



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

Welcome and Introduction

Overview of Field Education

Welcome to Field Education in the Bachelor of Social Work (BSW) Program at Prairie View A&M University. Field education represents a critical and transformative component of professional social work education. It provides students with the opportunity to integrate classroom knowledge with real-world practice experiences in professional social service settings.

Field education is widely recognized as the signature pedagogy of social work education, as defined by the Council on Social Work Education (CSWE) in the 2022 Educational Policy and Accreditation Standards (EPAS). Signature pedagogy refers to the central form of instruction and learning through which students develop the knowledge, values, skills, and cognitive processes necessary for professional practice. Through field education, students apply theoretical concepts learned in the classroom while developing professional competence in diverse practice environments.

The BSW Field Education Program at Prairie View A&M University is designed to prepare students for entry-level generalist social work practice by providing structured, supervised learning experiences within community-based organizations and social service agencies. Field education emphasizes the integration of professional social work knowledge, ethical standards, critical thinking, and culturally responsive practice while addressing the complex needs of individuals, families, groups, organizations, and communities.

Field placements provide students with opportunities to develop and demonstrate competency across multiple levels of practice, including micro, mezzo, and macro social work interventions. Students engage with diverse populations and practice settings while developing a professional identity grounded in the core values of the social work profession, including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

The field education experience is a collaborative partnership among the Social Work Program, field agencies, Field Instructors, and students. This partnership ensures that field learning experiences are meaningful, structured, and aligned with the educational mission of the program. Field agencies serve as essential training sites where students gain hands-on experience under the supervision of qualified social work professionals.

The Prairie View A&M University BSW Program is deeply committed to preparing students to practice in diverse and complex social environments. Field education experiences emphasize culturally responsive and anti-oppressive practice approaches while promoting social, racial, economic, and environmental justice.

Students enrolled in field instruction are expected to demonstrate professional behavior, ethical decision-making, and a commitment to continuous learning. The field experience provides students with opportunities to apply the generalist problem-solving process, develop professional skills, and engage in reflective practice that supports professional growth and development.

This Field Education Manual serves as a comprehensive guide for students, Field Supervisors, Faculty Liaisons, and agency partners. The manual outlines the policies, procedures, expectations, and responsibilities that guide the field education process. It also provides essential information regarding the field placement process, supervision requirements, competency-based evaluation procedures, and professional standards for field practice.

Through participation in field education, students develop the competencies necessary to become effective and ethical social work professionals prepared to serve individuals, families, groups, organizations, and communities in both rural and urban settings.

The Social Work Program at Prairie View A&M University extends sincere appreciation to the many community agencies and Field Instructors who partner with the program to provide high-quality training opportunities for our students. Their dedication and mentorship play a vital role in preparing the next generation of professional social workers.

Field education represents the culmination of the social work curriculum and provides students with the opportunity to apply their knowledge, values, and skills in service to others while strengthening their professional identity and commitment to social justice. The table of content will help guide you through the extensive field manual which serves as the framework for our Field Education program.

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Section I. Institutional Context

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 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.

Section II. University Policies and Student Rights

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 ensure 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, 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 is housed within the Division of Social Work, Behavioral and Political Sciences, which is in the College of Arts and Sciences at Prairie View A&M University. As part of the larger academic community of Prairie View A&M University, the Social Work Program operates within the policies, mission, and governance structure of the University. The Social Work Program fully supports and adheres to the University's policies regarding equal opportunity and nondiscrimination. Prairie View A&M University does not discriminate based on race, color, religion, sex, national origin, ethnicity, age, disability, veteran status, sexual orientation, or any other legally protected status in employment, admission, or participation in any educational program or activity sponsored by the University. Consistent with the values of the social work profession and the NASW Code of Ethics, the Social Work Program is committed to promoting equity, inclusion, and respect for diversity within the academic environment and in all program activities.

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, based on 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 based on sex. Individuals will not be excluded from participation in, be denied the benefit of, or be subjected to discrimination based on 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.

Section III. Social Work Program Overview

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.

Social Work Program 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.

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 at Prairie View A&M University is accredited by the Council on Social Work Education (CSWE) and prepares students for beginning-level professional generalist social work practice. The program is designed to promote competency development consistent with the CSWE Educational Policy and Accreditation Standards (EPAS) and the values and ethics of the social work profession.

The goals of the Social Work Program are to:

1. Promote Understanding of Social Policy and Social Justice

- Prepare students to understand the history, development, and implementation of social welfare policy, including the ways policies influence service delivery, access to resources, and client well-being. Students will examine the forms and mechanisms of oppression and discrimination and

develop strategies to advance social, racial, economic, and environmental justice in both rural and urban communities.

2. Integrate Liberal Arts Knowledge with Professional Practice

- Provide a liberal arts and professional foundation that prepares students to deliver services to client systems of varying sizes and types. Students will develop an understanding of the social context of practice, organizational behavior, and the processes that influence social change.

3. Promote Ethical Research and Evidence-Informed Practice

- Prepare students to understand and apply ethical social work research methods used to evaluate service delivery and inform professional practice. Students will develop skills in both qualitative and quantitative research methods and learn to contribute to the social work knowledge base through research-informed practice.

4. Prepare Students for Generalist Social Work Practice

- Prepare students for entry-level generalist social work practice with diverse populations in rural and urban settings. Students will develop knowledge, values, ethics, and skills necessary to practice across micro, mezzo, and macro levels, reinforced through classroom learning and supervised field education experiences.

5. Promote Professional Development and Lifelong Learning

- Prepare students for careers as professional social workers and for advanced social work education. The program emphasizes the importance of ongoing professional growth, ethical practice, leadership, and lifelong learning for students and faculty.

Section IV. Generalist Social Work Practice Framework

Generalist Perspective

Generalist social work practice involves a systematic, problem-solving process that utilizes multiple methods of intervention across micro, mezzo, and macro levels of practice. This approach draws upon the professional knowledge, values, and skills of social work to assess client needs, develop appropriate interventions, and evaluate outcomes that improve the well-being of individuals, families, groups, organizations, and communities. The Baccalaureate Social Work Program at Prairie View A&M University (PVAMU) prepares students for generalist social work practice through the application of the ecosystem's framework, which integrates the ecological perspective and systems theory. This framework emphasizes understanding individuals within the context of their environments and recognizes the dynamic interaction between people and the social, economic, cultural, and political systems that influence their lives.

Within this framework, students learn to view client challenges through a person-in-environment perspective, identifying both the strengths of clients and the resources available within their environments. This strengths-based approach supports the development of interventions that promote empowerment, resilience, and improved functioning.

Students are trained to apply the generalist problem-solving model to engage, assess, intervene, and evaluate practice with diverse client systems, including individuals, families, groups, organizations, and communities. Through this approach, students develop the ability to respond effectively to social issues affecting populations in both rural and urban settings. The generalist practice framework prepares graduates to practice ethically and competently while promoting social justice, equity, and improved quality of life for diverse populations.

Person-in-Environment Framework

The person-in-environment (PIE) framework is a foundational perspective that guides professional social work practice and informs the educational preparation of students in the Baccalaureate Social Work Program at Prairie View A&M University (PVAMU). This framework emphasizes that individual behavior, experiences, and well-being cannot be understood in isolation, but rather must be examined within the broader context of the social, cultural, economic, political, and environmental systems in which individuals live. The PIE perspective recognizes that individuals interact continuously with multiple systems that influence their opportunities, resources, and life outcomes. These systems include families, peer networks, organizations, communities, institutions, and broader societal structures such as policies, laws, and social norms. Social workers utilize this framework to analyze how environmental factors such as poverty, discrimination, access to education, healthcare availability, housing stability, and community resources impact individual and family functioning.

Within this framework, social workers assess both individual strengths and environmental conditions in order to develop interventions that address the complex and interconnected factors affecting client well-being. The person-in-environment perspective encourages practitioners to recognize the influence of structural inequalities, systemic oppression, and social barriers that may contribute to client challenges. At the same time, the framework emphasizes identifying protective factors, community assets, and individual resilience that can support positive change. Students in the PVAMU BSW Program apply the person-in-environment framework when engaging with individuals, families, groups, organizations, and communities during field education and classroom learning. This approach supports the development of comprehensive assessments and interventions that consider biological, psychological, social, and environmental influences on human behavior.

Through the integration of the person-in-environment perspective with the generalist practice model, ecological systems theory, and strengths-based practice, students develop the ability to address complex social problems at multiple levels of intervention. This framework reinforces the profession's commitment to promoting human rights, social justice, and equitable access to resources, while preparing students to respond effectively to the diverse needs of populations in both rural and urban communities.

Ecosystems Approach

The ecosystems approach is a foundational theoretical framework that guides social work education and practice within the Baccalaureate Social Work Program at Prairie View A&M University (PVAMU). This approach integrates ecological theory and systems theory to emphasize the dynamic and reciprocal relationships between individuals and the various systems that influence their lives. The ecosystems perspective recognizes that individuals and environments are interconnected and that changes within one system can affect functioning within other systems. From the ecosystems perspective, human behavior and social functioning are understood as the result of ongoing interactions between individuals and the multiple systems in which they participate. These systems include families, peer networks, social institutions, organizations, communities, and broader societal structures such as policies, economic conditions, and cultural norms. Social workers utilizing the ecosystems approach assess how these systems influence individual well-being, opportunities, and access to resources.

The ecosystems approach encourages social workers to examine both the strengths and challenges present within individuals and their environments. Rather than focusing solely on individual deficits, this perspective highlights the importance of identifying environmental supports, community resources, and protective factors that can promote positive change and resilience. Social workers also recognize that environmental barriers such as poverty, discrimination, limited access to healthcare, and systemic inequalities may contribute to social problems experienced by individuals and communities. Within the PVAMU BSW Program, students are trained to apply the ecosystems approach in their assessment and intervention processes across micro, mezzo, and macro levels of practice. This includes understanding how family dynamics, community structures, organizational policies, and social systems interact to shape client experiences. Through field education and classroom instruction, students learn to design interventions that address both individual needs and environmental conditions that influence social functioning.

The ecosystems approach reinforces the profession's commitment to holistic practice, strengths-based intervention, and social justice advocacy. By examining the complex interactions between individuals and their environments, students develop the capacity to engage in comprehensive and responsive social work practice that promotes well-being, empowers clients, and addresses systemic barriers affecting diverse populations in both rural and urban communities.

Program Learning Competencies

According to the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS), field education is the signature pedagogy of social work education, providing students with opportunities to integrate classroom knowledge with professional practice and demonstrate competency across practice settings. 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:

Competency 1: Demonstrate Ethical and Professional Behavior

- Demonstrate professional demeanor and ethical behavior consistent with the NASW Code of Ethics and social work values in interactions with individuals, families, groups, organizations, communities, and professional colleagues.

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

- Analyze and respond to systemic oppression and injustice and advocate for policies and practices that promote human rights and advance social, racial, economic, and environmental justice.

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

- Apply self-awareness, cultural humility, and anti-racist practice approaches when working with individuals, families, groups, organizations, and communities from diverse backgrounds and identities.

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

- Use qualitative and quantitative research methods to inform social work practice and apply research findings to improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- Identify, analyze, and advocate for policies at the local, state, federal, and global levels that impact well-being, service delivery, and access to social services.

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

- Apply generalist social work practice skills to effectively engage individuals, families, groups, organizations, and communities in collaborative helping relationships.

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

- Conduct culturally responsive assessments of individuals, families, groups, organizations, and communities to identify strengths, challenges, and service needs.

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

- Apply knowledge of human behavior and the social environment across the lifespan to develop and implement evidence-informed interventions with individuals, families, groups, organizations, and communities.

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

- Use appropriate qualitative and quantitative methods to evaluate practice outcomes and improve social work interventions and programs.

The following table identifies the field education learning competencies aligned with the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS). Field education provides students with opportunities to demonstrate the integration of knowledge, values, and skills associated with generalist social work practice. Student progress toward competency development is evaluated through field supervision, performance evaluations, learning contracts, and practicum documentation.



Section V. Field Education Conceptual Model

Field Education Conceptual Model

Field education is the signature pedagogy of social work education and represents the central component of professional preparation in the Bachelor of Social Work Program at Prairie View A&M University. Consistent with the **Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS)**, the field education program provides students with opportunities to integrate knowledge, values, skills, and cognitive and affective processes necessary for competent professional practice.

The conceptual model guiding field education is grounded in the generalist practice framework, the person-in-environment perspective, and the ecological systems approach. These frameworks emphasize the dynamic interaction between individuals and their environments and guide students in addressing social problems across micro, mezzo, and macro levels of practice.

The field education model integrates three essential components:

1. Classroom Instruction

Students develop foundational knowledge in social work theory, policy, research, ethics, and practice methods through the professional curriculum.

2. Supervised Field Practice

Students apply classroom learning in real-world social service agencies under the supervision of qualified field instructors while demonstrating professional competencies.

3. Reflective Field Seminar

Students participate in a concurrent seminar course designed to promote critical reflection, integration of theory and practice, professional identity development, and ethical decision-making.

Through the interaction of these three learning environments, students demonstrate competency in ethical practice, anti-racist and anti-oppressive practice, research-informed intervention, policy awareness, and professional collaboration.

SOCIAL WORK KNOWLEDGE



Competency Development

Section VI. Field Education Overview

Purpose of Field Instruction

Supervised field instruction represents the culminating experiential learning component of the Baccalaureate Social Work degree at Prairie View A&M University. Field education is an essential component of undergraduate professional preparation and serves as the primary setting in which students apply classroom knowledge to real-world practice. Consistent with the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS), field education is recognized as the signature pedagogy of social work education. Field instruction provides students with structured opportunities to integrate theoretical knowledge, professional values, and practice skills while demonstrating competency in working with individuals, families, groups, organizations, and communities. Field Instruction and the Social Work Field Seminar are taken concurrently. Together, these courses provide students with opportunities to connect theoretical knowledge from the classroom with practice experiences in agency settings. Knowledge derived from the generalist social work practice curriculum, supported by a liberal arts foundation, is applied in professional social service environments under the supervision of qualified field instructors.

Purpose of the Field Instruction Manual

The Field Instruction Manual serves as a comprehensive guide for the field education component of the Social Work Program at Prairie View A&M University. Field education is recognized as the signature pedagogy of social work education, providing students with opportunities to integrate classroom knowledge with professional practice in real-world settings. As a reference document, the Field Instruction Manual provides essential information regarding the goals, purpose, objectives, and expected educational outcomes of field instruction. The manual also outlines the roles and responsibilities of key participants in the field education process, including the Coordinator of Field Instruction, Field Supervisors, Faculty Liaisons, and students. Field instruction represents a collaborative partnership between the Social Work Program and community-based agencies and organizations. Through this partnership, students gain supervised practice experience that supports the development of competencies associated with generalist social work practice while integrating theoretical knowledge learned in the classroom with professional practice in agency settings.

Experiential Learning and Field Education

Social Work majors participate in experiential learning opportunities that support competency development and professional preparation. Students may complete service-learning experiences or volunteer activities as part of their academic coursework and professional development. In addition, students are required to complete a minimum of **400 hours of supervised field education**, consistent with the standards established by the Council on Social Work Education (CSWE). Field placements provide opportunities for students to apply classroom knowledge in professional practice settings and demonstrate competency in working with individuals, families, groups, organizations, and communities.

Field placements may occur in a variety of settings, including:

- Community service organizations
- Mental health and behavioral health agencies
- Substance use treatment facilities
- Agencies serving older adults, children, and families
- Juvenile and adult justice systems
- Public assistance and social service agencies
- School social work settings

- Policy and administrative organizations

These experiences allow students to integrate theory and practice while developing the professional competencies required for entry-level social work practice.

Career Opportunities

Graduates of the Social Work Program obtain employment in a variety of public and private organizations, including:

- Hospitals and healthcare systems
- Schools and educational institutions
- Child welfare agencies
- Probation and parole systems
- Residential treatment centers
- Community-based nonprofit organizations
- Government and public service agencies

The program prepares graduates to contribute meaningfully to organizations that serve individuals, families, and communities while promoting social justice, well-being, and community empowerment.

Educational Objectives of Field Instruction

Field education is the signature pedagogy of social work education and provides students with the opportunity to integrate classroom knowledge with professional practice experiences. The primary objectives of Field Instruction in the Baccalaureate Social Work Program at Prairie View A&M University are to support the development of professional competence and prepare students for entry-level generalist social work practice across diverse settings and populations.

The educational objectives of Field Instruction are to:

1. Develop Professional Competence

Provide students with opportunities to apply social work knowledge, professional values, ethical principles, and practice skills within the purpose, structure, and constraints of social service organizations while working with individuals, families, groups, organizations, and communities.

2. Promote Professional Identity and Ethical Practice

Support the development of students' professional identity as emerging social workers while reinforcing adherence to the **NASW Code of Ethics**, professional standards, and ethical decision-making in practice settings.

3. Enhance Cultural Humility, Diversity, and Social Justice Practice

Prepare students to practice with cultural humility and responsiveness while recognizing and addressing issues related to diversity, equity, oppression, and social justice that impact individuals, families, and communities.

4. Develop Professional Work Habits and Accountability

Promote the development of professional behaviors essential for social work practice, including responsibility, effective communication, time management, accountability, collaboration, and professional conduct in organizational settings.

5. Integrate Theory, Research, and Practice

Provide opportunities for students to integrate classroom learning, theoretical frameworks, and research-informed practice into the assessment, intervention, and evaluation processes within social service agencies.

6. Promote Advocacy and Planned Change

Prepare students to engage in planned change processes, policy awareness, and advocacy efforts that promote social well-being and improve outcomes for individuals, families, organizations, and communities.

7. Support Competency-Based Learning and Evaluation

Ensure that students demonstrate and apply the CSWE 2022 Educational Policy and Accreditation Standards (EPAS) competencies through supervised practice, reflective learning, and competency-based evaluation during field placement.

Expected Learning Outcomes of Field Instruction

Field instruction provides students with opportunities to develop the professional competencies required for **entry-level generalist social work practice**. Through supervised field experience, reflective learning, and competency-based evaluation, students are expected to demonstrate the knowledge, values, skills, and cognitive and affective processes outlined in the **CSWE 2022 Educational Policy and Accreditation Standards (EPAS)**.

Upon successful completion of field education, students are expected to demonstrate the following outcomes:

1. Integration of Knowledge and Practice

Students will demonstrate the ability to integrate classroom learning with professional practice by applying social work theories, values, ethical principles, and practice skills to real-world social service settings.

2. Demonstration of Professional Competencies

Students will demonstrate competency development consistent with the **nine competencies identified in the CSWE 2022 EPAS**, including ethical and professional behavior, advancing human rights and social justice, engaging diversity and inclusion, research-informed practice, policy awareness, and practice across system levels.

3. Professional Identity and Reflective Practice

Students will engage in reflective practice and supervision to develop a professional identity as social workers and demonstrate commitment to ongoing professional growth, lifelong learning, and ethical responsibility.

4. Practice Skills and Intervention Strategies

Students will develop and demonstrate practice skills necessary to engage, assess, intervene, and evaluate services with individuals, families, groups, organizations, and communities using appropriate generalist social work methods.

5. Professional Supervision and Feedback

Students will actively participate in structured supervision with field instructors and faculty liaisons to reflect on practice experiences, receive constructive feedback, and enhance professional skill development.

6. Cultural Humility and Inclusive Practice

Students will demonstrate cultural humility and responsiveness when working with diverse populations while recognizing the influence of systemic inequality, oppression, privilege, and social injustice on client systems and communities.

7. Ethical and Professional Conduct

Students will demonstrate ethical decision-making and professional behavior consistent with the **NASW Code of Ethics**, professional standards of conduct, and the expectations of social service organizations.

8. Critical Thinking and Practice Evaluation

Students will apply critical thinking to analyze practice situations, evaluate the effectiveness of interventions, and use research-informed approaches to improve service delivery and client outcomes.

9. Interprofessional Collaboration and Systems Practice

Students will demonstrate the ability to collaborate effectively with professionals from multiple disciplines, organizations, and community systems in order to address complex social problems and improve client and community well-being.

Field Education Learning Competencies

Field Education Learning Competencies	Assessment Methods	CSWE 2022 Competency Alignment
Demonstrate professional behavior consistent with the NASW Code of Ethics, including ethical decision-making, professional communication, and appropriate professional demeanor in field settings.	Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract	Competency 1: Demonstrate Ethical and Professional Behavior
Demonstrate awareness of human rights, social justice, and systemic inequities while advocating for individuals, families, and communities impacted by oppression and discrimination.	Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract	Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Engage respectfully and effectively with diverse populations using anti-racist, culturally responsive, and inclusive practice approaches.	Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract	Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Use research-informed knowledge and evidence-based practice to guide service delivery and decision-making within the field placement setting.	Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract	Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Analyze social policies affecting clients and communities and participate in advocacy or policy-related activities within the field setting when appropriate.	Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract	Competency 5: Engage in Policy Practice
Demonstrate effective engagement skills with individuals, families, groups, organizations, and communities to establish collaborative helping relationships.	Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Conduct assessments of client systems that identify strengths, needs, and contextual factors influencing well-being.	Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Implement appropriate interventions using generalist social work methods to address identified client or community needs.	Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Participate in evaluation of practice processes and outcomes to determine effectiveness of interventions and services.	Student Practicum Log, Student Practicum Evaluation Form, Student Learning Contract	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Section VII. Roles and Responsibilities in Field Education

The Responsibility of the Director of Field Education

The Director of Field Education is responsible for the overall administration and coordination of the Baccalaureate Social Work (BSW) Field Education Program. This role is essential to ensuring that field education experiences align with the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS), the mission and goals of the Social Work Program, and the ethical standards of the social work profession. The Director of Field Education oversees the development, implementation, and evaluation of field instruction to ensure that students receive high-quality experiential learning opportunities that support competency development in generalist social work practice.

The responsibilities of the Director of Field Education include the following:

1. Development and Management of Field Placements

- The Director of Field Education is responsible for identifying, developing, and maintaining partnerships with community agencies and organizations that provide appropriate learning opportunities for social work students.

Responsibilities include:

- a. Establishing and maintaining relationships with agencies capable of providing supervised field instruction.
- b. Ensuring that field placement settings provide opportunities for students to work with diverse populations and practice across micro, mezzo, and macro levels of social work practice.
- c. Monitoring field sites to ensure that they provide appropriate learning experiences consistent with program goals and professional standards.

2. Field Education Curriculum Development

- The Director of Field Education ensures that field education is fully integrated into the overall social work curriculum.

Responsibilities include:

- a. Coordinating field education policies, procedures, and learning expectations with the academic curriculum.
- b. Collaborating with social work faculty to ensure that classroom instruction and field learning experiences complement one another.
- c. Supporting the development of competency-based learning objectives aligned with CSWE EPAS competencies.

3. Student Placement and Oversight

- The Director of Field Education oversees the student placement process to ensure appropriate learning opportunities.

Responsibilities include:

- a. Matching students with field placements that align with their educational needs, professional interests, and career goals.
- b. Ensuring that students receive appropriate orientation, supervision, and guidance throughout the field placement experience.
- c. Verifying that field instructors meet the required qualifications and professional experience necessary to supervise social work students.

4. Support and Professional Development

- The Director of Field Education provides ongoing support for both students and field instructors.

Responsibilities include:

- Providing orientation, training, and professional development opportunities for field instructors.
- Supporting students in navigating the field experience and addressing challenges that may arise during the placement.
- Promoting effective communication among students, field instructors, and faculty liaisons.

5. Promotion of Ethical Practice

- The Director of Field Education ensures that field education experiences are consistent with the ethical standards of the social work profession.

Responsibilities include:

- Ensuring that field education practices align with the NASW Code of Ethics and professional standards of conduct.
- Assisting in addressing ethical dilemmas that may arise during field placements.
- Supporting students in understanding and applying ethical decision-making in professional practice.

6. Collaboration with Faculty and Community Partners

- The Director of Field Education serves as a liaison between the Social Work Program and community agencies that participate in field education.

Responsibilities include:

- Collaborating with faculty members to ensure effective integration of field and classroom learning.
- Maintaining communication with field agencies, community partners, and other stakeholders involved in the field education process.
- Strengthening partnerships that support student learning and community engagement.

7. Documentation and Record Management

- The Director of Field Education is responsible for maintaining accurate records related to field education activities.

Responsibilities include:

- Maintaining documentation related to student placements, evaluations, and field instruction activities.
- Ensuring that records are properly maintained for program assessment, accreditation review, and continuous program improvement.

8. Promoting Diversity, Equity, and Social Justice

- The Director of Field Education promotes field experiences that reflect the core values of the social work profession.

Responsibilities include:

- Ensuring that field placements support the program's commitment to diversity, equity, inclusion, and social justice.
- Encouraging students to engage in practice experiences that address the needs of marginalized and underserved populations.

- c. Supporting learning opportunities that help students understand and respond to systemic inequities in social work practice.

9. Program Assessment and Accreditation Support

- The Director of Field Education contributes to ongoing program evaluation and accreditation activities.

Responsibilities include:

- a. Participating in program assessment and continuous improvement processes related to field education.
- b. Providing data and documentation required for CSWE accreditation and program reporting.
- c. Collaborating with program leadership to ensure that field education remains aligned with professional standards and accreditation requirements.

Responsibilities of the Faculty Liaison

The Faculty Liaison plays a critical role in the field education process by serving as the primary connection between the Social Work Program, students, and field agencies. The Faculty Liaison ensures that field placements align with the educational goals of the BSW Program and that students are progressing toward the competencies outlined in the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS). The Faculty Liaison is a full-time faculty member of the Social Work Program who holds a Master of Social Work (MSW) degree with at least two years of post-MSW professional experience and is knowledgeable about the overall social work curriculum. The Faculty Liaison visits the field agency or setting to assess student learning, consult with the agency-based field supervisor, and address any issues that may arise during the field placement. The Faculty Liaison reports to and consults with the Director of Field Education regarding student performance and field placement concerns.

Responsibilities of the Faculty Liaison include the following:

1. Providing Support and Guidance to Students

The Faculty Liaison serves as a resource to students throughout their field placement experience.

Responsibilities include:

- Providing guidance and consultation regarding field assignments and professional development.
- Assisting students in navigating challenges that may arise during field placements.
- Supporting students in addressing complex practice situations and ethical dilemmas.

2. Integrating Classroom Learning and Field Practice

The Faculty Liaison helps students connect academic learning with practical field experiences.

Responsibilities include:

- Encouraging students to apply theoretical frameworks and practice models learned in the classroom to their field experiences.
- Promoting reflective learning and discussion of practice situations.
- Supporting the integration of theory, research, and practice.

3. Monitoring Student Progress

The Faculty Liaison monitors student progress in the field placement.

Responsibilities include:

- Maintaining regular communication with both the student and the field instructor.
- Observing the student's development of professional competencies.
- Conducting field visits or meetings to review the students' progress and learning experiences.

4. Facilitating Communication Between Students and Field Instructors

The Faculty Liaison supports communication between students and agency supervisors.

Responsibilities include:

- Serving as a liaison between the student and field instructor.
- Assisting in resolving concerns or misunderstandings that may arise during the placement.
- Ensuring field instructors have access to necessary program information and support.

5. Evaluating Student Performance

The Faculty Liaison contributes to the evaluation of student learning and competency development.

Responsibilities include:

- Collaborating with the field instructor to assess student progress.
- Reviewing and approving midterm and final evaluations.
- Providing feedback that supports student professional development.

6. Facilitating Professional Development

The Faculty Liaison promotes the development of professional identity among students.

Responsibilities include:

- Encouraging reflective practice and professional growth.
- Supporting student participation in professional development opportunities.
- Guiding students in developing professional goals and career pathways.

7. Ensuring Ethical and Professional Standards

The Faculty Liaison ensures that students adhere to professional and ethical standards.

Responsibilities include:

- Reinforcing adherence to the NASW Code of Ethics.
- Assisting students in addressing ethical dilemmas encountered during field placement.
- Promoting ethical decision-making in professional practice.

8. Supporting Field Instructors

The Faculty Liaison collaborates with field instructors to support effective supervision.

Responsibilities include:

- Providing consultation regarding student supervision and evaluation.
- Offering resources and guidance related to competency-based learning.
- Supporting field instructors in their role as educators and mentors.

9. Advocating for Student Needs

The Faculty Liaison advocates for student learning and well-being.

Responsibilities include:

- Ensuring students receive appropriate supervision and learning opportunities.
- Addressing barriers that may affect student learning.
- Facilitating problem-solving when challenges arise during the field placement.

10. Contributing to Program Assessment and Accreditation

The Faculty Liaison contributes to program evaluation and accreditation processes.

Responsibilities include:

- Providing feedback regarding the effectiveness of field placements.
- Assisting in the collection of data used for program assessment.
- Supporting the Social Work Program in maintaining compliance with CSWE accreditation standards.

Responsibilities of Agency Supervisors (Field Supervisor)

Agency supervisors, also referred to as Field Supervisor, play a central role in the education and professional development of social work students. Field Supervisor provide supervision, mentorship, and learning opportunities that support students in developing competencies required for beginning-level generalist social work practice.

Field Supervisor are responsible for the following:

1. Providing Direct Supervision

Field Instructors provide regular supervision and oversight of student practice.

Responsibilities include:

- Supervising students' day-to-day activities within the agency.
- Providing at least one hour of structured supervision per week.
- Ensuring students have appropriate guidance and support in completing assigned tasks.

2. Developing Learning Objectives

Field Supervisor collaborates with students to develop learning objectives.

Responsibilities include:

- Assisting students in developing competency-based learning goals.
- Ensuring learning objectives align with CSWE competencies and program expectations.
- Providing opportunities for students to meet learning goals within the agency setting.

3. Evaluating Student Performance

Field Supervisor participates in the evaluation of student learning.

Responsibilities include:

- Providing ongoing feedback regarding student strengths and areas for improvement.
- Completing midterm and final evaluations of student performance.
- Documenting student progress toward competency development.

4. Modeling Professional Practice

Field Supervisor serves as role models for professional social work practice.

Responsibilities include:

- Demonstrating ethical and professional conduct in practice.
- Modeling adherence to the NASW Code of Ethics.
- Helping students understand professional expectations in agency settings.

5. Encouraging Reflection and Self-Assessment

Field Supervisor promotes reflective learning among students.

Responsibilities include:

- Encouraging students to reflect on their experiences and professional growth.
- Helping students identify strengths and areas for improvement.
- Supporting the development of critical thinking skills.

6. Providing Diverse Practice Experiences

Field Supervisor exposes students to a variety of social work practice activities.

Responsibilities include:

- Providing opportunities to work with different client populations and practice methods.
- Supporting student involvement in assessments, interventions, and service coordination.
- Helping students connect classroom learning with real-world practice.

7. Ensuring a Safe and Supportive Learning Environment

Field Supervisor ensures that students practice in safe and supportive environments.

Responsibilities include:

- Maintaining appropriate working conditions for students.
- Ensuring students are not assigned tasks beyond their level of training.
- Addressing concerns related to student well-being or safety.

8. Maintaining Communication with the Social Work Program

Field Supervisor maintains regular communication with the Faculty Liaison and program representatives.

Responsibilities include:

- Sharing information about student progress and performance.
- Consulting with faculty when concerns arise.
- Participating in field visits and program evaluations.

9. Supporting Professional Development

Field Supervisor helps students develop their professional skills and knowledge.

Responsibilities include:

- Encouraging participation in professional activities.
- Helping students understand agency structures, policies, and service systems.
- Supporting the development of professional identity.

10. Promoting Diversity and Social Justice

Field Supervisor promotes culturally responsive practice and social justice values.

Responsibilities include:

- Supporting student learning related to diversity and inclusion.
- Encouraging culturally responsive practice with diverse populations.
- Helping students understand systemic inequities and social justice issues.

11. Encouraging Collaboration

Field Supervisor helps students develop collaborative practice skills.

Responsibilities include:

- Support teamwork with interdisciplinary professionals.
- Encouraging collaboration with community partners and agencies.

12. Addressing Student Performance Concerns

Field Supervisor address concerns regarding student performance.

Responsibilities include:

- Providing early feedback when concerns arise.
- Working with the Faculty Liaison to address performance issues.
- Supporting remediation efforts when necessary.

13. Supervising Client Interaction

Field Supervisor oversees student interactions with clients.

Responsibilities include:

- Guiding students in engagement, assessment, and intervention activities.
- Ensuring services are delivered ethically and appropriately.
- Supporting students in developing case management and service coordination skills.

14. Supporting Competency Development

Field Supervisor ensures that student learning aligns with program competencies.

Responsibilities include:

- Helping students develop skills related to engagement, assessment, intervention, and evaluation.
- Supporting competency development consistent with CSWE EPAS standards.

In addition, the structure of field education includes required field hours, participation in field seminars, competency-based evaluation, and the development of a learning contract. These components collectively ensure that students integrate classroom learning with professional practice and demonstrate competency in accordance with the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS).

Section VIII. Field Placement Policies and Procedures

Selection of Field Agencies and Settings

The selection of field agencies and practice settings for Social Work practicum placements is a collaborative process between the Social Work Program and community organizations. This process ensures that agencies selected for field instruction provide appropriate learning environments that support the development of competencies required for generalist social work practice. The identification of potential field agencies may occur through outreach by the Social Work Program or through inquiries initiated by community agencies interested in participating in the field education program. All prospective agencies are reviewed to determine their suitability as field education sites.

Agencies are considered appropriate for field instruction when they meet the following criteria:

- Provide opportunities for students to engage in generalist social work practice across micro, mezzo, and macro levels.
- Offer learning experiences that allow students to integrate classroom knowledge, professional values, and practice skills within real-world service environments.
- Serve diverse client populations and provide opportunities for students to work with individuals, families, groups, organizations, and communities.
- Demonstrate a commitment to the values and ethics of the social work profession, including social justice, cultural responsiveness, and ethical practice.
- Employ qualified staff who are capable of providing appropriate supervision and professional mentoring to social work students.

Field agencies are periodically reviewed to ensure that they continue to meet the standards and expectations of the Social Work Program and the **Council on Social Work Education (CSWE)**.

Selection of Field Supervisors

The selection of Field Supervisors is essential to ensuring that students receive appropriate supervision and guidance during their practicum experience. Field Supervisors are selected based on their professional qualifications, practice experience, and ability to support student learning in accordance with the goals of the Social Work Program.

To qualify as a Field Instructor, an individual must meet the following criteria:

- Hold a Master of Social Work (MSW) degree from a CSWE-accredited program with at least two years of post-MSW professional practice experience, or
- Hold a Bachelor of Social Work (BSW) degree from a CSWE-accredited program with three to five years of post-BSW professional practice experience.

In addition, Field Instructors should:

- Demonstrate knowledge of generalist social work practice methodologies.
- Exhibit a strong understanding of social work values, ethics, and professional standards.
- Demonstrate a commitment to social justice, equity, and culturally responsive practice.
- Be willing to provide supervision, mentorship, and professional guidance to students.

Field Supervisors are expected to collaborate with the Faculty Liaison and the Social Work Program to support student competency development throughout the field placement.

Policy on Use of a Student's Place of Employment as a Field Placement

The Social Work Program generally discourages students from maintaining employment during their field placement due to the significant time commitment required for successful completion of field education. However, the program recognizes that some students may have financial or personal responsibilities that make continued employment necessary.

Under limited circumstances, a student may request to complete field education within their current place of employment. Approval is granted only when the following conditions are met:

1. Field education responsibilities must be clearly different from the student's regular employment duties.
2. Specific days and hours for field instruction must be designated and documented. These hours must be approved by the Field Instructor, student, and Director of Field Education.
3. Whenever possible, the student must be assigned to a Field Supervisor who is not their direct work supervisor in order to avoid role confusion and potential conflicts of interest.

Approval of employment-based placements is granted at the discretion of the Director of Field Education and must align with program policies and CSWE standards.

Field Education Remote Work and Agency Closure Policy

All field education activities for BSW students must be completed on-site at approved field placement agencies. Remote work or virtual activities may not be used to substitute for required field education hours unless explicitly authorized by the Social Work Program under exceptional circumstances.

This policy ensures that students benefit from:

- Direct supervision
- Hands-on professional practice experience
- Direct engagement with clients and service systems

Students are responsible for verifying the operational status of their assigned agency prior to reporting for field placement. Field hours will not be credited for days when the agency is officially closed due to holidays or scheduled closures. Students must maintain accurate documentation of all field activities and follow the program's established reporting procedures. Failure to comply with this policy may result in disciplinary action and may negatively affect the student's standing in field education.

Section IX. Field Placement Process

Student Application Process for Field Instruction

Field education is the signature pedagogy of social work education and serves as the central component of professional preparation in the Bachelor of Social Work (BSW) Program at Prairie View A&M University. In alignment with the **Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS)**, the field education program provides students with opportunities to integrate social work knowledge, values, skills, and cognitive and affective processes in professional practice settings.

The field education process is designed to ensure that students receive structured learning experiences that support the development and demonstration of the **nine CSWE core competencies** required for entry-level generalist social work practice. The field placement experience allows students to apply classroom knowledge in real-world social service environments while receiving supervision and evaluation from qualified field instructors and faculty. The following steps outline the structured process used by the Social Work Program to facilitate field placement and monitor student progress throughout the practicum experience.

1. Student Eligibility for Field Placement

Prior to entering field education, students must meet established academic and professional eligibility requirements. These requirements ensure that students have acquired the foundational knowledge necessary to successfully engage in professional practice.

To be eligible for field placement, students must:

- Be formally admitted to the Social Work Program
- Successfully complete all required social work foundation courses
- Maintain the required program grade point average
- Demonstrate professional behavior consistent with social work values and ethics
- Receive approval from the Director of Field Education

Students must also demonstrate readiness for professional practice through their academic performance, adherence to professional standards, and commitment to the mission and values of the social work profession.

2. Field Application Process

Students seeking field placement must complete a formal **Field Practicum Application** during the semester prior to beginning field instruction. The application process allows the Director of Field Education to gather information about student interests, career goals, prior experience, and learning objectives.

The application typically includes:

- Student demographic and contact information
- Academic standing and coursework completion
- Field placement interests and preferred areas of practice
- Disclosure statements (including criminal background information if required)
- Student acknowledgement of professional expectations and program policies
-

The Director of Field Education reviews each application to determine eligibility and to begin identifying appropriate placement opportunities.

3. Field Placement Matching and Agency Selection

The Director of Field Education is responsible for coordinating field placements and establishing partnerships with community agencies that provide appropriate learning opportunities for students.

Field agencies are selected based on the following criteria:

- Ability to provide learning experiences aligned with CSWE competencies
- Availability of a qualified **Field Supervisor** with appropriate credentials
- Capacity to provide professional supervision and mentoring
- Exposure to diverse populations and practice settings
- Commitment to the values and ethics of the social work profession

Placement decisions are based on several factors, including:

- Student learning needs
- Professional interests and career goals
- Agency capacity
- Availability of qualified supervision
- Programmatic requirements

Students may be asked to participate in an agency interview prior to final placement approval.

4. Confirmation of Field Placement

Once a suitable agency placement has been identified, the Director of Field Education confirms the placement with both the student and the agency. Students receive information regarding:

- Agency contact information
- Field Supervisor assignment
- Agency expectations and orientation requirements
- Start date and practicum schedule

Students are expected to comply with all agency policies, including orientation procedures, background checks, confidentiality agreements, and safety training.

5. Field Orientation and Learning Contract Development

At the beginning of the field placement, students participate in an orientation process designed to familiarize them with agency policies, procedures, and expectations. Students, in collaboration with their Field Supervisor, develop a Field Learning Plan that outlines specific learning objectives and activities aligned with the **CSWE competencies**.

The learning contract serves as a structured plan for the field experience and includes:

- Competency-based learning goals
- Planned learning activities
- Methods of evaluation
- Expected outcomes and professional development goals

The learning contract must be reviewed and approved by the **Field Supervisor and Faculty Liaison**.

6. Supervised Field Practicum Experience

Students complete their field practicum under the supervision of a qualified Field Supervisor who provides guidance, mentoring, and evaluation of the student's professional development.

During the practicum experience, students are expected to:

- Demonstrate professional behavior consistent with the **NASW Code of Ethics**
- Engage with individuals, families, groups, organizations, and communities
- Conduct assessments and develop intervention strategies
- Participate in agency meetings, case conferences, and program activities

- Maintain professional documentation as required by the agency
- Participate in regular supervision meetings with the Field Instructor

Students must also adhere to agency policies related to confidentiality, professional conduct, and service delivery.

7. Field Seminar Integration

Field instruction is completed concurrently with the Field Seminar course, which provides students with opportunities to integrate theory and practice through structured reflection and discussion.

The field seminar supports student learning by:

- Facilitating discussion of field experiences
- Addressing ethical dilemmas encountered in practice
- Promoting critical thinking and professional reflection
- Supporting integration of research, policy, and practice knowledge
- Encouraging peer consultation and problem-solving

Participation in field seminar is an essential component of the field education experience and supports the development of professional identity.

8. Midterm Evaluation of Student Performance

At the midpoint of the field placement, the Field Supervisor completes a **Midterm Field Evaluation** that assesses the student's progress in developing professional competencies.

The midterm evaluation provides an opportunity to:

- Assess the students' competency development
- Identify strengths and areas for improvement
- Provide constructive feedback
- Adjust learning goals as necessary

The Faculty Liaison may also meet with the student and Field Instructor to review the students' progress and address any concerns.

9. Final Evaluation and Competency Assessment

At the conclusion of the field placement, the Field Instructor completes a **Final Field Evaluation** that assesses the student's overall performance and competency development.

The final evaluation measures the student's ability to demonstrate competency across the **nine CSWE competencies**, including:

- Ethical and professional behavior
- Engagement with diverse populations
- Anti-racist and anti-oppressive practice
- Research-informed practice
- Policy practice
- Engagement, assessment, intervention, and evaluation skills

Successful completion of field education requires that students demonstrate satisfactory competency development and complete the required field practicum hours.

10. Completion of Field Practicum Requirements

Upon successful completion of all field education requirements, including practicum hours, seminar participation, assignments, and competency evaluations, students will have fulfilled the field education component of the Bachelor of Social Work Program.

Field education provides students with the opportunity to integrate academic learning with professional practice and prepares graduates for entry-level generalist social work practice across diverse practice settings.

Field Education Process Workflow



Prairie View A&M University Department of Social Work

Baccalaureate Social Work Program (BSW) Application for Field Practicum

Placement 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 documents to the Field Practicum Application without the Field Manual attached to the Field 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 circle 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

Agency	Date(s)	Description of Volunteer Activities

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

Adult Day Care

Hospice Care

Advocacy

Housing

Case Management

Info and Referral

Child Care

Legal Aid

Counseling

Protective Services

Crisis Intervention

Residential

Education

Skills Training

Employment

Temporary/Emergency

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 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)**

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 _____

Section X. Field Practicum Requirements

Field Education Hours

Students enrolled in field education are required to complete a minimum of **400 hours** of supervised field instruction as required by the Council on Social Work Education for BSW programs. Field hours must be completed within the semester(s) designated for field education and must be performed under the supervision of a qualified Agency Supervisor (Field Supervisor) at an approved field placement site.

Students are responsible for:

- Completing all required field hours during scheduled placement times
- Maintaining accurate documentation of field hours and activities
- Submitting practicum logs and documentation in accordance with program guidelines

Field hours must be completed in a professional social service setting that provides opportunities for students to develop competencies in generalist social work practice across micro, mezzo, and macro levels.

Field Practicum Timesheet and Documentation of Hours

Students enrolled in Field Instruction are required to maintain accurate documentation of all field practicum hours completed during their placement. The field practicum timesheet serves as the official record of student participation in supervised practice activities and ensures compliance with the field education requirements of the Baccalaureate Social Work Program at Prairie View A&M University. Students must complete the required number of field practicum hours as established by the Social Work Program and consistent with the standards of the Council on Social Work Education (CSWE). Field hours must be completed at the approved field placement site and under the supervision of a qualified Field Supervisor.

Students are responsible for recording all field practicum hours on the designated **Field Practicum Timesheet**. The timesheet must accurately reflect the dates, hours worked, and types of activities completed during each field placement experience. Field hours may include activities such as client engagement, case management tasks, participation in meetings, program development, community outreach, documentation, supervision sessions, and other professional activities that support competency development. Timesheets must be reviewed and verified by the **Field Supervisor** to ensure accuracy and completion of field practicum responsibilities. The Field Instructor's signature confirms that the student has completed the documented hours and has participated in approved field activities.

Students are required to submit completed timesheets according to the schedule established by the Director of Field Education or Faculty Field Liaison. Failure to submit accurate and timely documentation of field hours may delay course completion, evaluation, or graduation eligibility. All timesheet documentation becomes part of the student's official field education record and may be reviewed for purposes of program assessment, accreditation compliance, or verification of practicum completion.

Time Sheet

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

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
WEEK TOTAL						
INTERNS COMPLETING MORE THAN 6 HOURS IN ONE DAY MUST TAKE AND DOCUMENT A 30 MINUTE BREAK.					REMAINING HOURS	

STUDENT INTERN HAD WEEKLY <u>SOCIAL WORK</u> SUPERVISION: <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>	DATE:
STUDENT INTERN SIGNATURE:	
STUDENT DEMONSTRATED PROFESSIONALISM IN: <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)	DATE:
SUPERVISOR SIGNATURE:	

Field Seminar

Students enrolled in field education must also participate in the Social Work Field Seminar, which is taken concurrently with field placement.

The purpose of the Field Seminar is to:

- Integrate classroom learning with field experiences
- Promote reflective learning and professional development
- Provide opportunities for discussion of practice situations and ethical issues
- Strengthen the connection between theory, research, and practice

Through the seminar, students are encouraged to critically examine their field experiences and apply social work theories and professional values to practice situations.

Field Seminar Policy and Procedures

Participation in the Field Seminar Course is a required component of the BSW Field Education experience. The seminar serves as an integrative learning environment where students connect classroom instruction with field practice experiences. Through structured discussions, reflective learning activities, and applied assignments, students examine professional practice issues, ethical considerations, and competency development associated with generalist social work practice. Consistent attendance, punctuality, and active participation are essential to ensure that students fully benefit from the collaborative learning environment and meet the professional standards expected within the social work profession.

Attendance and Participation Policy

Regular attendance and active participation in the Field Seminar Course are required. Because the seminar supports the integration of theory and field practice, attendance is essential for competency development and professional learning.

Attendance Requirement

Students are required to attend all scheduled Field Seminar sessions during the semester. Students who miss two or more seminar sessions may receive a failing grade for the course, regardless of performance on assignments or other course requirements.

Attendance Monitoring

Attendance will be recorded at each seminar session using roll call or another method designated by the instructor.

Late Arrival

Students arriving more than 15 minutes after the scheduled start time will be marked absent. Students arriving within the first 15 minutes of class will be marked tardy.

Tardiness

Two instances of tardiness will be recorded as one absence. Students are responsible for managing their time and ensuring timely arrival to all seminar sessions.

Early Departure

Students must attend the entire seminar session to receive credit for attendance. Leaving class early without prior instructor approval will result in an absence for that session.

Notification of Absence

Students should notify the instructor in advance when possible if they anticipate being absent. However, notification does not excuse absence, and students remain responsible for obtaining course materials and completing all assignments.

Impact of Absences on Coursework

Absences do not exempt students from completing course assignments or meeting submission deadlines. Students are responsible for submitting all required coursework on time regardless of attendance.

Academic Integrity and Attendance

Academic integrity is expected in all aspects of course participation. Students may not sign in or otherwise represent attendance for another student. Such actions constitute academic dishonesty and may result in disciplinary action, including failure of the course and referral to the University Student Conduct Office.

Students are expected to demonstrate honesty, integrity, and professionalism consistent with University policies and the ethical standards of the social work profession.

Assignment Submission Policy

All course assignments must be submitted by the designated **due date and time** through the appropriate course platform (e.g., Canvas).

Students are responsible for ensuring that assignments are:

- Uploaded successfully
- Submitted in the required format
- Completed according to assignment instructions

Late submissions may be subject to a grade reduction unless prior approval has been granted by the instructor. Extensions may be granted only under exceptional circumstances and must be requested before the assignment deadline. Failure to submit assignments in the required format may result in a grade reduction or a “no submission” designation.

Academic Integrity Policy

Students are expected to uphold the highest standards of academic integrity in all course assignments and activities.

Violations of academic integrity include, but are not limited to:

- Plagiarism
- Cheating
- Unauthorized collaboration
- Misrepresentation of authorship

Students must ensure that all submitted work reflects their own original thought and understanding. The use of artificial intelligence (AI) tools in assignments must comply with course guidelines and instructor expectations. Unauthorized reliance on AI-generated content without proper citation or

instructor approval will be considered a violation of academic integrity and may result in disciplinary action.

Grading Policy

Grades for the Field Seminar Course are based on multiple components designed to support competency development and professional learning.

Evaluation criteria may include:

- Class attendance and participation
- Written assignments and reflections
- Field-related activities and discussions
- Professional conduct and engagement in seminar activities

Students are expected to complete all assignments according to established deadlines and grading guidelines. Extra credit opportunities may be offered at the instructor's discretion. Such opportunities are not guaranteed and will be communicated clearly to all students if available. The instructor reserves the right to adjust grades based on demonstrated effort, participation, and improvement throughout the semester.

Communication Policy

Professional communication is essential for success in the Field Seminar Course.

Students should use Canvas or their official University email account when communicating with the instructor.

Students are responsible for:

- Regularly checking their University email and Canvas announcements
- Responding to course-related communications in a timely manner
- Communicating respectfully and professionally

Students should allow **up to 48 hours** for instructor responses to email inquiries.

All email communications should include:

- The student's full name
- Course name or number
- A clear description of the question or concern

Video Conferencing Participation

When participating in class sessions via **Zoom or other video conferencing platforms**, students are expected to maintain the same level of professionalism required in a face-to-face classroom environment.

Students must:

- Keep their camera on during the entire class session
- Join the session from a quiet, distraction-free environment
- Maintain a professional appearance and appropriate background
- Mute microphones when not speaking
- Avoid eating or engaging in unrelated activities during class

Failure to maintain camera presence throughout the session may result in the student being marked absent for that class period. Students are responsible for ensuring that their audio, video, and internet connection are functioning properly prior to class.

Technology Requirements

Students must have reliable access to the technology necessary to participate fully in the course.

Required resources include:

- A computer with internet access
- Access to the Canvas learning platform
- Video conferencing capabilities (e.g., Zoom)
- Word processing software

Technical issues do not excuse late submissions. Students should plan accordingly and contact university IT support if problems arise. Students are strongly discouraged from completing major assignments using mobile phones, as formatting issues may affect submission quality and grading.

Recording and Photography Policy

To protect privacy and maintain a respectful learning environment, recording or photographing during class sessions is strictly prohibited without prior instructor approval.

This includes:

- Audio recordings
- Video recordings
- Screenshots or photographs

Students with approved accommodations that require recording must notify the instructor in advance. Unauthorized recording or photographing during class sessions may result in disciplinary action and is considered a violation of classroom policies and privacy expectations.

Professional Expectations

Participation in the Field Seminar Course reflects students' development as emerging professionals in the social work field. Students are expected to demonstrate professional conduct, respect for others, and commitment to the values and ethics of the social work profession. The seminar environment should promote collaborative learning, critical reflection, and professional growth.

Section XI. Student Performance and Evaluation

Competency-Based Evaluation

Student performance in field education is assessed through a competency-based evaluation process aligned with the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS). Field education is the signature pedagogy of social work education and provides students with structured opportunities to demonstrate competency in professional social work practice with individuals, families, groups, organizations, and communities. The Baccalaureate Social Work Program evaluates student learning through measurable indicators that assess the student's ability to apply knowledge, values, skills, and cognitive and affective processes associated with professional social work practice.

Competency development is evaluated using multiple measures, including:

- Learning Contract and competency-based learning activities
- Field Instructor supervision and observation
- Midterm Field Evaluation
- Final Field Evaluation
- Student practicum logs and documentation
- Faculty Liaison field visits and consultations
- Student self-assessment and reflective learning activities

These evaluation tools collectively measure student progress toward the achievement of the nine CSWE competencies.

CSWE 2022 Social Work Competencies Evaluated in Field Education

Student learning in field education is evaluated according to the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Students demonstrate ethical decision-making and professional conduct consistently with the NASW Code of Ethics, relevant laws, and professional standards.

Indicators may include:

- Maintaining appropriate professional boundaries
- Demonstrating professional communication
- Protecting client confidentiality
- Using supervision and consultation appropriately

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

Students demonstrate an understanding of systemic inequities and advocate for policies and practices that promote human rights and social justice.

Indicators may include:

- Recognizing structural barriers affecting clients
- Advocating for equitable access to resources
- Supporting client self-determination and empowerment

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

Students demonstrate culturally responsive and inclusive practice with diverse populations.

Indicators may include:

- Demonstrating cultural humility
- Recognizing the impact of systemic oppression and privilege
- Applying inclusive and equitable practice strategies

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

Students demonstrate the ability to apply research and evidence-informed approaches in social work practice.

Indicators may include:

- Using evidence-based interventions
- Reviewing agency data or program outcomes
- Applying research findings to guide practice decisions

Competency 5: Engage in Policy Practice

Students analyze and advocate for policies that influence service delivery and client well-being.

Indicators may include:

- Understanding agency policies and procedures
- Identifying policy barriers affecting clients
- Participating in advocacy or policy discussions when appropriate

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

Students demonstrate effective engagement skills when working with diverse client systems.

Indicators may include:

- Building professional relationships with clients
- Demonstrating empathy and active listening
- Establishing rapport and trust

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

Students apply assessment skills to identify client needs, strengths, and environmental factors.

Indicators may include:

- Conducting biopsychosocial assessments
- Identifying client strengths and resources
- Collaborating with clients to develop service plans

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

Students implement appropriate interventions that support client goals and well-being.

Indicators may include:

- Participating in case management and service coordination
- Implementing intervention strategies
- Supporting clients in accessing resources and services

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

Students evaluate the effectiveness of interventions and services.

Indicators may include:

- Reviewing case outcomes
- Participating in program evaluation activities
- Reflecting on practice effectiveness

Evaluation Process

Student competency development is evaluated through both formative and summative assessment methods.

Midterm Evaluation

The Midterm Evaluation provides an opportunity for the student, Field Instructor, and Faculty Liaison to assess the student's progress toward competency development. During this evaluation:

- The student's strengths and areas for improvement are identified.
- Learning goals may be revised as needed.
- Strategies for continued competency development are discussed.

Final Evaluation

The Final Evaluation assesses the student's overall competency development at the conclusion of the field placement. Students must demonstrate competency at a level consistent with beginning generalist social work practice in order to successfully complete field education. Evaluation ratings typically reflect the following levels:

- 1 – Beginning: Limited demonstration of competency; requires significant supervision
- 2 – Developing: Demonstrates emerging competency with guidance
- 3 – Competent: Demonstrates competency expected of a beginning generalist practitioner
- 4 – Advanced: Demonstrates strong competency and professional independence



**Prairie View A&M University
Department of Social Work,**

**EVALUATION OF STUDENT
PERFORMANCE IN FIELD PLACEMENT**

STUDENT _____

AGENCY _____

FIELD Supervisor _____

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

Q1 Competency 1: Demonstrate Ethical and Professional Behavior: Student intern demonstrated potential to:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology ethically and appropriately to facilitate practice outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use supervision and consultation to guide professional judgement and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Q2 Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice: Student intern demonstrated potential to:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Advocate for human rights at the individual, family, group organizational, and community systems levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Q3 Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice: Student intern demonstrated potential to:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Q4 Competency 4: Engage in Practice-informed Research and Research-informed Practice: Student intern demonstrated potential to:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Apply research findings to inform and improve practice, policy, and programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Q5 Competency 5: Engage in Policy Practice: Student intern demonstrated potential to:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Q6 Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities: Student intern demonstrated potential to:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Q7 Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: Student intern demonstrated potential to:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Q8 Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities: Student intern demonstrated potential to:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Q9 Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Student intern demonstrated potential to:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Select and use culturally responsive methods for evaluation of outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

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.

Q10 Is the student employable? 1 - Strongly Disagree| 2 - Disagree| 3 - Agree|4 - Strongly Agree

1 (1)

2 (2)

3 (3)

4 (4)

Q11 If you had a role at your organization, would you offer it to the student?

Yes (1)

No (2)

Q12 Was the student offered a role within your organization?

Yes (1)

No (2)

Additional Feedback

Field Supervisor Name (Print)

Field Supervisor (Signature)

Date

Section XII. Competency Crosswalk Table

CSWE Competency Crosswalk: Field Education and Evaluation

Field education at Prairie View A&M University is competency-based and aligns with the CSWE 2022 Educational Policy and Accreditation Standards. Student learning and performance are evaluated through structured field assignments, supervision, and formal evaluations conducted by the Field Supervisor and Faculty Liaison.

CSWE 2022 Competency	Field Learning Activities	Evaluation Method
Competency 1: Ethical and Professional Behavior	Professional conduct, ethical decision-making, documentation, supervision participation	Field Instructor evaluation, reflective journals
Competency 2: Advance Human Rights and Justice	Advocacy activities, community engagement, identification of systemic barriers	Policy analysis assignment, field evaluation
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion	Work with diverse populations, cultural humility practice	Field instructor feedback, seminar discussion
Competency 4: Practice-Informed Research and Research-Informed Practice	Use of research in case planning and program evaluation	Research-informed practice assignment
Competency 5: Policy Practice	Analysis of agency policies and policy impact on service delivery	Policy and agency analysis assignment
Competency 6: Engagement	Establishing professional relationships with clients and stakeholders	Field supervision observation
Competency 7: Assessment	Conducting biopsychosocial assessments and identifying client strengths and needs	Case documentation review
Competency 8: Intervention	Implementation of interventions with individuals, families, groups, or communities	Field instructor evaluation
Competency 9: Evaluation	Evaluating outcomes of interventions and services	Midterm and final field evaluations

Section XIII. Learning Contract

Purpose of the Learning Contract

The **Field Learning Contract** is a structured educational agreement that guides the student's field practicum experience. It is designed to ensure that students engage in meaningful learning activities that support the development and demonstration of the **CSWE 2022 Educational Policy and Accreditation Standards (EPAS) competencies** required for entry-level generalist social work practice. The learning contract establishes clear expectations for the field practicum by outlining the student's learning goals, planned learning activities, supervision process, and evaluation methods. It also serves as a framework for integrating classroom knowledge with professional practice experiences in the field setting. The learning contract is developed collaboratively by the **student, Field Supervisor, and Faculty Liaison** and is reviewed periodically to ensure that learning objectives remain aligned with competency development and professional growth.

Development of the Learning Contract

At the beginning of the field placement, the student works with the **Field Supervisor** to identify specific learning opportunities within the agency that support the development of social work competencies.

The learning contract should reflect:

- The mission and services of the field agency
- The student's professional learning goals
- Opportunities for engagement with diverse populations
- Practice experiences across micro, mezzo, and macro levels of intervention
- Integration of research-informed practice and policy awareness

Once developed, the learning contract must be approved by the Faculty Liaison and submitted according to the Social Work Program's field education procedures.

Competency-Based Learning Objectives

The learning contract must align with the **nine CSWE core competencies** and include specific activities that allow the student to demonstrate competency development.

Each competency should include:

- **Competency statement**
- **Learning objectives**
- **Specific field activities**
- **Methods of evaluation**

Examples of field learning activities may include:

- Conducting client assessments
- Participating in case management or service coordination
- Facilitating group interventions
- Participating in interdisciplinary team meetings
- Engaging in community outreach or advocacy efforts
- Assisting with program evaluation activities
- Observing and applying ethical decision-making processes

These activities allow students to apply social work knowledge, values, and skills while receiving feedback and supervision from experienced professionals.

Role of Supervision in the Learning Contract

Supervision is a critical component of the learning contract and supports the student's professional development throughout the field placement.

Students are expected to participate in regularly scheduled supervision **sessions** with their Field Instructor. During these sessions, students and supervisors discuss:

- progress toward learning goals
- integration of theory and practice
- ethical challenges encountered in practice
- professional development needs
- strategies for improving practice skills

Supervision provides opportunities for reflection, guidance, and professional mentorship.

Monitoring Progress Toward Learning Objectives

The learning contract serves as a living document that guides the student's professional development throughout the field practicum.

Progress toward learning objectives is monitored through:

- weekly supervision meetings
- reflective journals and assignments
- Faculty Liaison visits or meetings
- midterm and final field evaluations

If learning opportunities change or new professional development needs arise, the learning contract may be revised in consultation with the Field Instructor and Faculty Liaison.

Midterm and Final Evaluation

The learning contract provides the foundation for the competency-based evaluation process used in field education. At the midpoint and conclusion of the field practicum, the Field Instructor evaluates the student's performance based on the competencies outlined in the learning contract. These evaluations assess the student's ability to demonstrate:

- professional and ethical behavior
- engagement with diverse client systems
- culturally responsive and anti-oppressive practice
- effective assessment and intervention skills
- use of research-informed practice
- understanding of social policy and service delivery systems

Evaluation results are reviewed by the Faculty Liaison to ensure that students are meeting program expectations and progressing toward professional competency.

Student Responsibility

Students are responsible for actively participating in the development and implementation of the learning contract. This includes:

- identifying professional learning goals
- engaging in field activities that support competency development
- seeking feedback from supervisors
- reflecting on their professional growth
- maintaining documentation of field learning experiences

Students are expected to approach the learning contract as a professional development plan that guides their transition from student to entry-level professional social worker.

Importance of the Learning Contract

The Field Learning Contract is an essential tool for ensuring that the field education experience remains intentional, structured, and competency driven. It promotes accountability among students, field instructors, and faculty while ensuring that field education experiences align with the mission of the Social Work Program and the standards established by the Council on Social Work Education. Through the implementation of the learning contract, students gain practical experience that supports the development of professional identity and prepares them for generalist social work practice in diverse professional settings.

Integration of Field Education Components

The components of field education, hours, supervision, seminar participation, evaluation, and the learning contract work together to support the professional development of social work students. Through this structured learning process, students develop the knowledge, values, and skills necessary for entry-level generalist social work practice and demonstrate competency in working with individuals, families, groups, organizations, and communities.



Comprehensive Learning Plan

Student Guide to Crafting a Comprehensive Learning Plan for Success in Your Field Practice

Internship experience is a critical opportunity for students to develop the knowledge, skills, and professional competencies necessary for success as social workers. The tasks and responsibilities undertaken at the agency are vital to this learning process, making it essential for students to approach this phase with focus and purpose.

This guide helps students create a comprehensive learning plan for their internship, with the Learning Agreement serving as a tool for setting measurable goals and development objectives. This document should be created collaboratively with the agency supervisor and, ideally, reviewed by the social work liaison to ensure alignment with program requirements and professional growth.

Before starting the internship, students should reflect on their learning objectives, the skills they wish to develop, and the tasks they will be responsible for. A well-planned approach helps maximize learning opportunities, stay focused on personal and academic goals, and ensure a meaningful internship experience.

The Learning Agreement is a living document guiding your professional journey. To create a successful learning plan, follow these phases:

1. **Preparation:** Review program expectations, current skills, and agency opportunities to align your field placement with personal growth and career goals.
2. **Self-Reflection:** Identify strengths, areas for growth, and learning objectives to bridge the gap between theory and practice.
3. **Setting Goals:** Set clear, measurable, and achievable SMART goals aligned with program competencies and professional development.
4. **Developing a Plan:** Collaborate with your agency supervisor to outline tasks that align with your goals, establish a timeline, and set checkpoints for progress.

By following these steps, you will position yourself for a successful internship, enhancing both academic and professional growth.

Social Work Intern Learning Plan

Student Name: _____ **Field Placement Agency:** _____

Field Supervisor: _____ **Faculty Liaison:** _____

Social Work Core Competency 1 – Demonstrate Ethical and Professional Behavior

Practice Behaviors: These behaviors will be evaluated at the end of the term.	Practice Activities: The list includes activities that the student is expected to demonstrate.	Agency Activities: Include agency activities that align with both the practice behaviors and practice activities.
<ol style="list-style-type: none"> 1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. 2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication. 3. Use technology ethically and appropriately to facilitate practice outcomes. 4. Use supervision and consultation to guide professional judgement and behavior. 	<p>Familiarize yourself with clients' rights, always ensuring their respect and adherence to the NASW Code of Ethics.</p> <p>Advocate for individuals who are incapacitated, incompetent, or unable to represent their own best interests.</p> <p>Discuss personal values in supervision, particularly when they conflict with the profession's values.</p> <p>Consult with your supervisor and faculty liaison about ethical case scenarios requiring reasoning.</p> <p>Seek guidance when facing ethical dilemmas.</p> <p>Dress professionally and maintain appropriate, professional language and behavior.</p> <p>Adhere to agency policies regarding technology and record-keeping.</p>	

Social Work Core Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Practice Behaviors: These behaviors will be evaluated at the end of the term.	Practice Activities: The list includes activities that the student is expected to demonstrate.	Agency Activities: Include agency activities that align with both the practice behaviors and practice activities.
<ol style="list-style-type: none"> 1. Advocate for human rights at the individual, family, group organizational, and community systems levels 2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice. 	<p>Engage with individuals who differ in age, SES, culture, disability, ethnicity, gender, religion, and sexual orientation.</p> <p>Discuss in supervision the strengths and challenges encountered in engaging with diversity.</p> <p>Engage in self-reflection regarding personal biases related to the client population and discuss these in supervision.</p>	

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

Practice Behaviors: These behaviors will be evaluated at the end of the term.	Practice Activities: The list includes activities that the student is expected to demonstrate.	Agency Activities: Include agency activities that align with both the practice behaviors and practice activities.
<ol style="list-style-type: none"> <li data-bbox="248 531 589 741"> 1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. <li data-bbox="248 846 589 1213"> 2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. 	<p data-bbox="618 531 1002 615">Identify barriers clients face when accessing services and discuss these with your supervisor.</p> <p data-bbox="618 730 1002 814">Discuss how social, economic, and environmental factors affect client outcomes with your supervisor.</p> <p data-bbox="618 930 1002 1014">Collaborate with your supervisor to advocate for client needs and services.</p> <p data-bbox="618 1129 1002 1213">Familiarize yourself with a local or national organization that advocates for your population.</p>	

Social Work Core Competency 4 – Engage in Practice-informed Research and Research-informed Practice

<p>Practice Behaviors: These behaviors will be evaluated at the end of the term.</p>	<p>Practice Activities: The list includes activities that the student is expected to demonstrate.</p>	<p>Agency Activities: Include agency activities that align with both the practice behaviors and practice activities.</p>
<ol style="list-style-type: none"> 1. Apply research findings to inform and improve practice, policy, and programs. 2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work. 	<p>Research the context and treatment models used by the agency.</p> <p>Read current research and literature on best practices with the population you serve.</p> <p>Discuss relevant articles with your supervisor</p> <p>Collaborate with your supervisor to create a brief interview questionnaire for the intake process with your population.</p>	

Social Work Core Competency- 5- Engage in Policy Practice

Practice Behaviors: These behaviors will be evaluated at the end of the term.	Practice Activities: The list includes activities that the student is expected to demonstrate.	Agency Activities: Include agency activities that align with both the practice behaviors and practice activities.
<ol style="list-style-type: none"> 1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. 2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. 	<p>Become familiar with local, state, federal, and agency policies affecting the client population, and discuss these in supervision and class.</p> <p>Explore how social welfare policies impact service delivery within the agency.</p> <p>Find opportunities at the agency or in advocacy organizations to work with others in advocating for human rights and justice.</p>	

Social Work Core Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

<p>Practice Behaviors: These behaviors will be evaluated at the end of the term.</p>	<p>Practice Activities: The list includes activities that the student is expected to demonstrate.</p>	<p>Agency Activities: Include agency activities that align with both the practice behaviors and practice activities.</p>
<ol style="list-style-type: none"> 1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies. 2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. 	<p>Individuals: Show care, empathy, and genuineness with clients to establish professional relationships.</p> <p>Families: Initiate professional relationships with families to support client needs.</p> <p>Groups: Engage in activities with groups to support client needs.</p> <p>Organizations: Consult with organizations to assist with client needs.</p> <p>Communities: Connect with community organizations that provide services related to the clients:</p>	

Social Work Core Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

<p>Practice Behaviors: These behaviors will be evaluated at the end of the term.</p>	<p>Practice Activities: The list includes activities that the student is expected to demonstrate.</p>	<p>Agency Activities: Include agency activities that align with both the practice behaviors and practice activities.</p>
<ol style="list-style-type: none"> 1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies. 2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. 	<p>Individuals: Utilize agency forms, tools, and processes to assess clients' needs, strengths, and limitations, informing intervention strategies.</p> <p>Families: Assess family support systems and collaborate with families to assess needs, strengths, and limitations.</p> <p>Groups: Work with groups to assess needs and inform group intervention goals and strategies.</p> <p>Organizations: Assess the strengths of services offered by organizations and identify gaps in services.</p> <p>Communities: Assess the role of the community in providing services and discuss findings with your supervisor.</p>	

Social Work Core Competency 8 – Intervene with Individuals, Families, Groups, Communities, and Organizations

<p>Practice Behaviors: These behaviors will be evaluated at the end of the term.</p>	<p>Practice Activities: The list includes activities that the student is expected to demonstrate.</p>	<p>Agency Activities: Include agency activities that align with both the practice behaviors and practice activities.</p>
<ol style="list-style-type: none"> 1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. 2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	<p>Individuals: Use agency-approved processes to help clients set goals for their intervention.</p> <p>Families: Discuss and implement relevant prevention strategies with clients and families.</p> <p>Groups: Participate in group intervention activities, focusing on the needs of clients.</p> <p>Organizations: Engage in interdisciplinary team meetings to collaborate on client goals and needs.</p> <p>Communities: Assist clients by negotiating, mediating, and advocating for needed services.</p>	

Social Work Core Competency 9 – Evaluate Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors: These behaviors will be evaluated at the end of the term.	Practice Activities: The list includes activities that the student is expected to demonstrate.	Agency Activities: Include agency activities that align with both the practice behaviors and practice activities.
<ol style="list-style-type: none"> 1. Select and use culturally responsive methods for evaluation of outcomes. 2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. 	<p>Individuals: Meet with clients to assess their progress and make necessary adjustments to treatment plans.</p> <p>Families: Evaluate family support systems and determine how they contribute to or hinder client progress.</p> <p>Groups: Conduct assessments to evaluate group dynamics and adjust interventions as needed.</p> <p>Organizations: Assess the effectiveness of organizational support systems in meeting client needs and identify areas for improvement.</p> <p>Communities: Analyze how community resources support client outcomes and discuss findings with your supervisor.</p>	

For Student:

- After completing your learning plan, please describe how these behaviors and activities will contribute to your development of competence in ethical and professional behavior. (Be specific.)

- Write two goals you want to achieve to develop as a professional social worker.

Learning Agreement Signature Page

This document certifies that the undersigned have reviewed and discussed the contents of the Learning Agreement and agrees to the expectations, activities, and goals outlined within it. By signing, all parties acknowledge their commitment to supporting the student's development and progress in the field.

Student's Name: _____
Student's Signature: _____
Date: _____

Field Supervisor's Name: _____
Field Supervisor 's Signature: _____
Date: _____

Field Liaison's Name: _____
Field Liaison's Signature: _____
Date: _____

Section XIV. Field Placement Change and Termination Policies

Request for Change in Field Placement Assignment

The Social Work Field Education Program is committed to providing safe and effective learning environments that support student professional development and ethical practice. Requests for a change in field placement are considered serious matters and will be reviewed carefully. A change in placement will only be approved when continuation at the current agency significantly interferes with the student's learning experience, violates professional standards, or compromises student safety. Requests for reassignment must be reviewed by the Faculty Liaison and the Director of Field Education, who retain final decision-making authority. Approval of a placement change is not guaranteed and must be supported by appropriate documentation and consistent with program policies.

Conditions That May Warrant a Field Placement Change

The following circumstances may warrant consideration of a change in placement:

1. Change in Field Instructor Employment Status

- The Field Instructor resigns, is terminated, or experiences changes in job responsibilities that prevent adequate supervision.
- The agency is unable to provide a qualified replacement supervisor.

2. Significant Issues Affecting Learning

- Lack of appropriate supervision.
- Assignments inconsistent with social work education.
- A work environment that is not conducive to professional learning.

3. Documented Safety or Well-Being Concerns

A placement change may be considered when there is documented evidence that the student's physical, emotional, or psychological safety is at risk. Such concerns must be supported by documentation or professional reports. Personal discomfort alone does not constitute grounds for reassignment unless it is linked to safety or ethical concerns.

Note: This list is not exhaustive. Additional circumstances may be considered at the discretion of the Field Director.

Student Responsibilities When Requesting a Placement Change

Students requesting reassignment must:

1. Submit a Written Request

- Sent to the Field Liaison and Field Director.
- Must detail:
 - Specific concerns
 - Incidents or circumstances prompting the request
 - Documentation or evidence, if available
 - Steps taken to resolve the issue prior to requesting reassignment

2. Participate in a Formal Meeting

- A meeting with the Field Liaison and/or Field Director will be scheduled.
- The student must discuss:
 - Their role in the situation
 - The agency's feedback
 - Learning needs moving forward

3. Cooperate with the Assessment Process

- The Field Liaison may conduct agency visits, interviews, or gather additional documentation.
- Students must allow the Field Education Program sufficient time to assess the request.

4. Continue Placement Duties (Unless Unsafe)

- Students must remain at their placement until a decision is made, unless the Field Director determines that continuing poses a risk.

Important Notes

- Reassignment is not automatic, even when conflicts arise.
- Students terminated for cause by an agency are not eligible for reassignment, as this is a violation of the Social Work Student Code of Conduct and may result in program dismissal.
- Students are expected to attempt to resolve issues professionally before requesting a placement change.

Field Placement Termination Clause

A student's continuation in field education is a privilege that requires adherence to the professional, ethical, and behavioral standards of the Social Work Program, the Council on Social Work Education (CSWE), the NASW Code of Ethics, and the policies of the assigned field agency. The Social Work Program reserves the right to remove or terminate a student from Field Placement when the student's actions, behaviors, or performance violate these standards or jeopardize client welfare, agency operations, or the integrity of the field education process.

A student may be terminated from Field Placement for any of the following reasons, including but not limited to:

1. Failure to Maintain Attendance and Professional Commitment

- Chronic tardiness, repeated absences, or failure to follow the agency's work schedule.
- Failure to notify the Field Instructor and Faculty Liaison of absences within the required timeframe.
- Abandonment of Field Placement, defined as missing two or more consecutive scheduled days without communication or approval.

2. Unethical, Unprofessional, or Unsafe Behavior

- Violation of the NASW Code of Ethics, including breaches of confidentiality, dual relationships, boundary violations, or misuse of client information.
- Disruptive, disrespectful, or hostile behavior toward clients, staff, peers, or supervisors.
- Engaging in conduct that jeopardizes client safety or agency operations.
- Dishonesty, falsification of time sheets, documentation, or client records.

3. Substance Misuse or Impairment

- Reporting to the field agency under the influence of alcohol, illegal substances, or misused prescription drugs.
- Substance use that interferes with professional judgment, client safety, or the ability to perform assigned tasks.
- Refusal to comply with agency policies related to drug testing, fitness for duty, or safety procedures.

4. Failure to Meet Academic or Performance Standards

- Inability to demonstrate the required professional competencies as outlined by CSWE.
- Failure to respond to corrective action plans, written warnings, or supervisory recommendations.
- Inadequate progress toward learning goals and objectives outlined in the Learning Agreement.

5. Violation of Agency Policies and Procedures

- Insubordination or refusal to follow supervisory instructions.
- Misuse of agency property, resources, or technology.
- Breach of safety, confidentiality, or HIPAA-related regulations.

6. Other Social Work–Related Causes

- Inappropriate use of social media or electronic communication involving clients, agencies, or confidential matters.
- Engaging in discrimination, harassment, or conduct inconsistent with social work values of dignity, respect, and inclusiveness.
- Involvement in criminal activity or legal issues that impede the ability to practice safely.

Consequences of Termination

If a student is terminated from their field agency for reasons that are due to the student's own actions, including unethical behavior, professional misconduct, violation of agency policies, or failure to communicate or attend appropriately, the following will apply:

1. The student will receive a failing grade ("F") for the Field Placement course.
2. The termination will be considered a violation of the Social Work Student Code of Conduct.
3. The student will be subject to removal from the BSW Social Work Program.
4. Reassignment to a new field placement will not be guaranteed and will only be considered under exceptional circumstances in which the student is not at fault.

Field Education Student Performance Concerns and Remediation Policy

The Social Work Program at Prairie View A&M University is committed to ensuring that students develop the professional competencies necessary for beginning-level generalist social work practice. Field education is the signature pedagogy of social work education and requires students to demonstrate professional knowledge, values, skills, and behaviors consistent with the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS) and the NASW Code of Ethics. When concerns arise regarding a student's performance in field education, the Social Work Program follows a structured process designed to support student learning, promote professional development, and protect the integrity of the field education experience.

Identification of Student Performance Concerns

Performance concerns may be identified by the Field Supervisor, Faculty Liaison, Director of Field Education, or the student. Concerns may involve academic, professional, behavioral, or ethical issues that interfere with the student's ability to successfully complete the field placement.

Examples of performance concerns may include:

- Failure to demonstrate professional behavior or ethical conduct
- Repeated absences, tardiness, or failure to complete required field hours
- Inability to meet competency expectations outlined in the learning contract
- Poor communication with supervisors, clients, or colleagues
- Failure to follow agency policies or professional standards
- Breaches of confidentiality or other ethical violations
- Behavior that may negatively affect clients, colleagues, or the agency environment

When concerns arise, they should be communicated promptly to the Faculty Liaison and Director of Field Education to ensure appropriate support and intervention.

Initial Review and Consultation

When a concern regarding student performance is identified, the Faculty Liaison will consult with the Field Supervisor and student to assess the situation and determine appropriate next steps.

This process may include:

- Reviewing the student's learning contract and field evaluations
- Discussing concerns with the student and Field Instructor
- Identifying areas where the student requires additional support or improvement

In many cases, early consultation and feedback can resolve concerns before formal remediation is required.

Development of a Field Education Remediation Plan

If concerns persist or significantly interfere with the student's performance in field education, a Field Education Remediation Plan may be developed.

The remediation plan is designed to provide the student with structured support and clear expectations for improvement.

The remediation plan typically includes:

- A written description of the identified performance concerns
- Specific competencies or behaviors requiring improvement
- Clear expectations for corrective actions
- Learning activities designed to strengthen competency development

- A timeline for improvement and review
- Methods for evaluating the student's progress

The remediation plan is developed collaboratively by the Director of Field Education, Faculty Liaison, Field Supervisor, and student.

Monitoring Student Progress

During the remediation period, the student's progress will be closely monitored through:

- Regular supervision with the Field Instructor
- Communication between the Faculty Liaison and field agency
- Review of student documentation and assignments
- Follow-up meetings with the Director of Field Education when appropriate

Students are expected to actively participate in the remediation process and demonstrate progress toward meeting competency expectations.

Outcomes of the Remediation Process

Following the remediation period, the student's progress will be reviewed to determine whether competency expectations have been met.

Possible outcomes may include:

Successful Completion of Remediation

If the student demonstrates satisfactory improvement and meets competency expectations, the student may continue in the field placement and complete the course requirements.

Extension of the Remediation Period

In some cases, additional time may be granted to allow the student to demonstrate competency development.

Reassignment to a New Field Placement

If the field environment is determined to be contributing to the performance concerns, the student may be reassigned to another approved field placement when appropriate.

Termination from Field Placement

If the student fails to demonstrate improvement or engages in behavior that violates ethical or professional standards, the student may be removed from the field placement.

Termination from field placement may result in:

- A failing grade in field education
- Requirement to repeat the field course
- Review by the Social Work Program for possible continuation in the BSW Program

Ethical Violations and Immediate Action

Certain behaviors may require immediate intervention and may not qualify for remediation. These behaviors include:

- Breaches of client confidentiality
- Harassment or discrimination
- Falsification of records or field hours
- Behavior that places clients, staff, or the student at risk

Such violations may result in immediate removal from the field placement and referral to the Social Work Program administration for further review.

Commitment to Student Learning and Professional Development

The Social Work Program is committed to supporting student learning while maintaining the professional and ethical standards of the social work profession. The remediation process is designed to provide students with opportunities to address challenges, strengthen competencies, and successfully complete field education requirements. Students are encouraged to seek guidance and communicate concerns early in order to promote a successful and productive field education experience.

Program Authority

The Social Work Program maintains full authority to determine a student's suitability for continuation in Field Placement. Decisions regarding termination and program removal are final and made to uphold the safety, ethics, and integrity of the social work profession.

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.

Section XV. Professional Ethics and Conduct



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

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

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/socialwork/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-ofEthics/Code-of-Ethics-English>

**Prairie View A&M University
Bachelor of Social Work Program
Field Education Manual**

Student Acknowledgment and Receipt of BSW Field Manual

I acknowledge that I have received and reviewed a copy of the **Prairie View A&M University Bachelor of Social Work (BSW) Field Education Manual**. I understand that the Field Education Manual contains important information regarding field education policies, procedures, expectations, and professional standards required for participation in the BSW Field Practicum. By signing this form, I affirm that I understand my responsibility to become familiar with the contents of the Field Education Manual and to comply with the policies and procedures outlined within the document. These policies include, but are not limited to:

- Field placement eligibility requirements
- Professional conduct and ethical standards
- Field practicum hour requirements
- Supervision and seminar expectations
- Learning contract requirements
- Midterm and final competency evaluations
- Documentation and reporting requirements
- Policies related to attendance, safety, and professional behavior

I understand that field education is a required component of the BSW Program and that successful completion of field practicum requirements is necessary for graduation. I also understand that I am responsible for adhering to the NASW Code of Ethics, the policies of my assigned field agency, and the professional standards expected of social work students representing Prairie View A&M University. If I have questions regarding any policy outlined in the Field Education Manual, I understand that I may consult with the **Director of Field Education or my Faculty Liaison** for clarification.

My signature below indicates that I have received access to the **BSW Field Education Manual**, understand the expectations outlined within the manual, and agree to abide by the policies and professional standards described therein.

Student Name (Print): _____

Student ID Number: _____

Student Signature: _____

Date: _____