



# Prairie View A&M University

A Member of the Texas A& M University System

## **FIELD INSTRUCTION MANUAL**

Bachelor of Social Work Program

Department of Social Work Education

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PRAIRIE VIEW  
A&M UNIVERSITY



**PRAIRIE VIEW A&M UNIVERSITY**

A Member of the Texas A&M University System

*Baccalaureate Social Work Education Program*

## **Field Instruction Manual Receipt Agreement**

This form represents the student's acknowledgement that a copy of the field Instruction Manual has been issued to the student. By signing below, the student accepts the manual and agrees to follow instructions as contained in the manual.

Student Name *(Please Print)*

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Student Signature

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Date of Receipt

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## **HISTORY OF PRAIRIE VIEW A&M UNIVERSITY**

Prairie View A&M University, established in 1876 as the "Agriculture and Mechanical College of Texas for Colored Youths," holds the distinction of being the second oldest public institution of higher education in Texas. The Texas Legislature officially founded the institution on August 14, 1876, with a mission to provide education for African American students, and the college opened its doors in Prairie View, Texas, on March 11, 1878. Initially, the curriculum was focused on teacher training, as designated by the Texas Legislature in 1879, and the school functioned as a "Normal School" to prepare teachers for the state's public school system.

The university's offerings grew in scope over time, especially after the institution was designated a branch of the Agricultural Experiment Station under the Hatch Act of 1887 and became a Land Grant College in 1890 under the Morrill Act. This transformation allowed the school to expand its academic programs beyond teacher education to include the arts, sciences, home economics, agriculture, mechanical arts, and nursing. Prairie View's commitment to agricultural research and community service began during this period and continues to be a hallmark of the university today.

In 1919, the university transitioned into a four-year senior college, and in 1937, graduate studies were introduced with programs in agricultural economics, rural education, agricultural education, school administration and supervision, and rural sociology. The institution's continued growth and expanding academic offerings reflected its growing importance within the state's educational landscape.

The university's name was changed from Prairie View Normal and Industrial College to Prairie View University in 1945. This change authorized the institution to offer a broader range of courses, including those offered by the University of Texas, "as need arises." The Texas Legislature further expanded the university's academic scope in 1947, renaming it Prairie View A&M College of Texas. This change emphasized the institution's commitment to courses in agriculture, mechanical arts, engineering, and natural sciences, aligning it more closely with the educational offerings at Texas A&M University in Bryan.

On August 27, 1973, Prairie View A&M College officially became Prairie View A&M University, confirming its status as an independent institution within the Texas A&M University System. In 1981, the Texas Legislature acknowledged the university's longstanding tradition of service and identified critical statewide needs that the university should address, including assisting students from diverse ethnic and socioeconomic backgrounds in reaching their full potential, as well as supporting small and medium-sized communities and businesses in their growth.

In 1983, a significant amendment to the Texas Constitution allowed Prairie View A&M University to become a beneficiary of the Permanent University Fund, a perpetual endowment originally established for the benefit of Texas A&M University and the University of Texas. This amendment, approved by voters in 1984, also set the stage for Prairie View to be recognized as a nationally respected institution. In January 1985, the Board of Regents of the Texas A&M University System expressed its intent to elevate Prairie View A&M University as an institution of first-class status, expanding its reach and reputation in education and research.

The university's ongoing commitment to diversity and accessibility was further cemented in 2000 with the signing of the Priority Plan. This agreement with the U.S. Department of

Education Office for Civil Rights ensured that Prairie View A&M University would remain an educational asset accessible to all Texans. The Priority Plan mandates new educational programs and facilities and emphasizes inclusivity by removing language that could imply exclusion based on ethnicity or socioeconomic status.

Today, Prairie View A&M University serves over 8,000 students, including more than 2,000 graduate students, and attracts students from across the United States and numerous foreign countries. Over the last five years, the university awarded nearly 6,000 degrees, including more than 2,400 graduate degrees. Since its founding, Prairie View A&M University has awarded approximately 46,000 academic degrees, continuing its rich tradition of excellence in higher education.



## **UNIVERSITY MISSION STATEMENT**

Prairie View A&M University is a state-assisted, public, comprehensive land-grant institution of higher education. The university was designated in a 1984 amendment to the Texas Constitution as an “institution of the first class.” It is dedicated to achieving excellence and relevance in teaching, research and service. It seeks to invest in programs and services that address issues and challenges affecting the diverse ethnic and socioeconomic population of Texas and the larger society including the global arena. The university seeks to provide a high quality educational experience for students who, upon completion of bachelors, masters, or doctorate degrees, possess self-sufficiency and professional competence. The experience is imbued by the institution’s values including, but not limited to, access and quality, accountability, diversity, leadership, relevance, and social responsibility.

*(Amended Mission Statement approved by The Board of Regents of the Texas A&M University System on September 3, 2014.)*

## **UNIVERSITY VISION STATEMENT**

As an “institution of the first class”, Prairie View A&M University will continue building on a historical foundation of teaching, research, and service. Excellence through imperatives will lead us boldly with imagination and vision to serve the state and beyond with solutions for new problems and needs. The institution will provide educational experiences leading graduates toward professional practice and meaningful societal participation; service opportunities will be enhanced through leadership development, service learning, and community outreach; and research will be conducted that includes the creation, dissemination, and assessment of new knowledge and practice.

*(From Prairie View A&M University Member Strategic Planning Draft for the Texas A&M University System Strategic Plan: Executive Summary, April 2016-2021)*

## **UNIVERSITY CORE VALUES, ACCESS, & QUALITY**

Prairie View A&M University will provide equal educational opportunity to increasing numbers of persons’ from unserved and underserved populations residing primarily among the economically and socially bypassed in the society; further, the University will provide educational programs designed to prepare all graduates to compete successfully in the graduate and professional schools as well as in the labor force.

### **Diversity**

Prairie View A&M University will sustain its commitment to recruit, enroll, educate, and graduate students and to employ and advance faculty and staff without regard to age, ethnicity, gender, national origin, socioeconomic background, or educationally unrelated handicap; further, the University will offer challenges to both the academically talented and the under-prepared who arrive in college with ability, but without college-ready achievement.

## **Leadership**

Prairie View A&M University will stimulate, initiate, and implement programs and services to both inspire and guide students, faculty, and staff in developing their self-confidence, self-discipline, and other requisites to becoming successful leaders in their professions and in their communities; further, the University will offer campus-based and distance education programs to enhance the life chances for persons in its service areas.

## **Relevance**

Prairie View A&M University will respond to the need for highly literate, technologically competent graduates educated to excel in the 21st century workforce; further, the University will extend the products of its research and service to address concerns and solve problems such as violence, abuse, and misuse; drug and alcohol abuse; mental, physical, and psychological neglect; environmental injustice; other forms of social dissonance that compromise the quality of life for the citizenry.

## **Social Responsibility**

Prairie View A&M University will promote active participation in constructive social change through volunteerism, leadership, and civic action on the part of faculty, staff, and students; further, the University will utilize channels available for influencing public policy on the local, state, national, and international levels.

## **COMMITMENT TO EXCELLENCE**

Upon admission to and enrollment at Prairie View A&M University, a student – undergraduate and graduate – becomes a *Panther Man* or *Panther Woman* and agrees to uphold a commitment:

- **To Excellence in Attitude** – Exhibiting a positive desire to accept the challenges of college life, refusing to allow obstacles to impede progress toward future goals and aspirations.
- **To Excellence in Personal Management** – Exhibiting highest respect for self and for the property and rights of others.
- **To Excellence in Work Ethic and Scholarship** – Exhibiting determination that leads to meeting expectations of class attendance, course requirements, work-study position, student organizations, and other commitments; exhibiting dedication and persistence required to realize one's full academic potential.
- **To Excellence in Responsibilities for Peers** – Exhibiting leadership among peers that openly repudiated violence, illicit drug use, possession of weapons, vulgarity, apathy, or any form of destructive, nonproductive behavior.
- **To Excellence in Professional Career Preparation** – Exhibiting deliberate pursuit of professional and career readiness as evidenced by participation in student organizations, academic learning communities, athletics competition, career planning events, leadership training, graduate/professional school orientations, and other career preparation activities.
- **To Excellence in Community Membership** – Exhibiting responsible citizenship; taking social and political positions that advance the common good; contributing skills and

talents in a manner that promotes the general welfare of local, state, regional, national, and international communities.

- **To Excellence in Honesty, Integrity and Character** – Exhibiting commitment to being truthful in conduct of personal and academic matters, resisting any form of deceit, malfeasance, misrepresentation or fraudulence; exhibiting a high standard of moral conduct as evidenced by one's being fair, dependable, and ever mindful of how one's behavior affects the greater good.

### **TITLE V OF THE REHABILITATION ACT OF 1973**

In compliance with Title V of Rehabilitation Act of 1973 and Sections 501, 502, 503, and 504, Prairie View A&M University prohibits the imposition of rules or restrictions that have the effect of limiting the participation of students with disabilities in educational programs or activities. Appropriate academic accommodation and reasonable modifications to policies and practices are made to assure that students with disabilities have the same opportunities as other students to be successful on the basis of their intellectual abilities and academic achievements. The Office of Equal Opportunity is responsible for the Title IX Program of the University. The Office of Student Affairs is responsible for the Disability Services programs for all students.

### **RIGHT TO PRIVACY**

Family Education Rights and Privacy Act of 1974 contained in Public Law 93-380 of the Educational Amendments of 1974, is designed to protect the rights and privacy of students. Official records are not opened to the public and will not be divulged without the consent of the student. Minors (those under 18 years of age) attending the University have the same right to privacy of their records as adult students. The Buckley Amendment provides that certain directory-type information may be made public on all students unless an individual student states in writing (within the first twelve class days) to the Office of the Registrar that they do not wish that information to be released. Such directory-type information may include (but is not limited to) name, address, telephone number, date and place of birth, major, participation in activities, dates of attendance, and degrees and awards received. Academic information is confidential. However, in order for the University to serve students, academic information is shared with University administrative offices and academic advisors for the purpose of providing services to the student.

## **SOCIAL WORK PROGRAM NONDISCRIMINATION STATEMENT**

The Social Work Program exists in the division of Social Work Behavioral and Political Sciences. The Division is housed in the College of Arts and Sciences and exists in the larger environment of Prairie View A&M University. As an integral part of the University, the Social Work Program is fully committed to the University's nondiscrimination policies and strongly does not discriminate on the basis of race, color, religion, sex, national origin, ethnicity, age, disability, veteran status, or sexual orientation in employment or in any activity offered by the problem or sponsored by the University.

### **RULES AND PROCEDURES ON DISCRIMINATION HARASSMENT AND PRIVACY**

Prairie View A&M University is a member of the Texas A&M University System. The A&M System is committed to equal employment, educational programs and activities, and a discrimination-free workplace and learning environment. As such, the University complies with all applicable state and federal laws and regulations on discrimination, harassment, and privacy. These laws and regulations include Title V Rehabilitation act of 1973; Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; and the Family Educational Rights and Privacy of 1974.

For more details, please consult the Office of Equal Opportunity or the Office of Human Resources, Prairie View A&M University.

### **EQUAL OPPORTUNITY POLICY STATEMENT TITLE VI & VII OF THE CIVIL RIGHTS ACT OF 1964**

Prairie View A&M University is fully committed to promoting equal opportunity for all. This commitment by the University includes equal employment and educational opportunity, affirmative action, and program accessibility. The Office of Equal Opportunity is responsible for the Equal Opportunity Programs of the University.

### **PROGRAM ACCESSIBILITY TITLE VI OF THE CIVIL RIGHTS ACT OF 1964**

No otherwise qualified individual shall, on the basis of race, color, sex, religion, national origin, age, disability or veteran status, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity provided by the University in accordance with applicable laws and regulations. The University Office of Equal Opportunity is responsible for the Title VI Program of the University.

### **TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972**

Prairie View A&M University does not discriminate against persons on the basis of sex. Individuals will not be excluded from participation in, be denied the benefit of, or be subjected to discrimination on the basis of sex under any educational program, service or activity offered by the University. The University Office of Equal Opportunity is responsible for the Title IX Program of the University.

## THE SOCIAL WORK EDUCATION PROGRAM

The Field Instruction Manual serves as a vital reference for the field component of Social Work education at Prairie View A&M University. As a reference for field instruction, the Field Instruction Manual provides readily available information regarding the goals, purpose, objectives, and educational outcomes of Field Instruction. It further delineates the functions of the Coordinator of Field Instruction, the responsibilities of Field Supervisors, Faculty Liaison, and student obligations in field instruction. Field Instruction is a collaborative effort between Social Work Program faculty, and field agencies/settings supervision in integrating classroom learning and agency/settings practice experience.

The Social Work Program is most fortunate to have dedicated and willing Field Supervisors who, throughout the years, have helped train professional generalist social work practitioners. Our graduates have also been employed by these same agencies. The Social Work Program administration, faculty, and staff at Prairie View A&M University extend their sincere gratitude and applaud each Field Supervisor for their many hours of Service and training in preparing our students to practice professionally as generalist social workers.

### SOCIAL WORK PROGRAM HISTORY

The Social Work Program at Prairie View A&M University has a long and evolving history. In 1952, the Department of Sociology began offering courses in “Social Service”. These included “casework”, “group work”, and “community organization”. In 1970 the Department of Sociology and Social Work received “approved” status from the Council on Social Work Education (CSWE) to prepare students to obtain a Bachelor of Arts degree in Sociology with an emphasis in social work. The name of the department changed from Department of Sociology and Social Work to the Department of Social Work and Sociology to reflect the predominance of the social work major.

The department obtained the most recent Accreditation Standards in 1978 from CSWE and set about achieving initial accreditation of the Social Work Program. Initial accreditation of the Social Work Program was granted by the Council on Social Work Education in 1980. At that time, the Program had several “specializations” including gerontology, criminal justice, mental health, and child welfare. The Program’s accreditation was reaffirmed in 1987, during which the “specializations” were changed to social work electives and the Social Work Program aligned itself with the generalist perspective according to CSWE standards. Since 1980, the Program has maintained its accredited status. In 2003, the Program gained more autonomous status with accreditation reaffirmation for the full eight-year cycle to 2011 and currently maintains accreditation reaffirmation till June 2019.

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*A minimum of a 2.50 GPA in all SOWK courses is required to  
qualify for Field education and graduation with a BSW degree.*

# **PROFESSIONAL SOCIAL WORK PROGRAM PURPOSE AND GOALS**

## **Mission Statement**

The Social Work Program at Prairie View A&M University is dedicated to excellence in the education of professional Social Workers at the baccalaureate level. The mission of the Baccalaureate Social Work (B.S.W.) The program is to prepare students as professional generalist Social Work practitioners and provide students with requisite knowledge for advanced study. The Program equips students with core skills and values for beginning level professional Social Work practice in both rural and urban settings, working with individuals, families, groups, organizations, communities, and populations-at-risk. The Program is committed to student-centeredness and active community engagement in the pursuit of social and economic justice.

## **Generalist Perspective**

The Generalist Social Work practice entails a problem-solving process (multi-method) at the micro, mezzo, and macro levels (multi-level) utilizing Social Work knowledge, values, and skills, which informs and directs service delivery to assess and intervene with the problems confronting clients (conceptualization). Generalist Practice of the Baccalaureate Social Work Program at Prairie View A&M University (PVAMU) utilizes the ecosystems approach which includes the ecological perspective and systems theory that entails viewing the person and the problem within the environment and identifies strength within client as well as the environment. Students apply the problem-solving method to empower clients and to intervene across diverse client systems of all sizes (i.e. individuals, families, groups, organizations, and communities) both in rural and urban settings.

## **Program Relevance**

Students at PVAMU, a Historically Black College/University (HBCU), are provided with a unique opportunity to recognize the importance of the barriers and obstacles regarding disenfranchised people within the social environment, realities of discrimination and oppression, and the opportunities to enhance social and economic justice. More African Americans have graduated from HBCUs than from all other institutions of higher learning in the United States put together.

## **PROGRAM GOALS**

The Baccalaureate Social Work Program is accredited by the Council on Social Work Education. The goals of the Social Work Program are to:

1. Prepare students to understand social welfare policy and its history, as well as policy analysis and its implementation; forms and mechanisms of oppression and discrimination, and the strategies of change that advance social and economic justice in both rural and urban settings.
2. Utilize a liberal arts perspective and professional foundation that prepares students for direct services with client systems of various sizes and types in order for students to understand the social contexts of social work practice, the behavior of organizations, and the dynamics of change.

3. Prepare students to appreciate and conduct ethical social work research to evaluate service delivery at all levels of practice and to add to the social work knowledge base with qualitative and quantitative methodologies.
4. Prepare students for professional entry-level generalist social work practice with diverse populations in rural and urban settings at micro, mezzo, and macro levels of practice; based knowledge, values, ethics, and skills of social work built to a liberal arts perspective and reinforced through classroom and field experiences.
5. Prepare students for a professional generalist social worker career as well as graduate social work education and importance of ongoing professional growth and development for both students and faculty.

Social Work majors have the opportunities to complete a total of fifty-six (56) hours of service learning experience or volunteer assignments and the required four (400) hours of supervised experiential field instruction in settings such as rural community centers, mental health and mental retardation agencies, drug and alcohol treatment facilities, agencies serving the elderly, juveniles, adults, and children, public assistance/public welfare, school Social Work service, policy-making entities and Social Work Administration. Graduates of the Social Work Program, secure employment in a variety of agencies including hospitals, schools, child welfare, probation and parole centers, residential treatment centers, and other public and private agencies.

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## **PROGRAM LEARNING COMPETENCIES**

The learning competencies of the Professional Social Work Program at Prairie View A&M University have been developed in relation to the mission of the University, the Social Work Program, and the recommendation of the Council on Social Work Education (CSWE). The main objective of the program is the development of students for beginning level Professional Social Work Practice through generalist preparation. Graduates of the Baccalaureate Social Work Program will be able to:

1. Demonstrate the value base of the profession and its ethical standards, principles, and practices of the NASW Code of Ethics by demonstrating professional demeanor in behavior, in appearance and during use of all forms of communication with the individual, family, group, organization, communities, and professional colleagues **(AS B2.0.1)**.
2. Apply self-awareness and self-regulation when working with clients of diverse race/ethnicity, gender (including transgender), social class, age, marital status, religious beliefs and sexual orientation **(AS B2.0.2; B2.0.3)**.
3. Apply knowledge of the processes of prejudice, oppression and discrimination, skills and strategies and social change that advance social and economic, and environmental justice **(AS B2.0.3)**.
4. Use knowledge of experience and theory to engage in qualitative and quantitative research and translate research evidence to inform and improve practice, policy, and service delivery **(AS B2.0.4; B2.0.5)**.
5. Identify and analyze existing social policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services, create, and advocate for client populations and/or service delivery **(AS B2.0.5; B2.0.4)**.
6. Apply the knowledge and skills of generalist social work perspectives to practice with individuals, families, groups, organizations, and communities **(AS B2.0.6; B2.0.7; B2.0.8)**.
7. Apply knowledge in the assessment of individuals, families, groups, organizations, and communities **(AS B2.0.3; 2.0.4; B.2.0.5; B2.0.6)**.
8. Apply knowledge of Human Behavior and Social Environment across the lifespan in intervention with individuals, families, groups, and organizations and use professional collaboration as appropriate **( AS B2.0.8; B2.0.6; B2.0.7)**.
9. Select and use appropriate methods of evaluation of practice with individuals, families, groups, organizations, and communities **(AS B2.0.9; B2.0.4; B2.0.5)**.

The following table contains field education learning competencies in the left-hand column, the means of assessing these in the middle, and their match with program learning competencies in the right-hand column.

## FIELD EDUCATION LEARNING COMPETENCIES

<p>Demonstrate the knowledge, values, and skills of generalist social work practice in alignment with the Social Work Code of Ethics and application in a field instruction setting.</p>	<p>Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract</p>	<p><b>AS B2.0.1; B2.0.2; B2.0.4; B2.0.5; B2.0.7; B2.0.10</b></p>
<p>Integrate theory and practice in the provision of social services across system learning and exchange.</p>	<p>Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract</p>	<p><b>AS B2.0.3; B.2.0.7 B2.0.8; B2.0.10;</b></p>
<p>Demonstrate professional work habits including time management and planning.</p>	<p>Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract</p>	<p><b>AS B2.0.1; B.2.0.2; B2.0.3; B.2.0.9</b></p>
<p>Demonstrate knowledge of human diversity, social and economic justice, discrimination and oppression, which include strategies for amelioration of injustice.</p>	<p>Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract</p>	<p><b>AS B2.0.2; B2.0.3; B2.0.4; B2.0.5; B.2.0.7;</b></p>
<p>Demonstrate effective use of supervision and constructive criticism as tools for learning.</p>	<p>Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract</p>	<p><b>AS B2.0.1; B2.0.3; B2.0.6; B.2.0.9;</b></p>

## FIELD EDUCATION: STRUCTURE, FUNCTIONS, AND ORGANIZATIONS

### Purposes of Field Instruction

Supervised field instruction is the critical culminating activity of the Baccalaureate Social Work degree. It is an integral component of professional generalist Social Work at the undergraduate level. According to the 2022 Educational Policy and Accreditation Standards (EPAS,2022) of the Council on Social Work Education, Field Education is identified as the signature pedagogy. Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Field instruction and Social Work Seminar are taken concurrently. These courses provide students with the opportunity to integrate practice and theory. Knowledge and understanding derived from the Professional Generalist Practice education supported by the Liberal Arts perspective are applied in social service settings.

The educational objectives of Field Instruction are to:

1. Demonstrate the ability to work within the purpose, structure, and constraints of social work settings.
2. Refine and strengthen a professional sense of self for diversity and social justice.
3. Promote the development of professional work habits including time management and planning.
4. Enhance the student's ability to relate theory to practice in the provision of social services.
5. Provide students with a value orientation that takes into account the promotion of social and economic justice.
6. Adhere to one or more professional Codes of Ethics.
7. Prepare students to engage in planned change and/or advocacy.

Field Instruction is designed to give students an opportunity to learn to use a range of social work interventions for providing direct services to individuals and groups that work toward change in families, organizations, and communities. Therefore, upon completion of Field Instruction, the student should be able to:

1. **Integration of Knowledge and Practice:** Students are expected to demonstrate the ability to apply theoretical knowledge from the classroom to practice settings, developing a deep understanding of social work theory, values, and skills.
2. **Development of Competencies:** The field placement supports the development of the nine core competencies outlined in the EPAS, including ethical behavior, engaging with

diverse populations, and assessing and intervening with individuals, families, and communities.

3. **Professional Growth and Identity Formation:** Field instruction provides opportunities for students to engage in professional self-reflection, helping them to develop a clear understanding of their role as social workers, and form a professional identity in alignment with social work values and ethics.
4. **Skills in Practice and Intervention:** Students are expected to gain hands-on experience in implementing interventions with individuals, families, groups, organizations, and communities, applying appropriate social work methods, strategies, and approaches.
5. **Supervision and Feedback:** The field experience includes regular supervision, where students receive feedback on their performance, reflect on their practice, and identify areas for growth, helping them improve and refine their skills.
6. **Cultural Competence and Diversity:** Field instruction emphasizes the development of cultural humility and the ability to work effectively with diverse populations. This includes understanding the impact of systemic oppression, privilege, and social justice on client systems.
7. **Ethical and Professional Behavior:** Students are expected to demonstrate ethical decision-making, following social work codes of ethics, and exhibiting professional behavior that aligns with the standards of the profession.
8. **Critical Thinking and Evaluation:** Field placements help students develop the ability to critically analyze practice situations and evaluate the effectiveness of interventions, fostering the ability to adjust approaches based on feedback and assessment.
9. **Collaboration with Colleagues:** The experience encourages students to engage in interdisciplinary teamwork, learning how to collaborate effectively with other professionals and community organizations to meet the needs of clients.

### **The Responsibility of the Director of Field Education**

The Director of Field Education is responsible for administering the BSW Field Instruction. This role plays a critical role in overseeing and managing the field education process. The Director is responsible for ensuring that the field instruction experience aligns with the program's learning objectives, the professional standards of social work, and the ethical practices required in the field in addition to:

1. **Developing and Managing Field Placements**
  - a. Responsible for establishing partnerships with appropriate field agencies and organizations that can provide students with quality learning opportunities.

- b. Ensuring that field sites offer a variety of experiences that allow students to engage with diverse populations and practice in different social work settings.
- 2. Designing and Implementing Field Education Curriculum**
- a. Ensures that field education is integrated with the overall curriculum of the social work program.
  - b. Collaborate with faculty members to ensure that classroom instruction and fieldwork complement one another.
- 3. Student Placement and Supervision**
- a. Responsible for matching students with field placements based on their learning needs, interests, and career goals.
  - b. Ensure students are adequately supported throughout the field placement by providing clear guidelines and expectations.
  - c. Overseeing the assignment of field instructors (supervisors) and ensuring they have the required qualifications and experience to guide the students effectively.
- 4. Providing Ongoing Support and Professional Development**
- a. Offering training and professional development opportunities for field instructors, helping them understand the program's objectives and expectations for student learning.
  - b. Providing support for students in navigating their field experience, addressing any personal, academic, or professional challenges.
- 5. Ensuring Ethical Practice**
- a. Ensures that field instruction adheres to the social work profession's ethical standards and guidelines, as outlined in the NASW Code of Ethics.
  - b. Plays a key role in addressing ethical dilemmas and ensuring students understand their professional responsibilities in the field.
- 6. Collaboration with Faculty and Stakeholders**
- a. Works closely with faculty to ensure that academic and fieldwork components are connected.
  - b. Serve as a liaison between the academic program, field agencies, and other relevant stakeholders, including community organizations, advocacy groups, and accrediting bodies.
- 7. Maintaining Records and Documentation**
- a. Keep accurate records of student placements, evaluations, and feedback from field instructors and students.
  - b. Ensuring that all required documentation related to field education is maintained for program assessment and accreditation purposes.
- 8. Promoting Social Justice and Diversity in Fieldwork**

- a. Ensure that field placements reflect the values of social justice, diversity, and inclusion.
- b. Encourage students to engage with and advocate for marginalized and vulnerable populations during their field placements.
- c. Address systemic issues and promoting awareness of diversity in social work practice.

#### **9. Contributing to Program Development and Accreditation**

- a. Contribute to program assessment, accreditation processes, and continuous improvement efforts related to field education.
- b. Work with other program staff to provide reports and data for accreditation purposes.

### **Responsibility of Faculty Liaison**

The Faculty Liaison plays a crucial role in the field education process by connecting students, field instructors, and the academic program. The Faculty Liaison ensures that field placements align with the educational goals of the program and that students meet the required competencies outlined in the Educational Policy and Accreditation Standards (EPAS). The Faculty Liaison is a full-time faculty member of the Social Work Program, holds an MSW degree with 2 years post-MSW experience, and is thoroughly knowledgeable of the total social work curriculum. The Faculty Liaison visits the agency/setting to assess learning with the student and the agency-based field supervisor and if there is a need, to resolve problems. The Faculty Liaison reports to and has conferences with the Director of Field Education regarding student performance in addition to:

#### **1. Providing Support and Guidance to Students**

- a. serves as a resource for students during their field placement, offering guidance, support, and supervision in relation to the field experience.
- b. Helps students navigate challenges, providing advice on handling complex cases, ethical dilemmas, and any other difficulties that may arise during the field placement.

#### **2. Ensuring Integration of Field and Classroom Learning**

- a. Help students connect the theoretical knowledge gained in the classroom with their practical experiences in the field.
- b. Promote reflection on practice and ensure that students are applying classroom learning to real-world situations, assisting them in understanding how theory informs practice and vice versa.

#### **3. Monitoring Student Progress and Field Performance**

- a. Monitors the student's progress in the field by maintaining regular communication with both the student and the field instructor.
- b. Observe the development of core social work competencies and ensure that the student is meeting the objectives of the field education experience.
- c. Conduct site visits to observe the students' work in the field and gather information to evaluate their performance.

#### **4. Facilitating Communication Between the Student and Field Instructor**

- a. Serves as a point of contact between the student and the field instructor, helping to facilitate communication and resolve any concerns that may arise.
- b. Ensure that the field instructor has the necessary resources and support to provide quality supervision.
- c. Mediate between the student and field instructor if any issues or misunderstandings arise, ensuring a positive and productive learning environment.

#### **5. Providing Feedback and Evaluating Student Performance**

- a. Plays a role in the assessment process by providing feedback to students on their field performance.
- b. Collaborate with the field instructor to evaluate student progress in terms of the social work competencies outlined in the EPAS.
- c. Provides mid-term and final evaluations, offering constructive feedback and helping the student to reflect on areas of strength and areas for further development.

#### **6. Facilitating Professional Development**

- a. Helps students develop their professional identity as social workers by encouraging self-reflection and critical thinking.
- b. Support the student's growth by guiding them to engage in professional development activities, helping them to enhance their skills and knowledge for future social work practice.

#### **7. Ensuring Ethical and Professional Standards**

- a. Ensures that students are adhering to the ethical standards of the profession, particularly those outlined in the NASW Code of Ethics.
- b. Help students navigate ethical dilemmas, promoting ethical decision-making, and ensuring that field placements provide a context for learning and practicing ethical behavior.

#### **8. Supporting the Field Instructor**

- a. Supports the field instructor by providing guidance on supervision, helping them understand their role in the student's learning process.
- b. Offer training or resources to ensure field instructors are equipped to effectively mentor students and align their supervision with program goals and competencies.

#### **9. Advocating for Student Needs**

- a. Advocates for the student's needs within the field placement, ensuring they have the resources and support to succeed.
- b. If challenges or barriers arise, the Faculty Liaison works to ensure these are addressed promptly, advocating for solutions that benefit the student's learning experience.

#### **10. Providing Feedback to the Field Education Program**

- a. Contribute to the overall assessment and improvement of the field education program by providing feedback on how placements are meeting educational goals.
- b. Report on the success and challenges of field placements, helping to inform program adjustments or improvements.

## **11. Contributing to Program Evaluation and Accreditation**

- a. Participates in the program's continuous evaluation process by contributing to the development and implementation of assessment tools for field education.
- b. Assist in gathering feedback from students, field instructors, and other stakeholders to support program improvements and ensure the program meets accreditation standards.

## **12. Supporting Student Learning and Competency Development**

- a. Responsible for ensuring that the student is actively working toward the competencies outlined in the EPAS.
- b. Help students identify learning goals in their field placement, guide them to meet these goals, and provide opportunities for skill development in line with social work practice.

### **Responsibility of Agency Supervisors**

Agency supervisors are responsible for providing guidance, support, and supervision to students in the field placement, ensuring that students develop the necessary skills and competencies to be effective social workers. The Responsibilities of Agency Supervisors are to:

#### **1. Providing Direct Supervision**

- a. Responsible for overseeing the day-to-day practice of the student in the field.
- b. Offer direct supervision, ensuring that the student has adequate support to carry out tasks and interventions while promoting a safe and conducive learning environment.

#### **2. Developing Learning Objectives and Expectations**

- a. Works with the student to develop clear, measurable, and individualized learning objectives that align with the competencies outlined in the EPAS.
- b. Ensure that these objectives are realistic and achievable within the context of the student's field placement and experience.

#### **3. Providing Feedback and Evaluation**

- a. Assess and evaluate the student's performance in the field, offering constructive feedback on their strengths and areas for improvement.
- b. Responsible for completing periodic evaluations (mid-term and final) to ensure the student is progressing toward achieving the learning objectives and developing the core competencies.
- c. Provide ongoing informal feedback to help guide the students' growth and development.

#### **4. Modeling Professional Practice and Ethical Standards**

- a. Serve as role models for students by demonstrating professional social work practice, ethical decision-making, and adherence to the NASW Code of Ethics.
- b. Ensure that students learn to recognize and address ethical dilemmas and practice according to ethical and professional standards in all interactions with clients, colleagues, and community members.

**5. Promoting Reflection and Self-Evaluation**

- a. Encourage students to engage in self-reflection, helping them identify their strengths, areas for growth, and strategies for improving their practice.
- b. Critically assess their experiences and integrate this learning into their professional development.

**6. Providing Supervision in Various Practice Areas**

- a. Help students gain exposure to different aspects of social work practice within the agency, ensuring the student engages with a variety of clients, populations, and methods of intervention.
- b. Guide students through different interventions and help them integrate knowledge from both classroom learning and field experiences.

**7. Ensuring Safe and Supportive Learning Environment**

- a. Ensure that students are placed in a safe environment that allows them to practice ethically and effectively while maintaining confidentiality, respecting diversity, and promoting social justice.
- b. They take necessary actions to protect the students' well-being, ensure they are not overburdened with tasks beyond their capacity, and address any concerns or issues promptly.

**8. Engaging in Active Communication with the Field Liaison and Faculty**

- a. Maintain open and ongoing communication with the **Field Liaison** or faculty member, sharing insights on the student's progress and any challenges encountered during the placement.
- b. Collaborate with faculty to address any difficulties and provide feedback to ensure alignment between field practice and academic learning goals.

**9. Facilitating Professional Development**

- a. Support the student's professional development by providing learning opportunities that enhance the student's skills, knowledge, and understanding of social work practice.
- b. Guide the student in understanding the broader social service system, policy contexts, and agency structures, helping students build a comprehensive understanding of the profession.

**10. Supporting Diversity and Social Justice**

- a. Actively promotes the understanding and application of social justice principles, diversity, and cultural humility in practice.
- b. Guide students in working with clients from diverse backgrounds and help them navigate issues of privilege, oppression, and systemic inequities in practice.

**11. Fostering Collaboration with Clients and Colleagues**

- a. Encourage students to collaborate effectively with clients, interdisciplinary teams, and community agencies to provide holistic and client-centered services.
- b. Help students develop communication and teamwork skills that are critical for effective social work practice.

## **12. Addressing Issues or Concerns Related to the Student's Performance**

- a. If there are concerns regarding the student's performance, behavior, or ethical conduct, agency supervisors are responsible for addressing these issues early and providing corrective feedback.
- b. Responsible for providing appropriate guidance if a student requires remediation in specific areas.

## **13. Providing Supervision in Client Interaction**

- a. Guide students in engaging with clients, conducting assessments, developing intervention plans, and providing services, ensuring that all work is done ethically and in line with agency protocols.
- b. Oversee the student's involvement in case management and help them develop skills in client engagement, treatment planning, and resource coordination.

## **14. Ensuring Alignment with Program Competencies**

- a. Help ensure that the student's field placement is aligned with the core competencies required by the social work program and the EPAS.
- b. Assist students in meeting the competencies and integrating them into practice while ensuring the overall development of the student's professional competence.

### **Selection of Field Agencies/Settings**

The selection of field agencies/ settings for Social Work practicum placements is a collaborative process, this process ensures that agencies are suitable for providing quality field education to students. The decision-making process may begin with an agency reaching out to the program or vice versa to assess whether the agency can support field instruction. Agencies are considered appropriate for Field Instruction if they meet certain criteria. First, the agency must be suitable for generalist practice methodologies, allowing students to gain experience across a range of social work interventions and settings. Second, the agency must provide students with opportunities to apply classroom knowledge, skills, and values to real-world practice, ensuring that students can integrate academic learning with practical experience. Additionally, agencies must have appropriately qualified personnel to supervise students.

### **Selection of Field/Settings Supervisors**

Selection of Field/Setting Supervisors is a critical process to ensure that students receive the necessary guidance and support during their practicum. Supervisors are selected based on their education, experience, training, adherence to generalist methodology, and willingness to supervise. To qualify, a supervisor must hold an MSW from a CSWE-accredited program with at least two years of post-MSW practice experience, or a BSW from a CSWE-accredited program with 3-5 years of post-BSW practice experience. Supervisors should possess a strong knowledge of generalist practice and have relevant experience in this approach, ensuring they can effectively guide students in a wide range of social work interventions. Additionally, supervisors must demonstrate a commitment to social work values, including knowledge of the profession's core principles and skills. A commitment to social justice and the reduction of oppression is also essential.

### **Procedures for Students' Application for Field Instruction**

Students initiate the application process for Social Work Field Instruction by obtaining guidance and instruction from the Field Director. The Field Director provides detailed steps and deadlines for all necessary forms related to Field Instruction (located in the Appendix). The Social Work Program does not grant credit, in whole or in part, for prior work experience or life experiences as a substitute for field instruction or any foundation-level Social Work course.

### **Policy on Use of Students' Place of Employment as Field Setting**

While the Social Work Program at Prairie View A&M University generally does not encourage students to maintain employment during their internship, it recognizes that economic and familial responsibilities may create challenges for students who must relinquish their jobs. The Program is committed to accommodating such students, ensuring that academic integrity is upheld. To guide students employed at their internship sites, the following policies have been established:

1. The supervised internship responsibilities must differ from the student's regular job duties at the place of employment.
2. Specific days and hours for the internship must be determined and agreed upon, with documentation signed by the agency field instructor, the student, and the field coordinator.
3. It is recommended that the student be assigned to a field instructor who is distinct from their work supervisor, in order to minimize potential role confusion and conflicts.

### **Field Education Remote Work and Agency Closure Policy**

All field education duties for BSW students must be completed on-site at approved field agencies. Remote work, including virtual activities intended to substitute for in-person participation, is strictly prohibited for fulfilling field education hour requirements. This policy ensures that students gain the full benefit of direct supervision, hands-on client interaction, and practical experience, all of which are essential for meeting CSWE accreditation standards. Students are responsible for verifying the operational status of their assigned agency.

Any hours logged on days when the agency is officially closed—whether due to holidays or scheduled closures—will not be counted toward the required field hours. Accurate documentation of all on-site activities is mandatory, and students must adhere to established reporting procedures. This policy is implemented to maintain the quality and integrity of our field education program. Non-compliance may result in disciplinary action as outlined in the departmental guidelines and could negatively impact field education standing.

### **Request for Change in Field Placement Assignment**

Requests for a change in field placement assignments will be evaluated by the Field Liaison and the Field Director, who will make the final decision. The following conditions may warrant a change in a student's field placement assignment:

1. A change in the employment status of the field instructor.
2. The student or field instructor identifies a significant issue with the field placement that impacts the student's performance in the internship.
3. Termination of the student by the agency due to unethical behavior or undesirable attitudes that may jeopardize the agency's client base.

4. A student's request for reassignment from the agency/setting due to a substantiated risk to their safety and/or well-being.

**(Note this is not a comprehensive list)**

### **Field Seminar Policy and Procedures**

Course Policy and Procedures refer to the guidelines and rules that govern the way the course is conducted. These policies set clear expectations for students and instructors regarding class participation, assignments, attendance, grading, communication, and behavior throughout the course. The procedures outlined below explain how the policies will be enforced, ensuring a fair and structured learning environment.

### **Attendance/Class Participation Policy**

Students are required to attend the entire 10 weeks of the Field Seminar Course; students who missed 2 or more days will not receive a passing grade for the course. Attendance will be taken during each class via roll call or preferred method of the instructor. Students arriving more than 15 minutes late will be marked absent. Not attending the entire class and leaving without permission is not allowed. Signing in for another student is considered academic dishonesty. Students are responsible for notifying the instructor in advance of any absences and for obtaining missed notes, handouts, or materials. Absences do not excuse students from completing assignments or meeting deadlines.

Punctuality is crucial for fostering a productive learning environment, and students are expected to arrive on time for all class sessions. Two instances of tardiness will count as one absence. Tardiness is defined as arriving after the class session has officially started. It is the students' responsibility to manage their time effectively to avoid being marked late and accumulating absences due to repeated tardiness.

Active participation is essential for a meaningful learning experience. Students are expected to engage in class discussions and contribute thoughtfully in class activities. Participation includes both in-person and online interactions, as applicable. Respectful dialogue and professional behavior are required at all times. Disruptive or disrespectful behavior will impact participation grades. Consistent engagement demonstrates a commitment to learning and contributes to the overall success of the course.

### **Assignment Submission Policy**

All assignments must be submitted by the designated due date and time through the appropriate platform (e.g., Canvas). Late submissions will be subject to a penalty unless prior approval is granted by the instructor. It is the student's responsibility to ensure assignments are properly uploaded and submitted on time. Failure to submit assignments in the required format may result in a grade reduction or a "no submission" designation. Extensions are granted only under exceptional circumstances and must be requested in advance.

### **Academic Integrity Policy**

Students are expected to uphold the highest standards of academic integrity, including honesty in all assignments and assessments. Plagiarism, cheating, and unauthorized collaboration are strictly

prohibited. The use of AI tools to complete assignments must adhere to course guidelines. Students are responsible for ensuring that their work reflects original thought and understanding. Unauthorized reliance on AI-generated content without proper citation or instructor approval will be treated as a violation of academic integrity and subject to disciplinary action.

### **Grading Policy**

Grading is based on the quality and timely submission of assignments, class attendance, participation, written assignment, and any additional course requirements outlined in the syllabus. Students are expected to meet all deadlines and follow assignment guidelines to receive full credit.

Extra credit opportunities may be offered at the instructor's discretion. These opportunities are not guaranteed and, if provided, will be communicated clearly to all students. The instructor reserves the right to adjust grades based on demonstrated effort, improvement, and participation throughout the course.

### **Communication Policy**

Professional and timely communication is essential for success in this course. Students should use Canvas or University email to communicate with the instructor. Students are expected to regularly check their university email and Canvas for updates and announcements. All communication with the instructor should be respectful and follow professional standards. Please allow up to 48 hours for a response to emails. For urgent matters, clearly state the issue in the subject line. Use appropriate language and include your full name and course details in all correspondence.

### **Video Conferencing**

When attending class via Zoom or other video conferencing tools, students are required to have their cameras on for the entire class session to ensure active participation and engagement. Failure to have your camera on throughout the session will result in being marked absent for that class period.

Students should join from a quiet, distraction-free environment with a tidy, professional background. Inappropriate or offensive images, posters, or virtual backgrounds are not permitted. Please dress appropriately, remain muted unless speaking, and avoid eating or drinking during the session. It is the student's responsibility to test audio, video, and lighting before the session to prevent disruptions. Full presence and attention during video sessions are essential for a meaningful learning experience.

### **Technology Requirements**

Students must have reliable access to a computer, internet connection, and any required software or platforms specified for this course (e.g., Canvas, Zoom, etc.). Assignments may require word processing, video conferencing, and the use of online tools for research and submissions. It is the student's responsibility to ensure that their technology is functioning properly. Technical issues do not excuse late submissions; therefore, students should plan ahead and contact IT support if problems arise. Students should refrain from using their phone to complete major assignments as this could impact submission formatting and have overall negative impact on students' grades.

## **Recording and Photographing Policy**

Recording or taking pictures during class sessions is strictly prohibited unless prior permission is granted by the instructor. This includes audio recordings, video recordings, and screenshots. Students with approved accommodations must notify the university/instructor in advance if recording is necessary. Any unauthorized recording or photographing during class time may result in disciplinary action and is a violation of privacy and classroom policies. Respect for classmates' and the instructor's privacy is expected at all times.

## **STATEMENT OF TERMINATION FOR ACADEMIC AND PROFESSIONAL REASONS**

### **Termination for Academic Reasons**

Prairie View A&M University procedures for termination of students for academic reasons are stated in the University catalog. Additionally, Social Work students who fail to adhere to the following may be terminated from the Social Work Program:

1. Social Work majors must satisfy university minimum semester credit hour requirements for student classification as follow:
  - a. Sophomore: A student who has earned 30 to 59 semester credit hours.
  - b. Junior: A student who has earned 60 to 89 semester credit hours.
  - c. Senior: A student who has earned at least 90 semester credit hours.
2. Social Work majors must maintain a cumulative minimum grade point average of 2.5 and a grade of "C" is the minimum accepted for all social work courses.
3. SOWK prefix course may be repeated more than once to achieve a passing grade of "C". Failing the course, a second time will result in dismissal from the Social Work Program.
4. Withdrawal from a social work course requires approval from Social Work Program.

### **Termination for Non-Academic or Professional Reasons**

Students officially admitted to the Social Work Program may be terminated from the program at any time for the following reasons:

1. Engaging in unethical behavior or conduct according to the Code of Ethics of the National Association of Social Workers (NASW) including evidence of chemical dependency, mental or emotional difficulties which impair performance, interactions, and relationships. Additionally, unacceptable behaviors include evidence of criminal activity, violent behaviors unresolved personal issues which impair performance, interactions, and relationships with classmates, faculty, agency staff, and/or clients. Social Work majors must demonstrate professional conduct and relationship skills, as well as mental acumen and behavior consistent with the values and ethics for beginning level professional social work practice.

2. Noncompliance of the NASW Code of Ethics or the University's code of behavior. A Social Work major fails to manifest or display the values of professional behavior for a beginning level social work practitioner in and outside the classroom, in agency settings as well as other professional environments (e.g. professional meetings, etc.).

## **Procedures for Termination from the Social Work Program**

### **Academic Termination:**

Academic termination from the University due to a low-grade point average is automatically determined by the Registrar's Office. Students will be notified by letter regarding their probationary or suspension status. Academic termination from the Social Work Program occurs when a student fails to maintain a cumulative GPA of 2.5 in all Social Work courses or fails the same Social Work course for the second time. Students have the right to appeal academic suspension or dismissal, as outlined in the University Undergraduate Catalog.

### **Nonacademic or Professional Termination:**

The Social Work Program Committee for Grievance and Termination is responsible for determining termination for nonacademic or professional reasons. The Committee will review all complaints of student misconduct, assess the severity of the behavior, and develop an appropriate course of action. Termination may be immediate in cases involving serious violations, such as assault, rape, or murder.

The Committee will conduct a thorough investigation of the allegation, including:

1. Informing the student of the specific behaviors in question and how they violate the NASW Code of Ethics.
2. Identifying the person(s) reporting the behavior and providing clear evidence of the violation.
3. Presenting corrective actions and a timeline to address the problematic behavior.

A written agreement outlining the conditions the student must meet before final action is taken will be prepared. This agreement will be signed by the student, the Committee, and the Program Director, with a copy provided to the student and placed in their file. The Committee will keep the Program Director informed of the situation. If the student fails to meet the requirements within the specified timeline, the Committee will recommend termination from the Social Work Program, and the student will be advised of other educational options.

Prairie View A&M University  
Department of Social Work

Baccalaureate Social Work Program (BSW)

**Application for Field Practicum Placement Instructions**

Instructions:

Please see below the steps that must be followed to be successful in navigating the Field Practicum Placement process.

1. Students must complete an advising meeting in the Spring semester before the Summer in which you are applying for Field Practicum placement.
2. Student must ensure their advisor completes and signs off on the “Field Practicum Placement Advisor Attestation” which approves you to complete a field placement application.
3. Students must complete the Field Practicum Placement application in its entirety in the fillable form (**any other form will be unacceptable**).
4. Students must print, provide a signature and date on the Field Practicum placement application for it to be considered and processed.
5. Students must complete the required essay prompt “**Why I Desire to Pursue a Professional Degree in Social Work**” and address all the require components outlined.
6. Students’ application and essay must be completed and submitted together.
7. Students should email their completed document to the Field Practicum office email box.

Failure to follow these instructions will delay the students’ Field Practicum placement process. If there are any questions, please feel free to contact the field office.

Prairie View A&M University  
Department of Social Work

Baccalaureate Social Work Program (BSW)

**Field Practicum Placement Advisor  
Attestation**

Student Name:

Student ID:

Advisor Name:

Advisor, please attest that the below has been met by the student and that you grant them permission to move into field placement for the Summer \_\_\_\_\_.

Please check all that apply:

Yes No Student currently has maintained a cumulative minimum grade point average of 2.5?

Yes No Student has maintained a "C" or better in all social work courses and other courses outlined on the degree plan.

Yes No Student has no more than 12 credit hours of course work to complete after the Summer semester but has completed at least 90% of their SOCW courses?

Based on the information above:

The student is approved by the advisor to move into Field for the Summer\_\_\_\_\_semester.

The student is not approved by the advisor to move into Field for the Summer\_\_\_\_\_semester.

\_\_\_\_\_  
Advisor Signature Date

\_\_\_\_\_  
Field Personnel Signature Date

Prairie View A&M University  
Department of Social Work

Baccalaureate Social Work Program (BSW)  
**Field Practicum Placement Application**

The completion of the Baccalaureate Social Work (BSW) degree at Prairie View A&M University requires field practice experience for senior Social Work majors. The Field Practicum consists of 400 clock hours. This requirement meets the Council of Social Work Education's (CSWE) criteria for field placement. Field Practicum (SOWK 4617) and Integrative Seminar (SOWK 4318), taken concurrently, are designed to provide students with an opportunity to observe and participate in direct service delivery at the micro, mezzo and macro levels of practice. The Field Practicum course also provides the student with an experiential opportunity to apply social work knowledge, values, skills and methods while participating in generalist practices with clients and/or client systems.

**NOTE:** The BSW Program does not grant field credit for previous work or life experiences.

Student's First Name:

Last Name

DOB

SID

Permanent Address:

City:

State:

Zip Code:

Local Address:

(If different from permanent)

City:

State:

Zip Code:

Permanent Telephone:

Mobile:

Have you ever been convicted of a misdemeanor and/or felony?

No  Yes  If yes, specify nature of conviction and date(s)

# Criminal Background Statement

Social workers hold positions of trust and often work with vulnerable clients. Therefore, a review of criminal history, including convictions and deferred adjudication of a prospective social worker is necessary to protect the public's safety, health, and welfare.

The criminal history of an applicant to the Social Work Education Program will be considered in making admission and retention determinations. Failure to disclose criminal history in response to admissions and retention materials may be considered an attempt to defraud the university and the program and may subject the student to immediate dismissal from the program.

Prospective students must be aware that agencies have the right to refuse to accept them for field practicum. Acceptance into the social work program does not guarantee a student a practicum if the refusal is based on a student's criminal history. Refusal of a practicum under such circumstances will not entitle the student to any refund of tuition or other fees incurred up to that point of the program. No student will be allowed to graduate with a degree in social work without completing the field placement requirement.

In addition, the Texas State Board of Social Work Examiners requires a specific case by case evaluation to determine eligibility for licensing. Graduation from Prairie View A&M University Social Work Program does not guarantee that a graduate with a criminal history will be eligible to sit for the state licensure examination. Furthermore, employers may refuse to employ anyone, based on criminal history. It is the responsibility of the students with such histories to inform themselves whether or not their particular circumstance may affect their eligibility for licensure and employment.

**Please answer the following question. Written explanation must accompany a "yes" answer.**

**Yes**  **No**  Have you ever been convicted of or charged with a crime in any state or country, the disposition of which was other than acquittal or dismissal? Do not include Class C misdemeanor traffic offenses. (If "yes", include dates and location of criminal history).

**My printed name and signature indicate that I have read and answered the statement above truthfully to the best of my knowledge. I understand that any attempt to misrepresent the truth will be considered fraud and may result in termination from the program. I further understand that the following information, along with any accompanying written explanation, will be provided to agencies where I am assigned to interview, upon request.**

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

---

Signature

## **FACTORS AFFECTING FIELD ASSIGNMENT**

1. Do you plan to be employed during your field placement? No Yes

If yes, please provide the following:

Number of hours per week

Scheduled Days:

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Scheduled Times:

2. Because you are responsible for transportation to and from the field agency, do you foresee any issues with seeking placement? No Yes

If yes, please explain:

3. Please note any special needs that may require special accommodation as outlined by ADA.

**VOLUNTEER EXPREIENCE RELATED TO SOCIAL WORK**

<b>Agency</b>	<b>Date(s)</b>	<b>Description of Volunteer Activities</b>

**SOCIAL/PROFESSIONAL ORGANIZATIONS**

Please list any social/professional organizations of which you are currently a member

- 1.
- 2.
- 3.

## **EDUCATIONAL AND CAREER INTERESTS**

1. What are your current educational and career goals?
2. What personal strengths, qualities and/or abilities do you possess that will be an asset to you during this field placement?
3. What knowledge, information, or experiences do you hope to gain from this field experience?
4. What are your career plans immediately after graduation?
5. What are your long-term career goals?
6. Current Social Work Grade Point Average?

## **FIELDS OF PRACTICE**

The following are examples of some of the diverse problems and client groups with which professional social workers are involved. Please select the categories that represent your current interests in your social work education.

### *Special Age Groups:*

- Pre-School Children
- School-Age Children
- Adolescents
- Adults
- Geriatrics
- Women Issues
- Political Advocacy
- Substance Abuse

*Communities:*

- Rural Communities
- Suburban/Urban Communities

*Problems/Special Population:*

- Child Welfare
- Child & Family Services
- Juvenile Services
- School Social Work
- Criminal Justice
- Health
- Mental Health
- Gender Related Issues
- Developmental Disabilities
- Minorities/Depressed Groups
- Physically Disabled
- HIV Services
- Low Income/poverty

*Direct Services Delivery*

- |  |  |
|--|--|
| <input type="checkbox"/> Adult Day Care      | <input type="checkbox"/> Hospice Care        |
| <input type="checkbox"/> Advocacy            | <input type="checkbox"/> Housing             |
| <input type="checkbox"/> Case Management     | <input type="checkbox"/> Info and Referral   |
| <input type="checkbox"/> Child Care          | <input type="checkbox"/> Legal Aid           |
| <input type="checkbox"/> Counseling          | <input type="checkbox"/> Protective Services |
| <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Residential         |
| <input type="checkbox"/> Education           | <input type="checkbox"/> Skills Training     |
| <input type="checkbox"/> Employment          | <input type="checkbox"/> Temporary/Emergency |
|  | <input type="checkbox"/> Transportation      |

Please indicate three fields of practice in which you have an interest.

- 1.
- 2.
- 3

**Optional Information:**

Please indicate which of the following groups best describes your ethnic background. This information is voluntary and will be used for federal and/or state law reporting purposes only and will not be used in any admission or scholarship decisions.

**Race/Ethnicity/Identity:** (Check all that apply)

- African/African American
- Asian/Pacific Islander
- Hispanic/Latino American
- Native American
- Caucasian/White, Non-Hispanic
- Other: \_\_\_\_\_

**Signatures and Statement by the Applicant:**

I give permission for the information contained in this application to be shared with social work faculty members and field instructors who are involved with my placement.

I have completed this application as accurately as possible, and I certify that this information is complete and correct to the best of my knowledge. I authorize the Social Work Program to verify the information I have provided. I further understand that this information and subsequent interview(s) will be utilized to determine the best placement for me. I also understand that submission of false information grounds for rejection and withdrawal of my application will disqualify me from field placement.

\_\_\_\_\_  
Student (*print*)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Field Instruction

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dept. Head of Social Work Program

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Field Practicum Placement Statement of Purpose Essay

The BSW Program at Prairie View A&M University is designed to prepare students for professional generalist social work practice. The Social Work Program is accredited by the Council on Social Work Education and must meet and adhere to the standards set by this accrediting body.

Social Work is a helping profession. The essay requirement is an important part of your application. It is requiring that you submit **no less than 4 pages** and **no more than 5 pages**, typed and double spaced, on the topic *Why I Desire to Pursue a Professional Degree in Social Work* and attach it to your application.

Please include the following areas in your essay:

- A. Explain your personal background and experiences that have led you to pursue a professional degree in social work.
- B. Discuss the specific areas of social work that you are passionate about and why.
- C. Describe how obtaining a professional degree in social work aligns with your long-term career goals and aspirations.
- D. Reflect on any relevant volunteer work, internships, or experiences that have influenced your decision to pursue a professional degree in social work.
- E. Discuss the impact you hope to make in the field of social work and the communities you aim to serve after obtaining your professional degree.
- F. Discuss qualities you possess that can contribute to the social work profession
- G. Explain your long-term goals for your career path in the social work profession
- H. Discuss a contemporary social problem and outline how you will contribute to its solution.

## Field Practicum Placement

**DO NOT WRITE BELOW THIS LINE (OFFICIAL USE ONLY)**

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**Application:**

Date Received  
Date Reviewed

Transcript/transfer credits evaluated on (Dated):

Cum GPA

Number of Hours Completed

**Review Decision:**

Approved

Approved Conditionally (*List conditions below*)

Disapproved (*List reasons below*)

Prairie View A&M University  
Department of Social Work

Baccalaureate Social Work Program (BSW)  
**Field Practicum Placement Information**

**Placement Information:**

Student Name:

\_\_\_\_\_

Agency/Program Name:

\_\_\_\_\_

Address

Street / P.O. Box

City

State

Zip

Field Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Field Liaison \_\_\_\_\_ Date \_\_\_\_\_



**Prairie View A&M University**  
**Division of Social Work, Behavioral and Political Sciences**  
**Department of Social Work Education**

**EVALUATION OF STUDENT**  
**PERFORMANCE IN FIELD PLACEMENT**

STUDENT \_\_\_\_\_

AGENCY \_\_\_\_\_

FIELD INSTRUCTOR \_\_\_\_\_

SEMESTER SESSION:

SUMMER/ YEAR: \_\_\_\_\_

EVALUATION:

FINAL

*This form is used to evaluate the student's performance in her/his field placement in your agency. The evaluation should be based on expectations outlined in the learning contract. Evaluation should reflect reasonable expectations for student performance based on a generalist social work perspective. Evaluation of students at the end of the internship should be based upon whether or not the student has completed the terms of the learning contract in a satisfactory manner.*

Please use the following Likert scale below to evaluate the student's ability to perform the tasks outlined in this evaluation. For additional comments, feel free to attach an additional page.

4-Strongly Agree

3- Agree

2-Disagree

1-Strongly Disagree

<b>Student intern demonstrated potential to:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b><i>Competency 1: Demonstrate Ethical and Professional Behavior</i></b>				
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.	1	2	3	4
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4
Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication.	1	2	3	4
Use technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4
Use supervision and consultation to guide professional judgment and behavior.	1	2	3	4
<b>Comment:</b>				
<b>Student intern demonstrated potential to:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b><i>Competency 2: Engage Diversity and Difference in Practice</i></b>				
Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1	2	3	4
Present themselves as learners and engage clients and constituencies as experts of their own experiences.	1	2	3	4
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4
Apply strategies of ethical reasoning to arrive at principled decisions.	1	2	3	4
<b>Comment:</b>				
<b>Student intern demonstrated potential to:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b><i>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</i></b>				
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	1	2	3	4
Engage in practices that advance social, economic, and environmental justice.	1	2	3	4
<b>Comment:</b>				

Student intern demonstrated potential to:	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>				
Use practice experience and theory to inform scientific inquiry and research.	1	2	3	4
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	1	2	3	4
Use and translate research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4
<b>Comment:</b>				
Student intern demonstrated potential to:	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Competency 5: Engage in Policy Practice</b>				
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1	2	3	4
Assess how social welfare and economic policies impact the delivery of and access to social services.	1	2	3	4
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4
<b>Comment:</b>				
Student intern demonstrated potential to:	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>				
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1	2	3	4
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4
<b>Comment:</b>				
Student intern demonstrated potential to:	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Competency 7: Engage in Practice-informed Research and Research-informed Practice</b>				
Collect and organize data and apply critical thinking to interpret information from clients and constituencies. .	1	2	3	4
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	1	2	3	4
Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies.	1	2	3	4
<b>Comment:</b>				

Student intern demonstrated potential to:	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</i>				
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	1	2	3	4
Facilitate effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4
<b>Comment:</b>				
Student intern demonstrated potential to:	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i>				
Select and use appropriate methods for evaluation of outcomes.	1	2	3	4
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1	2	3	4
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1	2	3	4
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	4
<b>Comment:</b>				

**EMPLOYABILITY POTENTIAL:** Please rate the Bachelor of Social Work (BSW) intern using the following scale, based on your observations. This assessment is designed to evaluate the employability potential of a BSW student during their internship. Your feedback is crucial to the Social Work Program at Prairie View A&M University, as it will aid in the ongoing assessment and enhancement of our curriculum.

Is the student employable	1	2	3	4
If you had a role at your organization, would you offer it to the student?	Yes or No			
Was the student offered a role within your organization?	Yes or No			

**Additional Feedback:** (Please use this section to elaborate on competency area and if you answered “No” in the Employability potential, explain)

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FIELD INSTRUCTOR (Print)

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FIELD INSTRUCTOR (Signature)

\_\_\_\_\_ Date \_\_\_\_\_

<b>STUDENT INTERN NAME:</b>	<b>FIELD SUPERVISOR NAME:</b>
<b>AGENCY NAME:</b>	<b>WEEKLY TIMESHEET NUMBER (#0-15):</b>
<b>LEVEL:</b> <input type="checkbox"/> BSW (400 HRS)	<b>TIME SHEET FOR THE WEEK OF:</b>

**TIME SHEET – BSW**

DATE	START TIME	BREAK START	BREAK END	END TIME	PLEASE LIST THE CSWE COMP(S) YOU ENGAGED IN PER DAY	DAYILY TOTAL
					<b>WEEK TOTAL</b>	
<b>INTERNS COMPLETING MORE THAN 6 HOURS IN ONE DAY MUST TAKE AND DOCUMENT A 30 MINUTE BREAK.</b>				<b>REMAINING HOURS</b>		

<b>STUDENT INTERN HAD WEEKLY <u>SOCIAL WORK</u> SUPERVISION:</b> <input type="checkbox"/> YES <input type="checkbox"/> NO	
<i>I CERTIFY THAT THE TIME SHEET RECORDED IS A TRUE AND ACCURATE REFLECTION OF MY TIME AND DUTIES PERFORMED</i>	<b>DATE:</b>
<b>STUDENT INTERN SIGNATURE:</b>	
<b>STUDENT DEMONSTRATED PROFESSIONALISM IN:</b> <input type="checkbox"/> INTERACTIONS WITH OTHERS <input type="checkbox"/> COMMUNICATION WITH OTHERS <input type="checkbox"/> APPROPRIATE ATTIRE FOR THE WORKPLACE <input type="checkbox"/> PROFESSIONAL BEHAVIOR AND CONDUCT (PUNCTUALITY, ATTENDANCE, RESPECTFULNESS)	<b>DATE:</b>
<b>SUPERVISOR SIGNATURE:</b>	



## National Association of Social Workers (NASW)

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics. Also available in Spanish.

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, [Purpose of the NASW Code of Ethics](#), provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, [Ethical Principles](#), presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, [Ethical Standards](#), includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

### Preamble

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

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

to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

#### Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

\* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

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

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and

ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

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

emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

### Ethical Principles

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

#### **Value: Service**

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

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

#### **Value: Social Justice**

Ethical Principle: Social workers challenge social injustice.

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

#### **Value: Dignity and Worth of the Person**

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

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

**Value: Importance of Human Relationships**

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

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

**Value: Integrity**

Ethical Principle: Social workers behave in a trustworthy manner.

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

**Value: Competence**

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

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

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

**1. [Social Workers' Ethical Responsibilities to Clients >>](#)**

**Full Link: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/Social-Workers-Ethical-Responsibilities-to-Clients>**

**2. [Social Workers' Ethical Responsibilities to Colleagues >>](#)**

**Full Link: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/Social-Workers-Ethical-Responsibilities-to-Colleagues>**

3. [Social Workers' Ethical Responsibilities in Practice Settings >>](#)

**Full Link:** <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/Social-Workers-Ethical-Responsibilities-in-Practice-Settings>

4. [Social Workers' Ethical Responsibilities as Professionals >>](#)

**Full Link:** <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/Social-Workers-Ethical-Responsibilities-as-Professionals>

5. [Social Workers' Ethical Responsibilities to the Social Work Profession >>](#)

**Full Link:** <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/Social-Workers-Ethical-Responsibilities-to-the-Social-Work-Profession>

6. [Social Workers' Ethical Responsibilities to the Broader Society >>](#)

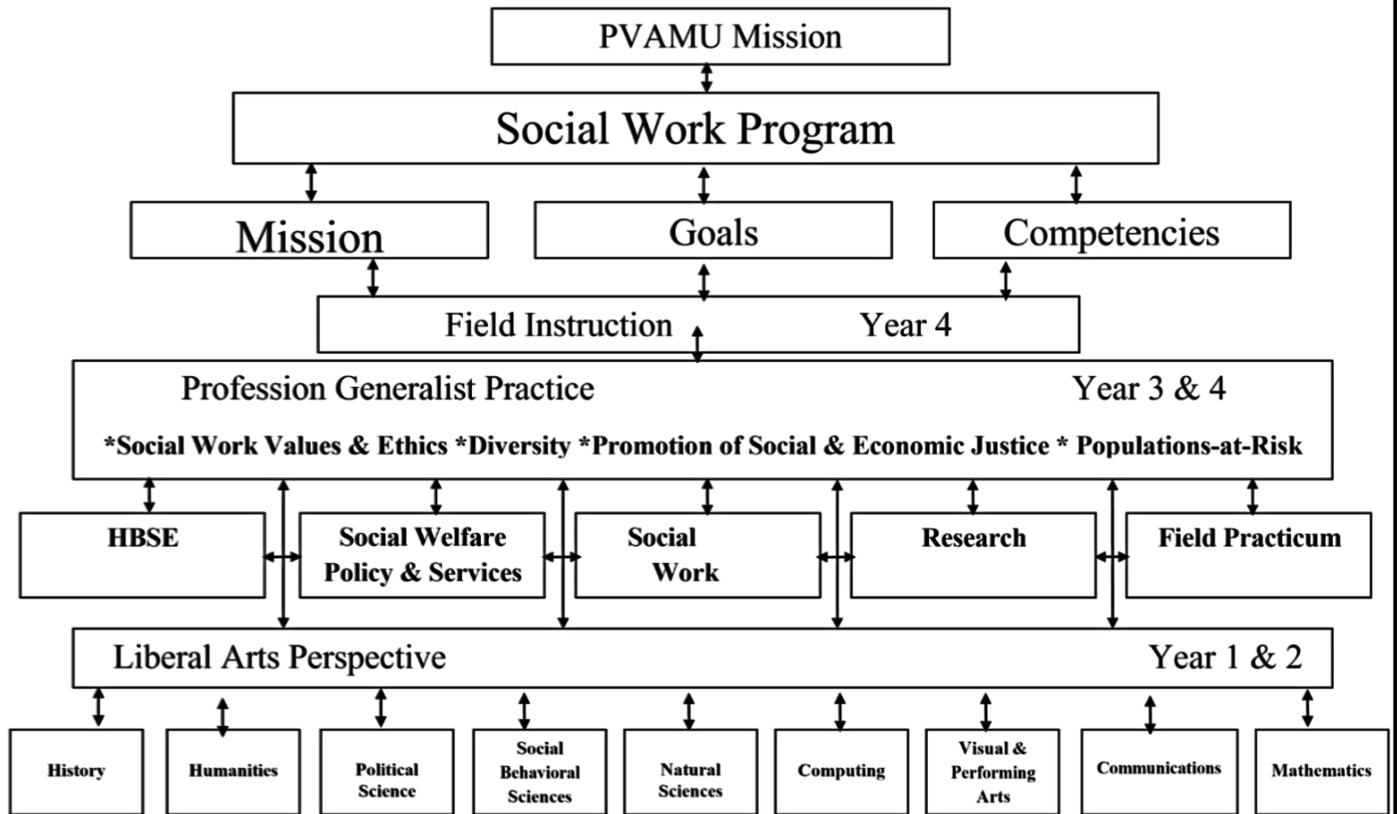
**Full Link:** <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/Social-Workers-Ethical-Responsibilities-to-the-Broader-Society>

Full Access to the NASW Code of Ethics:

[Code of Ethics: English](#)

**Full Link:** <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**BSW PROGRAM FOR GENERALIST SOCIAL WORK (COMPARABILITY MODEL)**



## Appendix/Document Center:

To access the most up-to-date version of the documents within this Field Manual and listed below, please use the links provided:

- PVAMU Social Work **(all)** Field Education Documents:
  - Full Link: <https://www.pvamu.edu/bcas/departments/social-work/practicum-education/>
  
- Social Work Field Instruction syllabus:
  - Full Link: <https://pvamu.simplesyllabus.com/en-US/syllabus-library>
  
- Social Integrative Seminar syllabus:
  - Full Link: <https://pvamu.simplesyllabus.com/en-US/syllabus-library>
  
- SOCIAL WORK DEGREE PLAN:
  - Full Link: <https://www.pvamu.edu/bcas/departments/social-work/>
  
- NASW Code of Ethics:
  - Full Link: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>