Emotionally Distressed Students in Field Placements***

On occasion, a student may manifest signs of distress while in field practicum due to personal, health, and/or mental health problems either they or their family is experiencing. Any indication that a student may have difficulty in safely and effectively practicing social work in a field setting will be directly addressed and further assessed. These issues may be detected by agency personnel and /or by Field Faculty, by other students or colleagues, or by the student him- or herself. Our objective in addressing such situations is to preserve student choices and confidentiality to the greatest extent possible, to offer the student referral to help, to make accommodations in the field where appropriate and possible, and also to assure that agency clients and services are not adversely affected by student distress. If the



student indicates that the noted behavioral issues arise from an underlying disability, the Field Consultant will refer the student to the Disability Resource Center (DRC) for evaluation

Depending upon the student's circumstance and the degree to which she or he appears able to meet the eligibility requirements for field placement described in an earlier section, arrangements may be made such as taking a temporary leave from field placement, requesting a reduction of hours or restriction of duties temporarily, continuing on with more applied supports, and/or other arrangements that balance protecting the student's health, his/her education, and his/her duties to the clients and agency.

Students experiencing prolonged distress for any reason may remain ineligible for field placement and may be encouraged to consider withdrawing from the program and reapplying at a later time. The student's personal and family health must be his or her priority and practicing social work when this is not the case can lead to adverse client or agency outcomes.

### **Early Termination from Field Placement**

Although every effort is made to ensure a successful field education experience, early termination of a field placement is sometimes necessary due to compelling circumstances. These may include a serious and irresolvable conflict between the student and the agency Field Supervisor, serious breaches of ethical conduct on the part of the student and/or field agency, unsatisfactory performance by the student, the loss of a qualified Field Supervisor, closure or reorganization of the agency, and/or the student's withdrawal from field education for personal or medical reasons. Short of these circumstances, termination of the placement should be considered as the option of last resort and only after every attempt has been made to complete the placement.

Students have the right to request that the practicum be terminated through the completion and submission of the Petition to Terminate Practicum Form which must be signed by the student, field supervisor, and Director of Field Education. This form initiates a review of the practicum situation but does not automatically end a practicum experience until approval from the Office of Field Education is received. If the approval for termination is granted, the student may receive a grade for hours completed, if they are equal to at least one credit (120 work hours). In some situations, students who are reluctant to continue in their field placement may be instructed to give the opportunity more time. Students who refuse to make consistent, good faith efforts to resolve professional concerns or conflicts may be subject to academic consequences. Students are expected to maintain their composure and professionalism even if they have strong feelings about their situation.

### **Exceptions to Policy**

There are sometimes situations and circumstances for which existing policy does not offer explicit or useful guidance. In these situations, all relevant policies will be reviewed, prior precedents will be considered, and consultation will often occur among Field Faculty and staff regarding relevant codes of conduct, so as to arrive at and communicate a principled decision.

### **Ethical Standards and Obligations**

In all its activities the Department of Social Work is committed to upholding the ethical standards required of social workers in their relationships with clients, colleagues, co-workers, and members of the public. Students are expected to engage in ethical conduct and decision-making in accordance with the values, ethics and standards established for the profession of social work, as formalized in the *NASW Code of Ethics*. Violation of ethical standards may result in disciplinary action.

## **UNIVERSITY POLICIES**

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;

- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#). Or you may contact us at the following address:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202-8520

### **EQUAL ACCESS POLICY**

Savannah State University subscribes to a policy of providing equal access for disabled students to all academic programs and support services. The University is committed to barrier-free environments which are designed to enhance learning opportunities. The University has a wide array of support services, which help to make the University experience challenging and rewarding. The faculty and staff are easily accessible to all students.

These policies are mandated in *The Rehabilitation Act of 1973* and the *Americans with Disabilities Act (ADA)* and guarantee persons protection from discrimination based on disability. Course standards are not lowered to accommodate needs, but rather alternative methods of learning and expressing knowledge will be provided.

Students who require academic adjustments in the classroom due to a disability must first register with Savannah State University's Disability Services. Following registration and within the first two weeks of class students must contact the instructor to discuss appropriate academic accommodations. Appropriate arrangements can be made to ensure that students have equal access to their courses. If accommodations are needed, we will ask students to undergo a formal evaluation with Disability Resource Center and to have an updated letter of accommodation on file. Students are expected to contact the Disability Resource Center at **King-Frazier Complex, Rm. 233; CONTACT # 912-358-3115**

### **SEXUAL HARRASSEMENT**

It is the policy of Savannah State University that all employees and students are able to work in an environment free from all forms of discrimination, including sexual harassment. Sexual Harassment

refers to behavior, either direct or indirect, which is not welcomed, which is personally offensive, which debilitates moral, and which therefore interferes with the University's mission and its effectiveness. Sexual harassment includes behavior that may not be considered overtly sexual. Sexual harassment includes Federal law prohibits sexual harassment under Title VII of the 1964 Civil Rights Act. The existing Board of Regents' policy states "that it shall be unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. "Sexual harassment, whether by peers, by persons in authority, or by students or faculty, violates federal law and Board policy. It is the intent of these policies to include sexual harassment by peers.

- a. faculty –faculty
- b. staff – staff
- c. student – student

and sexual harassment by persons in authority:

- a. faculty – student
- b. graduate student – undergraduate student
- c. supervisor – subordinate

Sexual harassment of faculty by students is covered by these policies if it interferes with the faculty member's work or creates an intimidating, hostile or offensive working environment. Consenting sexual relationships between faculty and students, or between supervisors and subordinates, are actively discouraged and may be deemed sexual harassment.

According to the Equal Employment Opportunity Commission (2009) guidelines, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- a. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or
- b. Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting an individual; or
- c. Such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive working or academic environment.

#### **Examples of Sexually Harassing Behavior**

- Physical Assault.
  - Demands for sexual favors.

- Indecent exposure.
- Indecent gestures or the display of sexually suggestive pictures or other objects.
- Touching, patting, embracing, caressing, or brushing against a person's body.
- Verbal assault, including direct sexual references, lewd jokes or innuendos, and remarks of sexual nature about a person's body or clothing.
- Allusions to or inquiries about a person's private sex life.
- Repeated unwelcome gifts, cards, request for dates.
- Singling someone out or "putting someone down" on the basis of that person's gender.

### **Consensual Relationships**

All employees and students of Savannah State University should realize that sexual harassment most frequently occurs when one person has some power or authority over another. The relationship between a faculty member and a student should be considered one of professional and client in which sexual liaisons, even consenting liaisons, are inappropriate because they threaten the intellectual dependence and trust that underscore the teacher/student bond. Likewise, the relationship between a supervisor and subordinate must be a professional one free from sexual involvement.

Although the policy of Savannah State University does not expressly forbid consenting sexual relationships, such relationships are strongly discouraged and all personnel are cautioned that persons entering into such relationships do place themselves in danger of subsequent charges of sexual harassment which would be most difficult to dispute. For example, one of the parties might later claim that the relationship was not consensual. One or the other parties might later claim that the relationship created a hostile working environment. Other students or employees might charge that they are being discriminated against because of the "special" relationship that the instructor or supervisor may enjoy with a student or an employee. Finally, at least one Federal court has found that there exists an "affirmative duty of disclosure" of previous relationships should subsequent personnel action be taken against an employee who had been a partner in a consensual relationship. In light of the above, Savannah State University strongly discourages consenting sexual relationships between faculty and students and supervisors and subordinates and insists that supervisors or faculty who engage in such relationships must

## **Procedures**

Savannah State University guarantees the right of all students, faculty and staff to lodge complaints without fear of retaliation. The University, to the extent possible, will also protect the rights of the accused. In the event that allegations are not substantiated, all reasonable steps will be taken to restore the reputations of the accused if it was damaged by the proceeding. A complainant found to have been intentionally dishonest in making the allegations or to have made them maliciously is subject to disciplinary action. A person wishing to bring charges under the policy set forth above has two options: an informal complaint or a formal complaint remove themselves from any decision-making activities regarding their consenting partner.

### **Informal Complaint Procedures**

- Unit Heads
- Director, Student Development
- Vice President for Students Affairs
- Vice President for Academic Affairs
- Vice President for Fiscal Affairs
- The Equity and Diversity Officer

The person to whom the charge is brought is required to keep the charge in strictest confidence and to handle the complaint expeditiously. This person should inform the complainant of the option to handle the charge formally or informally. In addition, the complainant will be asked to sign a form acknowledging the choice of either the informal or formal option. This form will clearly explain the rights of the accused as stated above. If the complainant wishes to pursue an informal resolution of the problem, the accused will not be informed of the name of the complainant without the complainant's consent. The person to whom the complaint is brought may (1) help to resolve the complaint informally, or (2) may advise the complainant to draft a formal complaint and outline the necessary steps in the process.

See website below for complete Procedures

<https://www.savannahstate.edu/faculty-staff/human-resources/docs/SexualHarassmentPolicyRevised.pdf>

### **Title IX: Compliance:**

Sexual Harassment, Discrimination, and Assault Policy

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding.

Title IX states: *"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."*

Title IX prohibits sex discrimination in any university program including, but not limited to health services, counseling, psychological services, athletics, admissions, academic programs, extracurricular activities, employment, financial aid, housing, and student services. Title IX prohibits discrimination by and against both males and females, by students, faculty and staff, and visitors.

The policy of Savannah State University is to implement affirmative action and equal opportunity for all employees, students and applicants for employment or admission without regard to race, color, religion, national origin, gender, gender identity, sexual orientation, age, veteran status, and physical or mental disability.

Which behaviors are considered "discrimination based on sex" in violation of Title IX?

"Discrimination based on sex" contains a broad category of activities that prevent or limit the victim from participating in or benefiting from an education program or activity.

Examples of sex-based discrimination, include, but are not limited to:

- Unequal admission, participation, or employment opportunities in education programs and activities based on a person's sex
- Unequal opportunities to participate intercollegiate athletics or to receive athletics-based financial assistance based on a person's sex.

### **Sexual Harassment**

"Discrimination based on sex" also includes sexual harassment. This is unwelcomed sexual conduct, intimidation, or coercion that is severe and pervasive, and that prevents or limits the victim from participating in or benefiting from an education program or activity. Harassers and victims may be either male or female, and may be students, faculty, or staff.

Examples of sexual harassment include, but are not limited to:

- Criminal sexual conduct, such as rape and sexual assault
- Requesting or pressuring an individual for sexual favors
- Discussing sexual activities
- Sexual conduct of any nature, which is not freely and mutually agreeable to both parties
- Sexual remarks about one's clothing, body or sexual activities
- Sexual jokes, innuendo, texts, teasing and/or remarks
- Verbal harassment or abuse

- Stalking
- Indecent exposure
- Unnecessary touching, patting, cornering, fondling, hugging, against a person's body

### **CONSENSUAL RELATIONSHIPS**

The existence of such as consensual relationship must be immediately disclosed to your supervisor. Consensual romantic or sexual relationships between supervisor and employee or between faculty and students are strongly discouraged. No person involved in a consensual relationship should have direct responsibility for evaluating the employment or academic performance or for making decisions regarding the promotion, tenure, or compensation of the other party to the relationship. The existence of such a consensual relationship must be immediately disclosed to your supervisor.

### **Retaliation is Prohibited**

It is unlawful to retaliate against an individual for filing a complaint or for cooperating in an investigation of complaint regarding Title IX. SSU will take strong responsive action if retaliation occurs. Any person found to have retaliated against an individual reporting, filing, or cooperating in a Title IX matter is subject to SSU disciplinary procedures up to and including expulsion or termination.

### **TITLE IX COORDINATORS AT SAVANNAH STATE UNIVERSITY**

Savannah State University has designated three individuals to oversee compliance efforts under Title IX and to investigate any complaint of discrimination based on sex.

#### **Elaine Campbell- INTERIM TITLE IX COORDINATOR**

3219 College Street, Box 20601  
 Hill Hall, Room 321  
 Savannah, GA 31404  
 T: 912.358.4039 • F: 912.358.4542  
 Email: [campbele@savannahstate.edu](mailto:campbele@savannahstate.edu)

Responsible for ensuring Title IX compliance including monitoring and investigating implementation of Title IX Compliance at the University, coordination of training, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community

### **MANDATORY HEALTH INSURANCE**

The following students are required to have student health insurance that meets the minimum standards set by the University System of Georgia. Students in these categories who are not covered by a policy held by a parent, spouse, company or organization on the approved waiver list or if the policy does not meet the minimum standards must purchase the USG SHIP policy.

- All graduate students receiving a Full Tuition Waiver as part of their graduate assistantship award



- All graduate students receiving fellowships that fully fund their tuition.
- International Scholars.
- All Medical College of Georgia (MCG) students will be under the Mandatory Graduate Student Health Insurance Plan.

Students who fall into one of these categories and are already covered by an insurance policy (i.e. through parent plans, family plans or employer-sponsored plans) can easily opt out of the plan through a secure on-line process. Once the information has been verified, all charges will be waived. Students (both undergraduate and graduate) who fail to submit creditable health insurance information will automatically be enrolled in and billed for the system-wide student health insurance plan. Check with your campus for the exact deadline dates for submitting a waiver.

To obtain a waiver, students should visit the link below, “Approved Waivers and the Waiver Process.”

### **The Waiver Process**

Students in one of the mandatory groups that have comparable coverage can opt to waive out of the System-wide student health insurance plan by taking the following steps. You will need to have your insurance policy information readily available when you start the waiver process.

- Log on to [www.uhcsr.com/savannahstate](http://www.uhcsr.com/savannahstate). Find your state/school from the dropdown box and click ‘go.’ Click on the Waive link from the menu to the left and fill out the form(s) set up for your institution.
- The USG’s current provider will receive your request for a waiver and you will receive an email and a confirmation number verifying that you have successfully submitted your waiver. If you do not receive this email, resubmit your waiver request.
- Your request is then sent for verification.
- Your insurance plan will be verified that it meets the current requirements using the University System of Georgia approved minimum requirement guidelines.
- Once your request is reviewed, an email is sent either stating your plan has been approved or has been denied. If approved, the school will remove the charge from your tuition bill. If denied, the email will state the reason(s) why your plan is not approved. At this time you will be given 10 business days to appeal.

### **Appealing your Waiver**

Log into your secure student health insurance account at [www.studentinsurance.com](http://www.studentinsurance.com) [www.uhcsr.com/savannahstate](http://www.uhcsr.com/savannahstate) by finding your institution and clicking on the “Student Login” button at the top of the page.

- Select the semester for which you are appealing and click “view”.

- Click on the “Appeal Waiver” link to the right.
- Submit all information requested to assist the Appeals Committee as they review your request. (You will be emailed directly if more information is necessary.)
- The University System of Georgia Appeals Committee will review your request. Again, they will determine that your current policy meets their approved minimum requirements.
- Final decision will be emailed to you from the Office of Fiscal Affairs.

***Waiver and Appeal deadline dates are strictly enforced.***

## **Appendices**

Appendix A: MSW Generalist Level Competencies and Practice Behaviors

Appendix B: MSW Clinical Specialization (Concentration) Practice Competencies

Appendix C: MSW Social Administration Specialization (Concentration) Practice Competencies

Appendix D: MSW Generalist Level Practicum Plan

Appendix E: MSW Clinical Specialization (Concentration) Practice Practicum Plan

Appendix F: MSW Social Administration Specialization (Concentration) Practice Practicum Plan

Appendix G: MSW Generalist Level Master Rubric

Appendix H: MSW Clinical Specialization (Concentration) Practice Master Rubric

Appendix I: MSW Social Administration (Concentration) Practice Master Rubric

**Appendix A**  
**Savannah State University**  
**MSW Generalist Practice Competencies and Practice Behaviors**

**Competency 1–Demonstrate Ethical and Professional Behavior**

1. 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.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.

**Competency 2 –Engage Diversity and Difference in Practice**

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

**Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**

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

**Competency 4 –Engage In Practice-informed Research and Research-informed Practice**

1. Use practice experience and theory to inform scientific inquiry and research.
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5 –Engage in Policy Practice**

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
2. Assess how social welfare and economic policies impact the delivery of and access to social services
3. 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**

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
2. 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.
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities**

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

1. Select and use appropriate methods for evaluation of outcomes.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## **Appendix B**

### MSW Clinical Specialization (Concentration) Competencies and Practice Behaviors

#### **Competency 1–Demonstrate Ethical and Professional Behavior**

Social workers are obligated to engage in ethical and professional behaviors with clients and colleagues. Social work students will demonstrate competency in their understanding and application of the National Association of Social Workers Code of Ethics. Social work students will recognize and manage biases stemming from personal values, increase the threshold of ambiguity tolerance and engage in an ethical decision making process while maintaining a therapeutic relationship that promotes the wellbeing of diverse client populations.

5. Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' well-being.
6. Recognize and manage personal values in a way that allows professional values to guide practice.
7. Tolerate ambiguity in resolving ethical conflicts.
8. Apply ethical making decision skills when using evidence based intervention.

#### **Competency 2 –Engage Diversity and Difference in Practice**

Social work students will demonstrate cultural competency when working with disparate populations by acknowledging that systemic structures have and continue to oppress, marginalize and alienate vulnerable populations in society. Social work students will acknowledge practitioner-client differences from a strengths perspective, the power differential within the therapeutic relationship and society; specifically as it relates to race, gender and marginalized populations. Social work students will engage in research that will inform the intervention used with a specific population while using a strengths approach to improve the well-being of client populations.

5. Identify and use knowledge of relationship dynamics, including power differential specifically as it relates to race and gender.
6. Research and appropriately apply knowledge of diverse populations to enhance client well-being.
7. Identify and use practitioner/client differences from a strength perspective.

8. Recognize the extent to which a culture's systemic structures and values may oppress, marginalize, alienate, or create and/or enhance privilege and power.

### **Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**

Social work students will demonstrate competency in the advancement of human rights, social, economic and environmental justice by actively affirming that all human beings have inalienable rights that encompass redress and access to distributive, procedural, restorative and retributive justice. Active affirmation will be demonstrated through efforts of advocacy, empowerment and transformation. Social work students will recognize historical and contemporary social pollutions that affect the physical and mental health of client populations. Social work students will recognize historical and contemporary traumata experienced by vulnerable populations. Social Work students will use this knowledge to guide and shape interventions that promote mental health parity and a reduction in health disparities among marginalized populations.

4. Use knowledge of the effect of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.
5. Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.
6. Understand the forms and mechanisms of oppression and privilege as it impacts clinical practice.

### **Competency 4 –Engage In Practice-informed Research and Research-informed Practice**

Social work students will use research and practice evaluation to inform and guide the type of clinical assessments and interventions used with disparate populations. Research and practice evaluation will also examine the effectiveness of clinical practice and client outcomes. Social work students will recognize client diversity, and use evidence based interventions that are appropriate for the client population receiving services.

4. Use the evidence-based practice process in clinical assessment and intervention with clients.
5. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.
6. Research evidence based intervention and apply appropriately to clinical practice to maximize client outcomes.

### **Competency 5 –Engage in Policy Practice**

Social work students will recognize oppressive policies that maintain and perpetuate stigmatization and impede access to quality and client friendly care. Social work students will

act as participants, advocates and leaders in efforts to develop and promote policies that advance the mental health and social well-being of diverse client populations.

4. Analyze, formulate, and advocate for policies that advance mental health and social well being
5. Understand the difference between manifest and latent content of policies that are oppressive, stigmatizing and influence mental illness.
6. Identify and understand how policy impacts access and outcomes and advocate for linkages that will enhance client friendly services.

### **Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities**

Social work students will engage individuals, families, groups, organizations and communities as partners and experts on their problems. Social work students will recognize and intervene when contextual factors and interpersonal dynamics threaten rapport. Social work students will maintain cultural awareness and responsiveness to the needs and concerns of diverse client populations, and engage clients through a collaborative effort while fostering acceptance of clinical services.

1. Develop culturally responsive therapeutic relationships with individual, families, and groups that foster acceptance and engagement of clinical services.
2. Establish relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
3. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.

### **Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

The assessment of individuals, families, groups, organizations and communities require an array of culturally sensitive, assessment tools that are specific to the population receiving services. Social work students will recognize client diversity, and select appropriate assessment tools and approaches. Social work students will engage in ongoing assessment and modify intervention strategies when needed. Social work students will use the strength's approach during assessment with clients, and reinforce adaptive coping strategies that will promote a favorable fit between the client and the environment.

1. Demonstrate effective use of multidimensional culturally sensitive bio-psycho-social assessment tools to select and modify appropriate intervention strategies as needed.
2. Understand and use the Diagnostic and Statistical Manual of Mental Disorders as an assessment tool.
3. Use strengths perspective to assess group process that foster therapeutic goals.

4. Assess group member's coping strategies to reinforce and improve adaption to life situations, circumstances, and events.
5. Select and use group approaches and techniques that correspond to a diversity of group formats.
6. Select and modify appropriate intervention strategies based on continuous clinical assessment.

### **Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers recognize that intervention strategies and therapeutic models address a range of presenting concerns among diverse populations. Social work students will identify the type of intervention needed, and select the appropriate framework or perspective that fits the situation and client population. Social work students will use evidence-based approaches and techniques during intervention with clients. Social work students will engage in community based activities to promote awareness of clinical services and science-based, alternative therapies.

4. Demonstrate the use of appropriate evidence-based approaches and techniques to address a range of presenting concerns identified in the client's assessment, including crisis intervention strategies as needed.
5. Connect theoretical frameworks, perspectives, and evidence-based practice models to inform clinical intervention.
6. Organize educational events and activities that increase community and organizational awareness about the availability of clinical services including new and innovative science-based therapeutic alternatives.

### **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Evaluation is an ongoing process in Social Work practice. Social work students will identify diverse, evidence-based, evaluation methods and select the appropriate framework to examine the effectiveness of clinical services and outcomes. Social work students will use evaluation findings to shape services and practices with clients leading toward continued improvement.

3. Select and use appropriate quantitative and qualitative evaluation methods to examine the effectiveness of clinical services and outcomes.
4. Use evaluation findings for reflective practice and to guide continuous quality improvement (CQI) processes with clients and constituents.



**Savannah State University  
Department of Social Work**

**Appendix C**

**MSW Social Administration Specialization (Concentration) Competencies and  
Practice Behaviors**

**Competency 1–Demonstrate Ethical and Professional Behavior**

Social workers are required to engage in professional and ethical behaviors with the clients they serve, with their colleagues, as well as in the work/practice context. Social work students will demonstrate competency in their understanding and application of the National Association of Social Work Code of Ethics. Social work students will be cognizant of, check, and manage their own biases in regard to personal beliefs and values and tolerate ambiguity in resolving ethical conflicts. Social work will complete exercise that reveals their personal biases, and personality style strengths and weakness and how to channel that positively in meeting the needs of clients and working productively with colleagues. Students will adhere to high standard of professional and ethical decision making, actions, practices, processes, procedures, and policymaking. Social workers will explore and understand the critical importance of ethical practice and how managers are held accountable to ensuring that ethics guides their managerial practice and leadership.

1. Recognize and manage personal biases as they affect the design, implementation, and evaluation of policies, programs, and collaborative services.
2. Tolerate ambiguity in resolving ethical conflicts.
3. Recognize and manage personal values in a way that allows professional values to guide practice.
4. Apply ethical decision making skills when designing, implementing and evaluating policies, programs and services.

**Competency 2 –Engage Diversity and Difference in Practice**

Social work students will practice and promote cultural competencies in their interactions, practices, and provisions of services to clients from culturally and ethnically different population. They will recognize that institutional structures have and continues to subjugate, marginalize, oppress, disenfranchise, and alienate vulnerable and underrepresented populations in society. Social workers will understand that systematic asymmetric power, privilege, and positionality relationships exists that disempower marginalized populations on the bases of race, gender, sex, ethnicity, among others and must endeavor to engage and provide services to clients from a strength perspective. Social work students will understand the need for managerial leadership to use their power fairly and justly internally (in the context of the organization) and externally (outside the organization in service to clients). Students will explore and understand and learn from how an organization integrates cultural competences in their organizational culture, practices, procedures, policies, and service delivery

that is respectful and inclusive of diverse employees and the task environment (clients and other stakeholders) in the community.

1. Research and apply knowledge appropriately to diverse client populations
2. Design and implement policies, programs, and services that are accessible and acceptable to diverse clients and constituents.
3. Design human resources systems that are capable of attracting and retaining diverse employees for the organization and inclusive of community residents.
4. Recognize the extent to which systemic structures, values may oppress, marginalize, alienate, or create and/or enhance privilege and power.

### **Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**

Social work students will demonstrate competency in the championing of human rights, social, economic, political and environmental justice by ensuring that human rights is protected at all times irrespective of social-economic status, race, gender, sect, ethnicity, religious affiliation, or nationality. Social workers will advance human rights by actively engaging in advocacy, social empowerment, and social activism. Social work students will explore and understand the importance of human rights, social-economic and environmental justice and their integration in organizational systems, strategies, policies and practices. Students will also understand what policies, programs, provisions, and practices are available to promote and safeguard the rights of workers and clients.

1. Identify and remediate institutional practices, policies, and procedures that are discriminatory.
2. Design policies, programs, and services that protect and support the most vulnerable clients and constituents.
3. Empower clients and constituents to be effective advocates to advance their own social justice and human rights.

### **Competency 4 –Engage In Practice-informed Research and Research-informed Practice**

Social workers will read, analyze, and draw upon the valuable knowledge, expertise, and scholarly informed research to enable them to critically think, process, review and write, evaluate, as well as guide practice and research on social administration and managerial leadership issues in human service organizations. Social work students explore and learn from interdisciplinary research and practice. Social work students will use evidence-based research to inform and guide their scholarly research, analysis, and assessment of the management, leadership, and administration of human service organizations as well as managerial styles. Social work students will understand the valuable interplay and critical relationship between research and practice in terms of how research informs practice and how practice informs research.

1. Research evidence-based policies and programs and appropriately incorporate into existing organizational and community services.
2. Use qualitative and quantitative methods to evaluate process and impact outcomes.
3. Use continuous quality improvement monitoring and evaluation data to identify and address gaps in research.

### **Competency 5 –Engage in Policy Practice**

Social work students will explore the importance of policies in organizational context and how policies can shape and guide the directions that an organization moves in the delivery of services to clients either negatively or positively. Students will understand that oppressive policies, missions, and goals, can maintain and promote the negative view, stigmatization, and treatment of underrepresented clients that can consequently impact and/or impede the quality of services delivered to these population. Social work students will learn how to recognize productive policies that promote and produce positive quality service and those that impede quality service; and will be empowered to advocate for policies that advance the social and economic needs, justice, and wellbeing of diverse and underrepresented client populations.

1. Analyze formulate and advocate for policies that advance social, economic, and environmental justice and well-being for client systems.
2. Collaborate and partner with other disciplines, organizations, and communities to help create and implement culturally progressive and responsive social policy.
3. Create and assess proposed and enacted policies/legislation to ascertain their intended and unintended impact on clients and constituents.

### **Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities**

Social work students will engage and collaborate with individuals, families, groups, organizations and communities as valuable partners and as informed specialist on their respective social context and problems. Social work students will understand the cultural and contextual factors and dynamics of these systems, key players and stakeholders, and engage with them respectfully and professionally while assisting them in identifying, assessing, planning, and implementing programs and services, as well as in evaluating service outcomes. Among other activities, social work students will interact with managers, their organizations, the community in which they operate and the clients and families they serve to understand their needs and the services provided/they receive, and where possible provide assistance/intervention or make recommendations for needed services or improvement of services or programs.

1. Identify key stakeholders and identify diverse methods for involving them.
2. Demonstrate democratic and authoritative leadership skills that promote the development of shared vision, mission, and values to engage organizational and community stakeholders.
3. Demonstrate insight into one’s own leadership style and implication for social work practice.

### **Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

Social work students will understand the importance, complexity, and dynamics of the assessments of individuals, families, groups, organizations, and communities and the need to use a culturally sensitive and professionally appropriate assessment tools and approaches for that particular client population or system. Social work students will learn and acquire the fundamental knowledge, skills, and tools that can help them to embark upon continuous assessment and modification of intervention strategies as needed at the micro and macro levels. Social work students will use the strength perspective approach

in the assessment of their clients and their systems, and identify and solidify their adaptational and problem solving strategies and techniques to disruptive events in their social environment.

1. Critically analyze the etiology and impacts of organizational and community level issues and problems on clients and constituents.
2. Conduct organizational and community needs assessment to identify gaps between needs, resources, and services.
3. Critically assess the cost and impacts of policies, programs, and services for their effective implementation.
4. Draw upon multiple sources of knowledge to make informed judgements and decisions that improve and enhance the well-being of clients and constituents.
5. Select and use group approaches and techniques that correspond to a diversity of group formats.

### **Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is important and effective intervention is paramount to achieving success at all system levels. Social work students will identify the type of intervention that is best for a client or system, and choose the appropriate intervention model or approach that is commensurate for the situation, system, context, and/or client population. Social work students will use evidenced-based approaches and strategies in the course of providing intervention for clients. Social work students will have an ongoing relationship, engagement, and activities with the community and its leaders and/or stakeholders to build and facilitate rapport and positive relationship, while augmenting public education and awareness of systemic issues so they can have a handle on them before they become social problems.

1. Apply organizational and community frameworks, perspectives, and practice models to lead actions that align with organizational goals, values, and mission.
2. Lead communities and organizations in identifying, implementing, appropriate evidence-based policies, programs, and services.
3. Empower clients and constituents to sustain the quality and benefits of interventions over time and to initiate similar interventions that may be required.

### **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers value evaluation and recognize its essentiality as a continuous process. Social work students will identify diverse, evidenced-based, evaluation methods and choose the appropriate and most suitable model or framework to examine the effectiveness of social administration practice and leadership in human service organizations. Social work students will use the findings or results of evaluations to shape, design, implement and deliver the most effective services and programs for clients.

1. Develop, utilize, and evaluate the tools and measures necessary to track assess, and evaluate interventions for continuous quality improvement.
2. Exercise leadership in shaping organizational and community culture to focus on valuing evaluation data for continuous quality improvement and sustainability.

## Appendix D

### Generalist Level Practicum Plan Learning Contract

#### Practicum Plan Face Sheet

The Student Learning Contract developed for the academic year in conjunction with the Evaluation, is used to depict the progress of the student's growth and development throughout the field experience. The Student Integrative Learning Contract provides the basis for the Evaluation. The student and the field instructor will identify learning objectives, along with incremental tasks that the student will work toward achieving. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that is being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area when developing the learning contract.

<b>Student Name:</b>	Best Field Student-Ever		
<b>Home Phone:</b>	912-358-0000		
<b>Cell Phone &amp; Email:</b>	912-358-0000	socialworkdegree@student.savannahstate.edu	
<b>Field Instructor:</b>	Felicia Fabulous		
<b>Office Phone:</b>	912-999-1234	Ext.	777
<b>Email:</b>	FF@@agencywonderful.org		
<b>Agency:</b>	Agency Wonderful		
<b>Site Address:</b>	1893 Richard R. Wright Ln, Savannah, GA 31404		
<b>Faculty Liaison:</b>	Locate this information in Live Text		
<b>Phone # and Email:</b>	330-972-5276		

**Classification:**  BSW Student     MSW-I Student

**Academic Year:** 2017-2018

**Weekly Field Schedule:**

*(Generalist Level=16 hours per week)  
Concentration Level=20 hours per week)*

Student will report to field on :

Day(s) of the week: \_\_\_\_\_ Time: \_\_\_\_\_

**Weekly Supervision Schedule:**

*(Supervision can occur in both group and individual sessions.  
Supervision can also be conducted using technology)*

Supervision will occur weekly on:

Day(s) of the week: \_\_\_\_\_ Time: \_\_\_\_\_

**Student Signature and Date**

**Field Supervisor Signature and Date**

### Developing Practice Behaviors using Measurable Learning Activities

When developing the measurable learning activities, the student is expected to take the lead. Agency field supervisor/task preceptor should collaborate in discussion, review and final approval of the measurable learning activities, but the student is ultimately responsible for creating the learning activities.

In the column headed "Task, Activity, and/or Product:" please identify measurable learning activities that correspond to the competency listed using the S.M.A.R.T. criteria.

<b>S</b>	<b>Specific</b>	<ul style="list-style-type: none"> <li>- I.D.s who is involved</li> <li>- I.D.s What will be accomplished</li> <li>- I.D.s Where the goal will be accomplished</li> <li>- I.D.s how the goal will be accomplished</li> </ul>
<b>M</b>	<b>Measureable</b>	<ul style="list-style-type: none"> <li>-How much?</li> <li>-How many?</li> <li>-How will it be clear that the goal has been accomplished?</li> </ul>
<b>A</b>	<b>Achievable</b>	<ul style="list-style-type: none"> <li>-Goals realistically reflect student's knowledge level</li> <li>-Goals realistically reflect student's skill level</li> <li>-Goals realistically reflect student's ability level</li> <li>-Goals are not too challenging/extreme or so unchallenging as to be meaningless</li> </ul>
<b>R</b>	<b>Relevant</b>	<ul style="list-style-type: none"> <li>-Goals are consistent with one another</li> <li>-Goals reflect student's willingness AND ability</li> <li>-Goals are congruent with practicum site's mission</li> <li>-Goals reflect the need of the client population served</li> </ul>
<b>T</b>	<b>Timely</b>	<ul style="list-style-type: none"> <li>-Goals have time-specific end points (e.g. target dates)</li> <li>-Time-specific end points are realistic (not more/less time than is needed to accomplish the goal)</li> </ul>

**Bad Example:** "Student will become a better social worker"

**Good Example:** "Student will co-facilitate 2 process groups per week by Nov. 1"

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

<b>Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?</b>	<b>Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?</b>	<b>Date Added</b>	<b>Date Completed</b>	<b>Semester Evaluation</b>	
				<b>Fall</b>	<b>Spring</b>



**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

<b>Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?</b>	<b>Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?</b>	<b>Date Added</b>	<b>Date Completed</b>	<b>Semester Evaluation</b>	
				<b>Fall</b>	<b>Spring</b>

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

<b>Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?</b>	<b>Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?</b>	<b>Date Added</b>	<b>Date Completed</b>	<b>Semester Evaluation</b>	
				<b>Fall</b>	<b>Spring</b>

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

<b>Evaluation Plan:</b> <b>How will you and your Field Supervisor evaluate this task, activity, or product?</b>	<b>Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?</b>	<b>Date Added</b>	<b>Date Completed</b>	<b>Semester Evaluation</b>	
				<b>Fall</b>	<b>Spring</b>





# Appendix E

## MSW Clinical Specialization (Concentration)

### Practicum Plan Learning Contract

#### Practicum Plan Face Sheet

The Student Learning Contract developed for the academic year in conjunction with the Evaluation, is used to depict the progress of the student's growth and development throughout the field experience. The Student Integrative Learning Contract provides the basis for the Evaluation. The student and the field instructor will identify learning objectives, along with incremental tasks that the student will work toward achieving. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that is being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area when developing the learning contract.

<b>Student Name:</b>	Best Field Student-Ever		
<b>Home Phone:</b>	912-358-0000		
<b>Cell Phone &amp; Email:</b>	912-358-0000	socialworkdegree@student.savannahstate.edu	
<b>Field Instructor:</b>	Felicia Fabulous		
<b>Office Phone:</b>	912-999-1234	Ext.	777
<b>Email:</b>	FF@@agencywonderful.org		
<b>Agency:</b>	Agency Wonderful		
<b>Site Address:</b>	1893 Richard R. Wright Ln, Savannah, GA 31404		
<b>Faculty Liaison:</b>	Locate this information in Live Text		
<b>Phone # and Email:</b>	330-972-5276		

**Classification:**  MSW-II Student (Advanced Practice)

**Academic Year:** 2017-2018

**Weekly Field Schedule:**

*(Generalist Level=16 hours per week)  
Concentration Level=20 hours per week)*

Student will report to field on :

Day(s) of the week: \_\_\_\_\_ Time: \_\_\_\_\_

**Weekly Supervision Schedule:**

*(Supervision can occur in both group and individual sessions.  
Supervision can also be conducted using technology)*

Supervision will occur weekly on:

Day(s) of the week: \_\_\_\_\_ Time: \_\_\_\_\_

**Student Signature and Date**

**Field Supervisor Signature and Date**

### Developing Practice Behaviors using Measurable Learning Activities

When developing the measurable learning activities, the student is expected to take the lead. Agency field supervisor/task preceptor should collaborate in discussion, review and final approval of the measurable learning activities, but the student is ultimately responsible for creating the learning activities.

In the column headed "Task, Activity, and/or Product:" please identify measurable learning activities that correspond to the competency listed using the S.M.A.R.T. criteria.

<b>S</b>	<b>Specific</b>	<ul style="list-style-type: none"> <li>- I.D.s who is involved</li> <li>- I.D.s What will be accomplished</li> <li>- I.D.s Where the goal will be accomplished</li> <li>- I.D.s how the goal will be accomplished</li> </ul>
<b>M</b>	<b>Measureable</b>	<ul style="list-style-type: none"> <li>-How much?</li> <li>-How many?</li> <li>-How will it be clear that the goal has been accomplished?</li> </ul>
<b>A</b>	<b>Achievable</b>	<ul style="list-style-type: none"> <li>-Goals realistically reflect student's knowledge level</li> <li>-Goals realistically reflect student's skill level</li> <li>-Goals realistically reflect student's ability level</li> <li>-Goals are not too challenging/extreme or so unchallenging as to be meaningless</li> </ul>
<b>R</b>	<b>Relevant</b>	<ul style="list-style-type: none"> <li>-Goals are consistent with one another</li> <li>-Goals reflect student's willingness AND ability</li> <li>-Goals are congruent with practicum site's mission</li> <li>-Goals reflect the need of the client population served</li> </ul>
<b>T</b>	<b>Timely</b>	<ul style="list-style-type: none"> <li>-Goals have time-specific end points (e.g. target dates)</li> <li>-Time-specific end points are realistic (not more/less time than is needed to accomplish the goal)</li> </ul>

**Bad Example:** "Student will become a better social worker"

**Good Example:** "Student will co-facilitate 2 process groups per week by Nov. 1"

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers are obligated to engage in ethical and professional behaviors with clients and colleagues. Social work students will demonstrate competency in their understanding and application of the National Association of Social Workers Code of Ethics. Social work students will recognize and manage biases stemming from personal values, increase the threshold of ambiguity tolerance and engage in an ethical decision making process while maintaining a therapeutic relationship that promotes the wellbeing of diverse client populations.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

**Competency 2: Engage Diversity and Difference in Practice**

Social work students will demonstrate cultural competency when working with disparate populations by acknowledging that systemic structures have and continue to oppress, marginalize and alienate vulnerable populations in society. Social work students will acknowledge practitioner-client differences from a strengths perspective, the power differential within the therapeutic relationship and society; specifically as it relates to race, gender and marginalized populations. Social work students will engage in research that will inform the intervention used with a specific population while using a strengths approach to improve the well-being of client populations.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**  
 Social work students will demonstrate competency in the advancement of human rights, social, economic and environmental justice by actively affirming that all human beings have inalienable rights that encompass redress and access to distributive, procedural, restorative and retributive justice. Active affirmation will be demonstrated through efforts of advocacy, empowerment and transformation. Social work students will recognize historical and contemporary social pollutions that affect the physical and mental health of client populations. Social work students will recognize historical and contemporary traumata experienced by vulnerable populations. Social Work students will use this knowledge to guide and shape interventions that promote mental health parity and a reduction in health disparities among marginalized populations.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**  
 Social work students will use research and practice evaluation to inform and guide the type of clinical assessments and interventions used with disparate populations. Research and practice evaluation will also examine the effectiveness of clinical practice and client outcomes. Social work students will recognize client diversity, and use evidence based interventions that are appropriate for the client population receiving services.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

**Competency 5: Engage in Policy Practice**

Social work students will recognize oppressive policies that maintain and perpetuate stigmatization and impede access to quality and client friendly care. Social work students will act as participants, advocates and leaders in efforts to develop and promote policies that advance the mental health and social well-being of diverse client populations.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social work students will engage individuals, families, groups, organizations and communities as partners and experts on their problems. Social work students will recognize and intervene when contextual factors and interpersonal dynamics threaten rapport. Social work students will maintain cultural awareness and responsiveness to the needs and concerns of diverse client populations, and engage clients through a collaborative effort while fostering acceptance of clinical services.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

The assessment of individuals, families, groups, organizations and communities require an array of culturally sensitive, assessment tools that are specific to the population receiving services. Social work students will recognize client diversity, and select appropriate assessment tools and approaches. Social work students will engage in ongoing assessment and modify intervention strategies when needed. Social work students will use the strength’s approach during assessment with clients, and reinforce adaptive coping strategies that will promote a favorable fit between the client and the environment.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social workers recognize that intervention strategies and therapeutic models address a range of presenting concerns among diverse populations. Social work students will identify the type of intervention needed, and select the appropriate framework or perspective that fits the situation and client population. Social work students will use evidence-based approaches and techniques during intervention with clients. Social work students will engage in community based activities to promote awareness of clinical services and science-based, alternative therapies.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Evaluation is an ongoing process in Social Work practice. Social work students will identify diverse, evidence-based, evaluation methods and select the appropriate framework to examine the effectiveness of clinical services and outcomes. Social work students will use evaluation findings to shape services and practices with clients leading toward continued improvement.

<b>Evaluation Plan:</b> <b>How will you and your Field Supervisor evaluate this task, activity, or product?</b>	<b>Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?</b>	<b>Date Added</b>	<b>Date Completed</b>	<b>Semester Evaluation</b>	
				<b>Fall</b>	<b>Spring</b>

**Appendix F**  
**MSW Social Administration Specialization (Concentration)**  
**Practicum Plan Learning Contract**

**Practicum Plan Face Sheet**

The Student Learning Contract developed for the academic year in conjunction with the Evaluation, is used to depict the progress of the student's growth and development throughout the field experience. The Student Integrative Learning Contract provides the basis for the Evaluation. The student and the field instructor will identify learning objectives, along with incremental tasks that the student will work toward achieving. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that is being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area when developing the learning contract.

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<b>Site Address:</b>	1893 Richard R. Wright Ln, Savannah, GA 31404		
<b>Faculty Liaison:</b>	Locate this information in Live Text		
<b>Phone # and Email:</b>	330-972-5276		

**Classification:**  MSW-II Student (Advanced Practice)

**Academic Year:** 2017-2018

**Weekly Field Schedule:**

*(Generalist Level=16 hours per week)  
 Concentration Level=20 hours per week)*

Student will report to field on :

Day(s) of the week: \_\_\_\_\_ Time: \_\_\_\_\_

**Weekly Supervision Schedule:**

*(Supervision can occur in both group and individual sessions.  
 Supervision can also be conducted using technology)*

Supervision will occur weekly on:

Day(s) of the week: \_\_\_\_\_ Time: \_\_\_\_\_

**Student Signature and Date**

**Field Supervisor Signature and Date**



### Developing Practice Behaviors using Measurable Learning Activities

When developing the measurable learning activities, the student is expected to take the lead. Agency field supervisor/task preceptor should collaborate in discussion, review and final approval of the measurable learning activities, but the student is ultimately responsible for creating the learning activities.

In the column headed "Task, Activity, and/or Product:" please identify measurable learning activities that correspond to the competency listed using the S.M.A.R.T. criteria.

<b>S</b>	<b>Specific</b>	<ul style="list-style-type: none"> <li>- I.D.s who is involved</li> <li>- I.D.s What will be accomplished</li> <li>- I.D.s Where the goal will be accomplished</li> <li>- I.D.s how the goal will be accomplished</li> </ul>
<b>M</b>	<b>Measureable</b>	<ul style="list-style-type: none"> <li>-How much?</li> <li>-How many?</li> <li>-How will it be clear that the goal has been accomplished?</li> </ul>
<b>A</b>	<b>Achievable</b>	<ul style="list-style-type: none"> <li>-Goals realistically reflect student's knowledge level</li> <li>-Goals realistically reflect student's skill level</li> <li>-Goals realistically reflect student's ability level</li> <li>-Goals are not too challenging/extreme or so unchallenging as to be meaningless</li> </ul>
<b>R</b>	<b>Relevant</b>	<ul style="list-style-type: none"> <li>-Goals are consistent with one another</li> <li>-Goals reflect student's willingness AND ability</li> <li>-Goals are congruent with practicum site's mission</li> <li>-Goals reflect the need of the client population served</li> </ul>
<b>T</b>	<b>Timely</b>	<ul style="list-style-type: none"> <li>-Goals have time-specific end points (e.g. target dates)</li> <li>-Time-specific end points are realistic (not more/less time than is needed to accomplish the goal)</li> </ul>

**Bad Example:** "Student will become a better social worker"

**Good Example:** "Student will co-facilitate 2 process groups per week by Nov. 1"

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers are required to engage in professional and ethical behaviors with the clients they serve, with their colleagues, as well as in the work/practice context. Social work students will demonstrate competency in their understanding and application of the National Association of Social Work Code of Ethics. Social work students will be cognizant of, check, and manage their own biases in regard to personal beliefs and values, and tolerate ambiguity in resolving ethical conflicts. Social work will complete exercise that reveals their personal biases, and personality style strengths and weakness and how to channel that positively in meeting the needs of clients and working productively with colleagues. Students will adhere to high standard of professional and ethical decision making, actions, practices, processes, procedures, and policymaking. Social workers will explore and understand the critical importance of ethical practice and how managers are held accountable to ensuring that ethics guides their managerial practice and leadership.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

**Competency 2: Engage Diversity and Difference in Practice**

Social work students will practice and promote cultural competencies in their interactions, practices, and provisions of services to clients from culturally and ethnically different population. They will recognize that institutional structures have and continues to subjugate, marginalize, oppress, disenfranchise, and alienate vulnerable and underrepresented populations in society. Social workers will understand that systematic asymmetric power, privilege, and positionality relationships exists that disempower marginalized populations on the bases of race, gender, sex, ethnicity, among others and must endeavor to engage and provide services to clients from a strength perspective. Social work students will understand the need for managerial leadership to use their power fairly and justly internally (in the context of the organization) and externally (outside the organization in service to clients). Students will explore and understand and learn from how an organization integrates cultural competences in their organizational culture, practices, procedures, policies, and service delivery that is respectful and inclusive of diverse employees and the task environment (clients and other stakes holders) in the community.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social work students will demonstrate competency in the championing of human rights, social, economic, political and environmental justice by ensuring that human rights is protected at all times irrespective of social-economic status, race, gender, sect, ethnicity, religious affiliation, or nationality. Social workers will advance human rights by actively engaging in advocacy, social empowerment, and social activism. Social work students will explore and understand the importance of human rights, social-economic and environmental justice and their integration in organizational systems, strategies, policies and practices. Students will also understand what policies, programs, provisions, and practices are available to promote and safeguard the rights of workers and clients.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers will read, analyze, and draw upon the valuable knowledge, expertise, and scholarly informed research to enable them to critically think, process, review and write, evaluate, as well as guide practice and research on social administration and managerial leadership issues in human service organizations. Social work students explore and learn from interdisciplinary research and practice. Social work students will use evidence-based research to inform and guide their scholarly research, analysis, and assessment of the management, leadership, and administration of human service organizations as well as managerial styles. Social work students will understand the valuable interplay and critical relationship between research and practice in terms of how research informs practice and how practice informs research.

<b>Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?</b>	<b>Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?</b>	<b>Date Added</b>	<b>Date Completed</b>	<b>Semester Evaluation</b>	
				<b>Fall</b>	<b>Spring</b>

**Competency 5: Engage in Policy Practice**

Social work students will explore the importance of policies in organizational context and how policies can shape and guide the directions that an organization moves in the delivery of services to clients either negatively or positively. Students will understand that oppressive policies, missions, and goals, can maintain and promote the negative view, stigmatization, and treatment of underrepresented clients that can consequently impact and/or impede the quality of services delivered to these population. Social work students will learn how to recognize productive policies that promote and produce positive quality service and those that impede quality service; and will be empowered to advocate for policies that advance the social and economic needs, justice, and wellbeing of diverse and underrepresented client populations.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social work students will engage and collaborate with individuals, families, groups, organizations and communities as valuable partners and as informed specialist on their respective social context and problems. Social work students will understand the cultural and contextual factors and dynamics of these systems, key players and stakeholders, and engage with them respectfully and professionally while assisting them in identifying, assessing, planning, and implementing programs and services, as well as in evaluating service outcomes. Among other activities, social work students will interact with managers, their organizations, the community in which they operate and the clients and families they serve to understand their needs and the services provided/they receive, and where possible provide assistance/intervention or make recommendations for needed services or improvement of services or programs.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social work students will understand the importance, complexity, and dynamics of the assessments of individuals, families, groups, organizations, and communities and the need to use a culturally sensitive and professionally appropriate assessment tools and approaches for that particular client population or system. Social work students will learn and acquire the fundamental knowledge, skills, and tools that can help them to embark upon continuous assessment and modification of intervention strategies as needed at the micro and macro levels. Social work students will use the strength perspective approach in the assessment of their clients and their systems, and identify and solidify their adaptation and problem solving strategies and techniques to disruptive events in their social environment.

<b>Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?</b>	<b>Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?</b>	<b>Date Added</b>	<b>Date Completed</b>	<b>Semester Evaluation</b>	
				<b>Fall</b>	<b>Spring</b>



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

Social workers understand that intervention is importance and effective intervention is paramount to achieving success at all system levels. Social work students will identify the type of intervention that is best for a client or system, and choose the appropriate intervention model or approach that is commensurate for the situation, system, context, and/or client population. Social work students will use evidenced-based approaches and strategies in the course of providing intervention for clients. Social work students will have an ongoing relationship, engagement, and activities with the community and its leaders and/or stakeholders to build and facilitate rapport and positive relationship, while augmenting public education and awareness of systemic issues so they can have a handle on them before they become social problems.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social workers value evaluation and recognize its essentiality as a continuous process. Social work students will identify diverse, evidenced-based, evaluation methods and choose the appropriate and most suitable model or framework to examine the effectiveness of social administration practice and leadership in human service organizations. Social work students will use the findings or results of evaluations to shape, design, implement and deliver the most effective services and programs for clients.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

## Appendix G

### 2015 EPAS Core Competencies Master Rubric- MSW Generalist Level

Students will be able to:

Competency		Performance Level			
		Mastered	Reinforced	Practiced	Introduced
1	<b>Demonstrate Ethical and Professional Behavior</b>	Utilize professional judgement while integrating emotional and self-regulation.	Differentiate between personal and professional ethics in practice	Communicate ethical decision making by applying and adhering to NASW of Ethics	Recognize personal values in a way that allows professional values to guide practice
2	<b>Engage Diversity and Difference in Practice</b>	Discern and respect diverse communication patterns and cultural customs	Utilize culturally responsive theories and/or problem solving strategies to work with clients and constituencies.	Apply knowledge of diverse populations for interpersonal effectiveness	Recognize the extent to which a culture's systemic, structure and values may oppress, marginalize, alienate, or create/enhance power or privilege.
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>	Apply understanding of social, economic, environmental, justice to advocate for human rights among clients and constituencies to improve practice.	Analyze systemic domestic or global factors that maintain or promote existing disparities and injustices.	Apply knowledge of human rights, social, economic, and environmental justice to develop advocacy or intervention strategies to address injustice.	Identify example(s) of human rights, social, economic, and/or environmental justice issues.
4	<b>Engage In Practice-informed Research and</b>	Consider contextual variables and apply research findings to selective problems,	Delineate relationships between and among	Develop a research proposal that includes the	Identify quantitative and qualitative approaches to

	<b>Research-informed Practice</b>	populations, and/or situations to improve practice.	variables.	basic components of the scientific inquiry process.	scientific inquiry.
5	<b>Engage in Policy Practice</b>	Make recommendations for advocacy and change.	Examine breakages and linkages in service delivery systems.	Select a social policy or response designed to address a social issue.	Identify how policy (ies) influence and impact clients and/or constituencies at the local, state, and/or federal level.
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>	Reflect and manage their affective reactions during interpersonal interactions with clients, constituencies, and/or inter-professional collaborators.	Examine the effectiveness of their interpersonal skills with diverse clients and constituencies and modify ineffective strategies.	Establish relationally based processes that encourage clients to be equal participants in the establishment of goals and expected outcomes.	Awareness of how verbal and non-verbal communication in human relationships can engage or disengage client systems.
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	Develop an appropriate treatment plan and/or intervention that aligns with identified needs of the client/constituencies.	Select appropriate mutually agreed upon strategies	Modify goals, objectives, and approaches based on continuous assessment.	Collect and organize information
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	Demonstrate knowledge of social work practice theories and evidence-informed interventions that can be used with diverse clients and	Adopt evidenced-informed practice models and interventions to current practice situations.	Select and implement appropriate evidenced-informed interventions	Manage and regulate affect in response to intervention outcomes.

		constituencies			
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	Demonstrate insight into how/why a micro, mezzo, or macro level intervention is/is not effective.	Appraise strengths, limitations, and/or potential threats to evaluation plan.	Develop an evaluation plan for a micro and macro level intervention.	Identify the types and functions of various evaluation methods.

**Appendix H**

Students will be able to:

Competency		Performance Level			
		Mastered	Reinforced	Practiced	Introduced
1	<b>Demonstrate Ethical and Professional Behavior</b>	Demonstrate insight by selecting clinical interventions for diverse and offender populations that are in alignment with the NASW Code of Ethics.	Manage personal biases that may affect the therapeutic relationship including the delivery of clinical services to diverse and offender populations.	Communicate professional values that guide your selection of treatment interventions and practice with diverse and offender populations.	Identify biases or ethical concerns when intervening with diverse populations based on factors such as religion, sexual orientation and coupling practices or biases when intervening with offender populations such as sexual offenders and batterers.
2	<b>Engage Diversity and Difference in Practice</b>	Demonstrate tolerance for cultural diversity, and differences in verbal and nonverbal communication patterns among client populations.	Recognize practitioner/client differences from a strengths perspective to enhance interpersonal effectiveness.	Use gender affirmative approaches when intervening with the LGBT-Q population, and cultural sensitive approaches with African Americans.	Identify the effects of oppression, discrimination and historical trauma on diverse client systems such as African Americans, children, women, elderly and the LGBT-Q community.
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>	Dispassionately synthesize knowledge about human rights violations and social injustice to shape and improve practice and client outcomes.	Analyze formal and informal practices that systematically bereave specific populations of distributive, procedural, restorative and retributive justice at the domestic or global level.	Apply knowledge about the harmful effects of oppression, discrimination and historical trauma during intervention.	Identify historical or contemporary forms and mechanisms of oppression and privilege that impact clinical practice or clinical service delivery.

4	<b>Engage In Practice-informed Research and Research-informed Practice</b>	Exercise impartial judgment and reasoning when analyzing research findings to improve client outcomes and clinical interventions.	Apply the appropriate methodology to evaluate clinical programs, clinical intervention(s), and client outcomes.	Use research findings to select problem and population specific assessment instrument(s), and clinical intervention during clinical practice.	Differentiate between clinical practices supported by evidenced based research versus interventions based on religious ideology or pseudo-science.
5	<b>Engage in Policy Practice</b>	Evaluate and recommend changes to existing policy or formulate a policy that promote advances in mental health and clinical service delivery.	Analyze proposed legislation or an established policy, and recognize the manifest content, latent content or unintended consequences to improve clinical services.	Select legislation or a social policy that influence clinical service delivery or treatment of clients suffering from mental disorders.	Identify and understand how institutional, local, state and federal policies impact access and delivery of clinical services to diverse client populations.
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>	Self monitor cognitive and affective state to ensure emotional regulation when intervening with client systems in which the potential for maternalism, paternalism or other out of bound practices may emerge.	Recognize interpersonal dynamics and contextual factors that strengthen or threaten the joining process or the therapeutic relationship.	Establish a client-therapist relationship grounded in equality to ensure equal participation during the establishment of goals and outcomes of treatment.	Demonstrate awareness of culturally responsive therapeutic relationships that promote client engagement and acceptance of clinical services.
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	Evaluate and modify clinical intervention strategies based on continuous clinical	Analyze client cognitions and behaviors using evidence-based, therapeutic treatment	Utilize problem and population specific assessment instruments including the	Using a strengths based approach during assessment, identifying client strengths in addition to client needs.

		assessment.	model(s) during assessment to establish effective intervention strategies.	DSM 5 when conducting client assessments.	
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	Manage and regulate affect when significant changes in the client behavior are not immediately observed or in response to client failures, reluctance to change or slow progress during intervention.	Analyze clients' motivation for change using therapeutic models that address clients' readiness to change or stages of change.	Quantify client behaviors in terms of intensity, frequency and duration, and develop treatment goals that are specific, measurable, attainable, relevant and timely.	Select and use evidence-based approaches and techniques that are problem and client specific when addressing client concerns.
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	Demonstrate reflective practice by determining the effectiveness of service that will guide continuous quality improvement processes with clients.	Analyze client progress using quantitative evaluation methods.	Develop an evaluation plan that quantifies client behaviors, clinical service delivery, change, outcomes to include a descriptive component.	Identify quantitative and qualitative evaluation methods.



## Appendix I

### 2015 EPAS Core Competencies Master Rubric- MSW Advanced Social Administrative Practice

Students will be able to:

Competency		Performance Level			
		Mastered	Reinforced	Practiced	Introduced
1	<b>Demonstrate Ethical and Professional Behavior</b>	Manage and regulate affect when negotiating ambiguity while resolving ethical conflicts.	Manage personal biases that may affect the collaborative relationship including the delivery of social services to diverse populations.	Use professional values to guide selection of macro level interventions and practice with diverse populations.	Identify biases or ethical concerns when intervening with diverse populations based on factors such as religion, sexual orientation and coupling practices or biases when intervening with diverse populations
2	<b>Engage Diversity and Difference in Practice</b>	Demonstrate tolerance for cultural diversity, and differences in verbal and nonverbal communication patterns among client populations.	Recognize practitioner/client differences from a strengths perspective to enhance interpersonal effectiveness.	Use culturally and linguistically affirmative approaches when intervening with culturally diverse populations, organizations, and communities	Identify the effects of oppression, discrimination and historical trauma on diverse client systems such as African Americans, children, women, elderly and the LGBT-Q community.
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>	Dispassionately synthesize knowledge about human rights violations and social injustice to shape and improve practice and client outcomes.	Analyze formal and informal practices that systematically bereave specific populations of distributive, procedural, restorative and retributive justice.	Apply knowledge about the harmful effects of oppression, discrimination and historical trauma during intervention.	Identify historical or contemporary forms and mechanisms of oppression and privilege that impact macro practice or service delivery.
4	<b>Engage In Practice-informed Research and Research-</b>	Exercise impartial judgment and reasoning when analyzing research	Apply the appropriate methodology to evaluate	Use research findings to select problem and population	Differentiate between administrative practices supported by evidenced based research versus

	<b>informed Practice</b>	findings to improve organizational and community outcomes.	programmatic and community interventions	specific assessment instrument(s), and programmatic and community interventions.	interventions based on pseudo-science.
5	<b>Engage in Policy Practice</b>	Evaluate and recommend changes to existing policy or formulate a policy that promote and/or advances social service delivery and community well-being.	Analyze proposed legislation or an established policy recognizing the manifest content, latent content or unintended consequences to improve social services and community well-being.	Select legislation or a social policy that enhances social service delivery or community well-being.	Identify and understand how institutional, local, state and federal policies impact access and delivery of social services to diverse client populations and enhance or constrain community well-being.
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>	Self-monitor cognitive and affective state to ensure emotional regulation when intervening with client systems and constituents in which the potential for paternalism or other practices that are out of bounds may emerge.	Recognize interpersonal dynamics and contextual factors that strengthen or threaten the joining process of organizational or community relationships.	Establish a professional relationship grounded in equality to ensure equal participation during the establishment of goals and outcomes of service delivery or community engagement.	Demonstrate awareness of culturally responsive professional relationships that promote organizational and community engagement.
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	Evaluate and modify services based on continuous quality improvement.	Assess social services and community interventions using evidence-based, model(s) and practices.	Utilize problem and population specific assessment instruments when conducting assessments.	Using a strengths based approach during assessment, identifying organizational and community strengths in addition to identified needs.

8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	Manage and regulate affect when significant changes and interventions are not immediately observed or in response to staff, program, and community failures, reluctance to change or slow progress.	Analyze stakeholder motivation for change using models and practices that address organizational and community readiness to change or stages of change.	Quantify organizational and community behaviors in terms of intensity, frequency and duration, and develop intervention goals that are specific, measurable, attainable, relevant and timely.	Select and use evidence-based approaches and techniques when addressing organizational and community level concerns.
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	Demonstrate reflective practice when determining the effectiveness of service, and use evaluative outcomes to guide continuous quality improvement processes with clients and constituents.	Analyze progress using quantitative evaluation methods.	Develop an evaluation plan that quantifies service delivery, change and outcomes including a descriptive component.	Identify quantitative and qualitative evaluation methods.