

Prairie View A&M University
Brailsford College of Arts and Sciences
Department of Social Work



Master of Social Work (MSW)

STUDENT HANDBOOK

Dear MSW Student:

Welcome to the MSW Program at Prairie View A&M University!

The faculty would like to congratulate you for your admission into the only Texas program at a historically Black college/university (HBCU). It is among just three MSW programs in Texas focusing on social work in healthcare, but the only MSW program in Texas specifically trains students for medical social work. The Medical/Behavioral Health specialization gives the PVAMU MSW program a competitive edge to meet social workers' staffing demands for rapidly growing hospitals and health care systems. The students, faculty, and staff look forward to knowing you and working with you to continue your academic journey through our MSW Program.

This MSW Handbook provides information that will assist you in planning your program of study for your area of specialization and completing the MSW degree. The design of the student handbook is based on Social Work values of self-determination and respect for the individual, and this information will assist you in planning and assessing your progress. This MSW Handbook provides information that will help you plan your study program for your area of specialization and complete the MSW degree. The design of the student handbook is based on the Social Work values of self-determination and respect for the individual. This information will assist you in planning and assessing your progress.

Policies were set by PVAMU's curriculum approval process, by the Social Work Department for admission into the Program, and the faculty for field placement, which appear in the Field Manual. These and other policies and procedures are included in this handbook. Your academic advisor will happily assist you with some of the questions you are likely to ask along the way. Please remember, ultimately, your responsibility to learn and meet the outlined requirements in the handbook.

Sincerely,

Administrators, Faculty & Staff of the PVAMU MSW Program.

Acknowledgement

The Prairie View A&M University Department of Social Work developed the Master of Social Work program, curriculum, and its policies while reviewing many CSWE-accredited programs. Therefore, we acknowledge the academic work of the following programs as they influenced the development of our program: Howard University, Clark Atlanta University, Norfolk State University, Wayne State University, Jackson State University, Our Lady of the Lake University, University of California-Los Angeles, Ohio State University, University of Houston, University of Michigan, University of Southern California, California State University of Long Beach, and Stony Brook University.

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Section 1.0 OVERVIEW

The Master of Social Work (MSW) is a professional degree designed for individuals with a Bachelor of Social Work (BSW) degree or an Arts and Sciences baccalaureate degree who seek to advance their career trajectory through mastery of a specialized social work practice area. Graduates of the Prairie View A&M University (PVAMU) MSW program will be qualified to pursue the universally recognized Licensed Clinical Social Worker (LCSW) designation. The clinical MSW program provides training in culturally relevant evidence-based interventions, research, and theory to produce leaders in advanced clinical social work in one specialization: Medical/Behavioral Health. Graduates train to create solutions for solving various problems at the micro, mezzo, and macro level. Further, by way of the discipline's signature pedagogy, field practicum offers state-of-the-art supervised internships in hospitals, rural clinics, private practice counseling, and community-based children and family services. Graduates of the program can deliver clinical services that empower individuals, families, groups, and communities, especially related to addressing physical and mental service disparities in a culturally diverse region.

The PVAMU MSW program is the only Texas program at a historically Black college/university (HBCU). It is among just three MSW programs in Texas focusing on social work in healthcare but the only MSW program in Texas to specifically train students for medical social work. The Medical/Behavioral Health specialization gives the PVAMU MSW program a competitive edge to meet social workers' staffing demands for rapidly growing hospitals and health and mental health care systems.

The PVAMU's MSW Program aligns with its cultural history and the recent African American Studies Initiative, emphasizing that PVAMU students receive education about African American history, politics, and economics. In this case, empirically proven social work interventions to reduce health and mental health service disparities among African-descent people. The program provides an open space for students to embrace Africentric core values of spirituality, interdependence, and collectivism. It also adopts a learning environment free from dynamics commonly experienced by minority students at other institutions (e.g., alienation, discrimination, stereotyping, etc.). PVAMU provides a place where students are accepted and challenged to grow.

Section 2.0 MSW PROGRAM MISSION STATEMENT

The mission of the Master of Social Work Program at Prairie View A&M University is three-fold:

1. To prepare clinical practitioners specialized in medical and behavioral health with a focus on Africentric perspectives and diverse populations.
2. To improve human well-being while promoting values of human dignity, inclusiveness, diversity, equality, and economic, environmental, and social justice.
3. To alleviate the effects of violence and poverty in rural and urban settings while advocating for improved social policies and services, locally and globally.

This mission statement derives from the University's commitment to excellence in teaching, research and scholarship, service, and global outreach.

2.1. MSW Program Vision Statement

The vision of the Master of Social Work Program at Prairie View A&M University is to be a world leader and innovator in educating social work practitioners with knowledge, values, skills, and expertise to alleviate health disparities. In addition, the MSW program's vision is to prepare advanced practitioners to function with maximum multicultural competence in providing services to individuals, families, and groups within diverse global communities.

2.2. MSW Program Core Values

The PVAMU MSW Program is organized in a way that supports our dedication to student success. The philosophical foundation is a student-centered approach designed to support and empower the role played by the student in the co-curricular learning environment of the PVAMU MSW Program. The co-curricular and learning partnership with academic affairs and the vast and critical "outside-the-classroom" resources drive the co-curricular and learning environment that model's affirmation and respect for diversity and difference. The PVAMU MSW Program's key transformative co-curricular drivers are grounded on the University Mission of excellence in teaching, research, and service and are described as follows:

Promoting Engaged Student Learning: Infuse STUDENT environments and student life programming with activities that target intellectual growth by enhancing online learning.

Encouraging positive values and work ethics: Promote STUDENT moral development and the understanding of work ethics by exposing them via theory and practice to the central tenets of the social work profession while encouraging personal exploration of values, ethics, and morality.

Cultivating an Integrated Perspective on Life: Provide services encouraging STUDENTS to lead healthy lifestyles and promote holistic attitudes and behaviors.

Strengthening Collegiality: Enhance experiences to encourage meaningful STUDENT involvement leading to purposeful, open, just, disciplined, and collegiality.

Designing Intentional Pathways that Foster Leadership: Empower STUDENTS to lead by providing diverse experiences that focus on the ability to influence others for good, enhance existing and develop new transitional experiences that support STUDENTS' developmental progression and success through graduation".

2.3. MSW Program Goals

The mission and goals of the Social Work program are consistent with the commitment of the social work profession to the enhancement of human well-being, the alleviation of poverty, and oppression. The goals of the Master of Social Work (MSW) Program are to:

Goal 1: Prepare students to deliver professional medical and behavioral health social work practice who will demonstrate the ability to use their knowledge, values, and skills to work with diverse populations in global settings.

Goal 2: Prepare social work practitioners to utilize social justice and human rights constructions in their work and to embrace human dignity, diversity, inclusiveness, interconnectedness, spirituality, and compassion in practice.

Goal 3: Develop practitioners who utilize strengths-based, person-centered, and empowerment approaches while leading efforts to improve health and wellness in local and global communities holistically.

Goal 4: Establish research endeavors among faculty, students, and partnering community agencies to contribute to the knowledge base in the field of Social Work by engaging in practice-informed research to create a more just and life-affirming society.

2.4. MSW Program Objectives

The objectives for the MSW program are as follows:

1. Develop a professional medical and behavioral health social worker identity by applying values and ethics to practice.
2. Practice with a high degree of multicultural proficiency at the advanced level by applying knowledge and skills acquired in the medical and behavioral health focus areas.
3. Utilize effective intervention models to address bio-psycho-social-spiritual-cultural needs, using evidence-informed protocols and modalities while working with Africentric and diverse populations.
4. Use critical thinking skills to analyze, evaluate, and apply research findings to practice that build on clients' strengths to address local, national, and international crises and social problems.
5. Engage students with the community to develop professional skills, continuing education, and networking.

Section 3.0 MSW COMPETENCIES AND BEHAVIORS

In compliance with CSWE accreditation standards, students learning in the MSW program evaluate its competencies. The Program evaluation utilizes a collection of surveys. Field instructors and students' complete surveys to be analyzed for program outcomes in terms of their limitations and strengths. Together these results help the faculty to assess the program's impact on both students and the community. The CSWE uses the Educational Policy and Accreditation Standards (EPAS) to establish academic excellence, thresholds for professional competence, and accreditation standards for MSW programs. The goals of the Social Work Program at Prairie View A&M University identify EPAS-related educational outcomes by defining what graduates should know and be able to do. Program competencies specify the requisite skills, capabilities, and competencies needed for effective professional practice. Therefore, program assessment is the activity of investigating the extent to which the Social Work Program is succeeding in accomplishing the following ten competencies:

Table 3.1: *CSWE Core Competencies and 2015 EPAS and Practice Behaviors*

Foundation Competencies and Practices
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <ol style="list-style-type: none">1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;3. Demonstrate generalist professional demeanor in behavior; appearance, and oral, written, and electronic communication;4. Use technology ethically and appropriately to facilitate practice outcomes;5. Use supervision and consultation to guide professional judgment and behavior; and6. Tolerate ambiguity in resolving ethical conflicts.

Competency 2: Engage Diversity and Difference in Practice

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

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

1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels at a beginning generalist level;
2. Engage in practices that advance social, economic, and environmental justice at a beginning generalist level; and
3. Recognize the extent to which culture, structure, and values may oppress, marginalize, alienate, or create or enhance privilege and power.

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

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

Competency 5: Engage in Policy Practice

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. Assess how social welfare and economic policies impact the delivery of and access to social services; and
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

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

1. Apply knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies at the generalist level; and
2. Use empathy, personal reflection, and interpersonal skills to effectively engage diverse clients and constituencies at the generalist level.

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

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. Select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients and constituencies.

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

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

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

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

The PVAMU 's focus Competency 10: Demonstrate knowledge and competence in Africentric social work medical and behavioral health practice with individuals, families, groups, organizations, and communities.

1. Identify and describe the concepts of the Africentric Perspective.
2. Apply and communicate an understanding of the importance of Africentric Perspective in practice at the micro, mezzo, and macro levels.
3. Utilization of technology for professional development and practice.
4. Integrating technology in research, discussion, practice, and presentation.

Section 4.0 CURRICULUM OVERVIEW AND PLANS OF STUDY

4.1 Independent Social Work Practice Model

The PVAMU MSW degree is an online program designed to allow for personal, professional, and innovative experiences for all learners wishing to practice social work in Mental Health and Health Care fields. The PVAMU MSW Program offers three-year, two-year, and Advanced-Standing tracks. There are opportunities for individuals to have advanced practice with individuals, groups, and communities. Advanced-level social workers can also practice independently in a self-directed mode. The MSW program offers the practitioner the opportunity to self-reflect and develop the skill to evaluate their practice.

4.2 Humanistic Values

One of the guiding principles of the Social Work profession is its humanistic value approach. This approach views the human services profession with the implicit assumption that humans possess inherent dignity and self-worth. Humans are valued, respected, and not seen as objects with utility. Relationship building with clients develops to avoid exploitation and promote cooperation and equality. Social workers use different psychological frameworks and sociological concepts with political consequences in attempting to understand human conditions. The humanistic values, which embed within the MSW program curriculum and conceptual framework. Many of the humanistic values are available in the NASW Code of ethics, such as:

1. The belief that all humans are born equally by respecting the dignity and worth of the person treating each person in a caring and respectful fashion while being mindful of individual differences and cultural diversity
2. Importance of human relationships through respect, engagement, and strengthening of relationships
3. Integrity that centers on trustworthiness
4. Providing service that helps people in need

4.3 The Africentric Perspective of Social Work

As a group, the African American or Black population in the United States experiences significant disparities with chronic conditions, access to care, preventive screenings, and mental health. As a group, the African American or Black population in the United States experiences significant disparities with chronic conditions, access to care, preventive screenings, and mental health. Despite the apparent need, Texas lacks an MSW program tailored towards meeting the African

American population's needs. As an HBCU, we took the challenge of creating an MSW program that uniquely fills this gap, offering fully online courses focusing on Medical and Behavioral health. The MSW program prepares the graduate to deliver culturally grounded evidence-based, Africentric Social Work Practice with African American/Black populations in Texas and across the nation. The PVAMU MSW program adopts the Africentric approach to develop its social work courses from the strength perspective. The Africentric perspective helps solve the pressing social problems that diminish human potential and preclude positive social change due to racial oppression. This perspective became the strength garnered from the cultural survival of African Americans.

4.4 Foundation Curriculum

The MSSW program of PVAMU will consist of 56 semester credit hours for the Traditional program and 33 semester credit hours for Advanced Standing. PVAMU's MSW program will use online delivery, following content and competency guidelines of CSWE accreditation standards. The MSW Program curriculum is divided into two parts: the professional foundation offered during the first year and the clinical concentration offered in the second year of study for the two-year full-time and three-year part-time programs. The full-time and part-time program is designed as progressions indicating a sequential and coherent curriculum degree plan for each option. Two-year and three-year students enrolled in the MSW Program are expected to adhere to the designated Plan of Study and must complete a total of fifty-six (56) semester credit hours to receive the Master of Social Work degree.

The first year of the Traditional format is a foundation program essential to the practice of any clinical social worker. Foundation courses will provide in-depth analysis of biological, psychological, and sociological aspects of human development. Relevant theories will be covered to help social workers provide solutions to their future clients. Students will learn how to deliver specific therapeutic interventions for clients with physical and mental health-related issues.

Traditional: The Traditional program is a designation for students who have earned a Bachelor's degree other than a BSW or BSW graduate who does not meet the Advanced Standing criteria. It consists of four coordinated semesters of study over two years. Students must complete the

Foundation and Specialization courses, amounting to 56 credit hours, including two field internship placements (900 clock hours).

Applicants for the Traditional Program (Full-time or Part-time) must have:

1. A bachelor's degree from an accredited university or college
2. A grade point average (GPA) of at least 2.75 (on a 4.0 scale) in upper-division (junior and senior) coursework
3. Successful completion of at least one introductory statistics course with a grade of C or better, and
4. Adequate undergraduate studies in liberal arts and behavioral sciences

4.4.1 Two-Year Plan

Two-year MSW students must complete twenty-six (26) credit hours in the first-year foundation curriculum, including Fieldwork. First-year courses include human behavior, policy, research, practice, social work with diverse populations, and Fieldwork. During the concentration (clinical) year, students in the two-year program must take thirty (30) hours, including a course in Medical/Behavioral Health. Two-year students must complete a total of fifty-six (56) semester credit hours for the MSW degree. Courses include Clinical Assessment and Diagnosis, Research, Clinical Social Work Practice in Fieldwork, and Electives.

Table 4.1: Traditional Full-Time Four Semester (2 Year) Program 56 SCH

Traditional (Full-Time 4 Semester Curriculum)			
Semester	Course Number	Course Name	Credit hours
Fall 1	SOWK 5300	Human Behavior in Social Environment (HBSE)	3
	SOWK 5205	Social Work Research I	2 (8 weeks)
	SOWK 5215	Social Welfare Policy	2 (8 weeks)
	SOWK 5301	Social Work Practice with Individuals and Families	3
	SOWK 5308	SW Practicum & Seminar I	3
	Total Fall 1 Semester Credit Hours		13
Spring 1	SOWK 5302	Social Work Practice with Groups, Organizations and Communities	3
	SOWK 5207	Diversity, Oppression, and Inclusion	2 (8 weeks)
	SOWK 5206	Social Work Research II	2 (8 weeks)
	SOWK 6303	Clinical Assessment & Diagnosis	3
	SOWK 5351	SW Practicum & Seminar II	3
		Total Spring 1 Semester Credit Hours	
Fall 2	SOWK 6304	Clinical Practice in Medical and Behavioral Health care	3
	SOWK 6305	Public Health and Mental Health Policy & Analysis	3
	SOWK 6306	Advanced Africentric Theory and Interventions in Healthcare	3
	SOWK 6601	SW Practicum & Integrative Seminar III	6
		Total Fall 2 Semester Credit Hours	
Spring 2	SOWK 6307	Advanced Clinical SW Practice in Medical and Behavioral Health Care	3
	SOWK 6309	Global Social Work and Medical and Behavioral Healthcare	3
	SOWK 6310	Trauma-Informed Practice in Healthcare Settings	3
	SOWK 6602	SW Practicum & Integrative Seminar IV	6
		Total Spring 2 Semester Credit Hours	
	Total:		56 SCH

4.4.2 Three-Year Plan

The three-year curriculum includes seven (7) credit hours per semester to be taken in the first (foundation) year for both the fall and spring semesters concluding a total of fourteen (14) credit hours, and six (6) credit hours in summer leading to a total of 20 semester credit hours for Year one. These courses include human behavior, policy, and social work with diverse populations and research. In the second foundation year curriculum, three-year students are required to take six (6) credits during the fall and six (6) credits during the spring, and six (6) during summer for a total of eighteen (18) credit hours for the year. In the second year, fall semester, three-year students begin fieldwork while continuing their course work. Three-year students may take electives in their second year or beyond. Second-year courses include SW Practice, Field and Seminar, Research, and an Elective. In the third year, students take nine (9) credits in the fall and nine (9) credits in the spring. Courses include Clinical SW Practice in Medical and Behavioral Health Care, SW Practice, Advanced Clinical SW Practice, Field Work, and Electives.

Table 4.2: Traditional Part-Time Eight Semester (3 Year) Program 56 SCH

Traditional (Part-Time 8 Semesters)			
Semester	Course #	Course Name	Credit hours
Fall 1	SOWK 5300	Human Behavior in Social Environment (HBSE)	3
	SOWK 5205	Social Work Research I	2 (8 weeks)
	SOWK 5215	Social Welfare Policy	2 (8 weeks)
	Total Semester Credit Hours		7
Spring 1	SOWK 5207	Diversity, Oppression and Inclusion	2 (8 weeks)
	SOWK 5206	Social Work Research II	2 (8 weeks)
	SOWK 6303	Clinical Assessment & Diagnosis	3
	Total Semester Credit Hours		7
Summer 1	SOWK 6309 or 6310	Elective Choice	3
	Total Semester Credit Hours		3
Fall 2	SOWK 5301	Social Work Practice with Individuals and Families	3
	SOWK 5308	SW Practicum & Seminar I	3
	Total Semester Credit Hours		6
Spring 2	SOWK 5302	Social Work Practice With Groups, Organizations and Communities	3
	SOWK 5351	SW Practicum & Seminar II	3
	Total Semester Credit Hours		6
Summer 2	SOWK 6309 or 6310	Elective Choice	3
	Total Semester Credit Hours		3
Fall 3	SOWK 6304	Clinical Practice in Medical and Behavioral Health care	3
	SOWK 6601	SW Practicum & Integrative Seminar III	6
	Total Semester Credit Hours		9
Spring 3	SOWK 6307	Advanced Clinical SW Practice in Medical and Behavioral Health Care	3
	SOWK 6602	SW Practicum & Integrative Seminar IV	6
	Total Semester Credit Hours		9
	Total:		56

4.4.3 Advanced Standing

Advanced Standing is a designation for students who earned a BSW degree from a CSWE-accredited institution within the past six years and before the start of their MSW Advanced Year matriculation. The student must also meet the undergraduate 3.0 GPA requirement and have earned a B or better in all social work undergraduate required courses. The advanced standing is designed to be completed in 11 continuous months (January through December for Spring semester start and August through July for Fall semester start). The Advanced Standing option is 33-credit hours and includes an extended field placement (500 internship hours) to be completed over the 11-months with 9-11 clock hours per week.

Applicants for the Advanced Standing option must have:

1. A BSW degree from a CSWE-accredited social work program
2. A grade point average (GPA) of at least 3.0 (on a 4.0 scale) in upper-division (junior and senior) coursework
3. A final field practicum evaluation (if currently enrolled in a BSW Programs, a mid-term Final Field Practicum Evaluation)

4.4.4 Advanced Standing Plan

Table 4.3: Advanced Standing—Spring Start

ADVANCED STANDING (3 Semester Curriculum with Spring Start)			
Semester	Course Number	Course Name	Credit Hour
Spring 1	SOWK 6304	Clinical Practice in Medical and Behavioral Health Care	3
	SOWK 6303	Clinical Assessment & Diagnosis	3
	SOWK 6601	SW Practicum & Seminar III	6
		Total Semester Credit Hours	12
Summer 1	SOWK 6309	Global Social Work and Medical and Behavioral Healthcare	3
	SOWK 6306	Advanced Africentric Theory and Interventions in Healthcare	3
	SOWK 6305	Public Health and Mental Health Policy & Analysis	3
		Total Semester Credit Hours	9
Fall 1	SOWK 6307	Advanced Clinical SW Practice in Medical and Behavioral Health Care	3

	SOWK 6310	Trauma-Informed Practice in Healthcare Settings	3
	SOWK 6602	SW Practicum & Seminar IV	6
		Total Semester Credit Hours	12
		Total Advanced Standing Program	33

Table 4.4: Advanced Standing—Fall Start

ADVANCED STANDING (3 Semester Curriculum with Summer Start)			
Fall	Course Number	Course Name	Credit hours
	SOWK 6304	Clinical Practice in Medical and Behavioral Health Care	3
	SOWK 6303	Clinical Assessment & Diagnosis	3
	SOWK 6601	SW Practicum & Seminar III	6
		Total Semester Credit Hours	12
Spring	SOWK 6307	Advanced Clinical SW Practice in Medical and Behavioral Health Care	3
	SOWK 6310	Trauma-Informed Practice in Healthcare Settings	3
	SOWK 6602	SW Practicum & Seminar IV	6
		Total Semester Credit Hours	12
	SOWK 6309	Global Social Work and Medical and Behavioral Healthcare	3
Summer	SOWK 6306	Advanced Africentric Theory and Interventions in Healthcare	3
	SOWK 6305	Public Health and Mental Health Policy & Analysis	3
		Total Semester Credit Hours	9
		Total	33

Section 5.0 REQUIRED COURSES AND ELECTIVES

The curriculum is organized around a culturally grounded theoretical perspective and the credit hours are distributed throughout five sequences: Social Work Practice Method, Human Behavior in the Social Environment, Social Welfare Policy, Field Education, and Research Methods. Courses will be organized around seven curriculum areas:

1. Applied Social Work Practice (Field)
2. Human Behavior and the Social Environment (HBSE)
3. Research and Evaluation (R/E)
4. Social Policy, including public health and mental health policy
5. Direct Practice with Families
6. Direct Practice with Individuals
7. Direct Practice with Groups, within communities and organizations

The first year of graduate study is called the Foundation Year and as mandated by the Council on Social Work Education (CSWE), the program will provide students with a combination of coursework and field instruction from the generalist perspective. The fundamentals of social work practice are emphasized as key components of practice with individuals, families, small groups, organizations, and communities.

5.1 Foundation Year

The first year of the Traditional format is a foundation program essential to the practice of any clinical social worker. Foundation courses will provide in-depth analysis of biological, psychological, and sociological aspects of human development. Relevant theories will be covered to help social workers provide solutions to their future clients. Students will learn how to deliver specific therapeutic interventions for clients with health and mental health-related issues.

5.2 Specialization Year

The second year of graduate study is designated the Specialization Year and builds on the knowledge, values, and skills gained in the core curriculum, intending to increase students' competence to deal with greater complexities of social work practice through a focus on areas of social concern. Advanced clinical classroom training is combined with complex practical.

Table 5.1: Required, Prescribed, and Elective Courses

Prefix and Number	Required/Core Course Title	SCH
*SOWK 5300	Human Behavior in the Social Environment (HBSE)	3
*SOWK 5205	Social Work Research I	2
*SOWK 5215	Social Welfare Policy	2
*SOWK 5301	Social Work Practice with Individuals and Families	3
*SOWK 5308	Social Work Practicum and Seminar I	3
*SOWK 5302	Social Work Practice with Groups, Organizations and Communities	3
*SOWK 5207	Diversity, Oppression, and Inclusion	2
*SOWK 5206	Social Work Research II	2
*SOWK 6303	Clinical Assessment & Diagnosis	3
*SOWK 5351	Social Work Practicum and Seminar II	3
*SOWK 6304	Clinical Practice in Medical and Behavioral Healthcare	3
*SOWK 6305	Public Health and Mental Health Policy & Analysis	3
*SOWK 6306	Advanced Africentric Theory and Interventions in Healthcare	3
*SOWK 6601	Social Work Practicum and Seminar III	6
*SOWK 6307	Advanced Clinical Practice in Medical and Behavioral Healthcare	
*SOWK 6602	Social Work Practicum and Seminar IV	6
		50
Prefix and Number	Prescribed Elective Course Title	SCH
*SOWK 6309	Global Social Work and Medical and Behavioral Healthcare	3
*SOWK 6310	Trauma-Informed Practice in Healthcare Settings	3
		6
	TOTAL SCH	56

Course Descriptions and Prescribed Sequence of Courses			
Course Code	CORE Course Name	SCH	Description
SOWK 5300	Human Behavior and the Social Environment (HBSE)	3	This foundation course involves the study of human behavior within the context of interacting physical and social environments and the interplay of several factors (bio-psycho-social-spiritual and cultural) that can enhance or impede the social functioning of individuals and groups. Traditional and culturally grounded theories and paradigms will be utilized to provide the foundation necessary for organizing and understanding human behavior in the social environment, with an emphasis on human diversity and the impact of social and economic forces.
SOWK 5205	Social Work Research I	2	This 8-week foundation seminar covers concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value, and ethics of research in social work, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, data collection methods, and analytic techniques, and preparation and use of research reports. Particular attention is directed to social work research that addresses the social needs of people of color and populations at risk in American society.

SOWK 5215	Social Welfare Policy	2	This 8-week foundation seminar examines the history and development of social welfare policy and services in America, with a major focus on social work contributions. Emphasis is on adherence to social work values and ethics, scientific inquiry, and diversity, with emphasis on the dynamic relationships between social welfare policy and services, social work values and ethics, and pursuit of economic and social justice.
SOWK 5301	Social Work Practice with Individuals and Families	3	This practice course integrates theory, methods, and skills as they apply to individuals, families, and communities. Within the context of a systems/developmental framework, students develop skills in engaging clients, identifying issues, problems, needs, resources, and culturally-grounded interventions.
SOWK 5308	Foundation Practicum & Seminar I	3	This foundation course is a three-credit course with supervised practice experience in an organization providing human services for a variety of client populations. The course emphasizes knowledge and skills for working with client systems (i.e., individuals, families, groups, organizations, and communities) through an educationally supervised practicum of 225 hours and participation in a weekly field seminar.

SOWK 5302	Social Work Practice with Groups, Organizations, and Communities <i>Prerequisites: SOWK 5000, 5005, 5105, 5020, and 5050</i>	3	This course builds upon SOWK 5020 by deepening students' knowledge of the generalist social work perspective in the application of theory and practice methods for effective and ethical service delivery to diverse groups, organizations, and communities in conjunction with field education.
SOWK 5207	Diversity, Oppression, and Inclusion <i>Prerequisites: SOWK 5000, 5005, 5105, 5020, and 5050</i>	2	This course examines various aspects of diversity (e.g., race-ethnicity, culture, socioeconomic status, gender, sexual orientation, disability, and religion) across life course development with particular emphasis on the impact of oppression and discrimination by society on people of culturally diverse backgrounds and orientation. The history, demographics, and culture of various oppressed groups are examined, including their experiences in organizations and small groups. Special attention is given to the experiences of African Americans and African-descent populations.
SOWK 5206	Social Work Research II <i>Prerequisites: SOWK 5000, 5005, 5105, 5020, and 5050</i>	2	Building on Research I, this course engages students in the application of scientific research methods to assess social work practice. Students participate in guided research projects, which require a review of evidence-based research, data collection, and analysis, reporting, implications for social

			work practice, and students' evaluation of their practice.
SOWK 6303	Clinical Assessment & Diagnosis <i>Prerequisites: SOWK 5000, 5005, 5105, 5020, and 5050</i>	3	This course covers the incidence, etiology, and assessment of health and mental health issues with children, adolescents, adults, and families using a bio-psycho-social-spiritual and cultural approach. Students will master the essential knowledge, understanding, and application of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) and International Classification of Diseases (ICD) behavioral health classification systems for the differential assessment and diagnosis of mental disorders, mental illness, and related medical issues in clinical social work practice. Psychopharmacology is also covered.
SOWK 5351	Social Work Practicum & Seminar II <i>Prerequisites: SOWK 5000, 5005, 5105, 5020, and 5050</i>	3	This course is the continuation of SOWK 5050 for 225 additional clock hours. Supervision is continued by the field instructor and is directed by the faculty field liaison. Emphasizing advanced generalist practice skills, supervised, direct social work practice provides students with the opportunity to apply their classroom knowledge to their work with individuals, families, groups, and communities, with an accompanying integrative weekly seminar.

SOWK 6304	Clinical Social Work Practice in Medical and Behavioral Health Care <i>Prerequisites: Successful completion of all Foundation courses</i>	3	This specialization course covers methods of clinical social work practice in medical and behavioral health care within the framework of the bio-psycho-social-spiritual perspective. Students will become knowledgeable about medical terminology, medical concerns, physical function, medical treatment, commonly prescribed medications, the socio-cultural meanings ascribed to illness, and the interface between health and behavioral health concerns.
SOWK 6305	Public Health and Mental Health Policy & Analysis <i>Prerequisites: Successful completion of all Foundation courses.</i>	3	This course covers the formulation, development, implementation, and evaluation of relevant policies, emphasizing public health and mental health across a range of social work practice settings. Students will learn to analyze the nature and impact of policies on diverse client systems to practice as informed and competent practitioners and to contribute to policy changes that are socially just and responsive to the needs of culturally diverse populations.
SOWK 6307	Advanced Clinical Social Work Practice in Medical and Behavioral Health Care	3	This course extends students' knowledge and practice skills for medical social workers and behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. Students develop skills in engagement, assessment, intervention

	<p><i>Prerequisites:</i> <i>Successful completion of all Foundation courses.</i></p>		<p>planning, and implementation, and practice evaluation for populations served in primary care settings across a spectrum of severity in both physical and behavioral health dimensions. Students develop competencies for patients with a range of health conditions.</p>
SOWK 6601	<p>Specialization Practicum and Seminar III</p> <p><i>Prerequisites:</i> <i>Successful completion of all Foundation courses</i></p>	6	<p>This course provides supervised Clinical Practice (250 clock hours) upon successful completion of Foundation Field (Practicum I & II) and all prerequisite courses. Students develop knowledge and advanced practice skills in clinical social work practice. Students engage in advanced direct practice techniques for working with diverse individuals, families, and groups. In addition, Field Practicum II provides in-depth practical experiences for utilizing a variety of theories of social work to guide and evaluate practice.</p>

SOWK 5307	<p>Specialization Practicum and Seminar IV</p> <p><i>Prerequisites:</i> <i>Successful completion of all Foundation courses</i></p>	6	<p>This course provides supervised Clinical Practice (250 clock hours) as a continuation of the successful completion of Practice III. The course builds upon the foundation of knowledge and skills and allows students to develop advanced practice skills in clinical social work practice. Students engage in advanced direct practice techniques for working with diverse individuals, families, and groups. Practical experiences for utilizing a variety of theories of social work to guide and evaluate practice.</p>
Course Code	Elective Courses	Credit Hours	Description
SOWK 6306	<p>Advanced Africentric Theory and Interventions in Healthcare</p> <p><i>Prerequisites:</i> <i>Successful completion of all Foundation courses</i></p>	3	<p>This course builds upon the specialization core courses and engages students in gaining comprehensive knowledge, awareness, and skills for Africentric social work practice in the medical and behavioral health fields. Students will learn about the history of oppression and resilience of African-descent individuals from a bio-psych-social-cultural-spiritual perspective. The emphasis will be on understanding how Africentric theory dovetails with traditional helping theories and the components of best practices and evidence-based Africentric interventions to address health and mental health disparities for African-descent populations in the US.</p>

<p>SOWK 6309</p>	<p>Global Social Work and Medical and Behavioral Healthcare</p> <p>Elective</p> <p><i>Prerequisites:</i> <i>Successful completion of all Foundation courses</i></p>	<p>3</p>	<p>This course explores global social work and the application of medical and behavioral health social work to vulnerable groups around the globe. Students learn about diverse applications of local and global communities. Students will explore the peer-reviewed literature, grey literature, and databases on international development applied to a selected country and specialized field of practice of the student's choice, with an emphasis on African-descent populations around the world.</p>
<p>SOWK 6310</p>	<p>Trauma-Informed Practice in Healthcare Settings</p> <p>Elective</p> <p><i>Prerequisites:</i> <i>Successful completion of all Foundation courses</i></p>	<p>3</p>	<p>This course covers screening and assessment related to trauma and the assessment processes and tools that are useful in evaluating trauma exposure, its effects, and client intervention and treatment needs. Students learn about clinical issues that counselors and other behavioral health professionals may need to know and address when treating clients who have histories of trauma, including treatment models for trauma and distinguishing integrated models (which address substance use disorders, mental disorders, and trauma simultaneously) from those that treat trauma alone is covered.</p>

Section 6.0 FACULTY

Dean of College of Brailsford Arts and Sciences

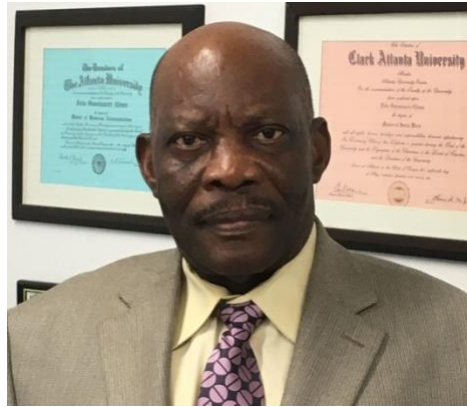
Dorie J. Gilbert; PhD, MSW



Since 2020, Dorie Gilbert has served as the dean of the Marvin D. and June Samuel Brailsford College of Arts and Sciences at Prairie View A&M University, where she champions transformative student success initiatives across the core disciplines. A vision-driven and collaborative leader, Gilbert energetically guides over 200 faculty, nearly 2000 students, 16-degree programs, and three academic centers. Under Gilbert's leadership, the college has achieved increased research visibility and expanded collaborative exchanges and programs for faculty and students. Gilbert brings 25 years of higher education teaching, research, and administrative experience to her current role. She initially joined PVAMU in 2019 as the dean of Graduate Studies and, in one year, developed a robust infrastructure for graduate scholarship, expanded graduate student resources, and increased enrollment and graduate programs. Before Prairie View, from August 2017-June 2019, Gilbert was professor and director of graduate programs at The Ethelyn R. Strong School of Social Work, Norfolk State University (NSU), where she also served as interim associate director of International Programs.

Currently, Gilbert is a member of the American Council of Learned Societies' Leadership Institute for a New Academy (LINA), a Mellon-funded initiative to promote administrative leaders in higher education. In addition, she is board member of the 500-member, national Council of Colleges of Arts & Sciences and recently founded the Council of Historically Black Colleges of Arts & Sciences, an organization to facilitate collaborations and promote the unique aims of HBCU deans. Gilbert has published extensively on the intersections of race, health and mental health disparities, cultural competence, international, and interdisciplinary study abroad in Africa. Her authored and co-authored scholarly work has been disseminated in over 100 peer-reviewed articles, book chapters, and national or international conference papers. A native of Texas, Gilbert received her BBA in Engineering Management, and MSSW and Ph.D., in Social Work from the University of Texas at Austin and is a 2019 alumna of the Higher Education Resource Services (HERS) Women's Leadership Institute.

**Professor and Department Head
Felix O. Chima; PhD, MSW, MBA, BBA**



Felix O. Chima, Ph.D., MSW, MBA, BBA, is Director of Social Work and Professor in Social Work Education at Prairie View A&M University. Dr. Chima's extensive leadership and expertise in higher education and Social Work had led to three of the program's latest successful accreditation reaffirmation engagements. He has contributed important efforts in building the Baccalaureate Social Work Education at Prairie View A&M University into a strong, nationally recognized program of excellence.

Professor Chima was previously an Assistant Professor at the University of Kentucky, where he taught graduate and undergraduate level courses. He has over twenty-seven years of administrative, teaching, research, and service experiences at the state, national, and international levels.

Dr. Chima's extensive research and scholarly creativities are published in a variety of leading professional and academic journals. He serves on the Editorial Board of several scholarly publications. He practiced Social Work professionally for seven years, with experience working with individuals, groups, communities, and organizations, before entering academia. Earlier, he worked in the area of Human Resources, as a personnel specialist, in the transport and hospital industries.

Dr. Chima earned his (Ph.D.) in Administration and Social Work, and a Master of Social Work (MSW) degree from Clark Atlanta University, Atlanta, Georgia. He holds another master's degree in business administration (MBA) from Atlanta University. His first degree was in Business Administration (BBA), earned from Midland University, Fremont, and Nebraska.

**MSW Program Director & Professor
Jackson de Carvalho; PhD, MSW**



Dr. Jackson de Carvalho is an accomplished organizational development professional with a solid academic background in management and over 20 years of experience in policy analysis, evaluation, strategic planning, comprehensive grant writing, and statistical project evaluation. He has an MSW and two Ph.D.'s in the areas of program development, policy analysis, and management.

Born in Brazil, Dr. DeCarvalho lived in many countries, before coming to the United States over thirty years ago. He is fluent in five languages and has the multicultural sensitivity and capacity to engage organizations to find ways to improve the quality of their services, reduce programmatic costs, and maintain efficient operations.

Before Dr. DeCarvalho was hired as a faculty at Prairie View A&M University 12 years ago, he was the Chairman/CEO of Matrix Evaluation Consulting, Inc. He also worked as a vice president of operations for the Sickle Cell Disease Association of Dallas for several years. As a consultant, he assists organizations in the areas of program development, grant writing, research, and project evaluation. Dr. de Carvalho endeavors to contribute to science and the betterment of society through project implementation, research, and publication as a passion that drives his mission and goals. He often encapsulates his late accomplishments with the following words of Robert Frost: Two roads diverged in a wood, and I- I took the one less traveled by, and that has made all the difference.

**Assistant Professor & Director of Field Education
Beverly A. Spears, PhD, MSW**



Dr. Beverly Spears received her BSW from Texas Woman's University and both her MSW and Ph.D. from the University of Houston. She also obtained a certificate in Nonprofit Leadership through the Leadership Institute for Non-Profit Executives from the Susanne M. Glasscock School of Continuing Studies at Rice University. Her research interests include children and family resilience and functioning, organization management and development, program effectiveness, and mental and behavioral disorders.

Before teaching in the MSW program at PVAMU, she worked for 31 years at PVAMU's College of Agriculture and Human Sciences, and the Cooperative Extension Program. She served as the State 4-H Program Leader and as an adjunct faculty member in the Department of Human Sciences, teaching graduate-level family life courses. During Dr. Spears's career, she was successful in garnering over \$2 million in extramural funding from federal agencies, foundations, and programs, such as the Houston Livestock Show and Rodeo and Kauffmann Foundation. Additionally, she was the recipient of many highly coveted national, state, and local awards for her exceptional commitment to USDA programs and services in Texas.

Furthermore, Dr. Spears is the Founder/CEO of Spearhead Associates, Inc., a recognized 501(c) 3 that specializes in helping nonprofits, faith-based organizations, and educational institutions embark upon comprehensive change management, programs to improve performance through strengthening their management capability, and development of strategic plans to convert their potential energy for productive kinetic action. Her studies in organizational behavior, administration, and planning, coupled with her practical approach, allow her to synthesize challenging situations with remarkable adeptness, unlock potential, and advance the mission of her clientele. She works with boards, top team leaders, and groups on issues of governance, alignment, and performance transformation; advises senior executives on issues of leadership development, strategy, recruitment, and talent management; and coaches and advises CEOs on transformation. With over 33 years of experience as a social worker, Dr. Spears has worked with the Travelers Aid Society, 4th Ward Community Clinic, Houston-Galveston Area Council, Parkland Hospital, and Planned Parenthood.

**Associate Professor
Darron Garner, Ph.D., MSW, LCSW-S**



Darron Garner, PhD, LCSW-S, is an Associate Professor of Social Work in the Department of Social Work at Prairie View A&M University. He truly enjoys helping his students learn as much as they can in his classes. He loves setting students up for success by teaching the field courses, broadening students' perspectives, and understanding of human development, and helping students understand the science and artistry of generalist social work practice. Dr. Garner has spent the last 15 years cultivating his skills through teaching, counseling, researching, and community activism. He has had the privilege of teaching at Prairie View A&M University, University of Houston Graduate School of Social Work, Boston University, and University of Houston Clear-Lake.

As a clinical social worker, he has worked in juvenile justice facilities, at nonprofit agencies providing mental health services to youth and their families, at a private psychiatric practice, and operates his own private practice specializing in first time juvenile offenders. Dr. Garner holds a B.S. in Psychology from Northwestern State University, a master's in social work from Louisiana State University and a PhD in Juvenile Justice from Prairie View A&M University. Dr. Garner focuses on juvenile delinquent research and practice and is especially interested in strengths-based intervention for first time juvenile offenders, using research and evaluation to inform policy and programming, continuous quality improvement, and the translation of evidence-based practices for lay audiences. Dr. Garner is often described as a warm, enthusiastic, and caring professional who brings fresh, hopeful, soothing, and empowering perspectives to those who work with him. He takes his position as an educator very seriously and is excited to be cultivating the next generation of social workers at Prairie View A&M University.

**Assistant Professor of Practice
Sonya N. Carson E.D., LCSW-S**



Dr. Sonya Nicole Carson is a Licensed Clinical Social Worker and a board approved supervisor in the State of Texas. She received her Bachelor of Science in Sociology at Wiley College, master's degree in social work through the University of Houston's Graduate College of Social Work and Doctorate of Counselor's Education from Texas Southern University. Throughout her career, she has worked in Child Protective Services, acute care and medical hospital settings, as well as a psychiatric prison. Dr. Carson has extensive experience in crisis intervention, child abuse, treatment planning and is every excited to share her expertise in these areas.

**Assistant Professor of Practice
Cedrina M Ruffin, PhD, LCSW-S**



Dr. Cedrina Ruffin is a Licensed Clinical Social Worker with over 15 years of experience providing long-term and brief Social Work interventions to adults, children, and families. Dr. Ruffin earned her Bachelor's degree from the University of Louisiana at Monroe, Masters of Social Work degree from Southern University at New Orleans, and her Doctoral Degree from Walden University. Dr. Ruffin's social work career includes a history of working in case management, hospital discharge planning, outpatient dialysis, utilization review, and mental and behavioral health services.

Dr. Ruffin currently owns a private practice and provides psychotherapy to adults and children located within the Houston Metropolitan area and including the entire state of Texas. Dr. Ruffin has been able to therapeutically touch the lives of many mental health clients, dealing with depression, grief, anxiety, behavioral, family and relationship issues, self-esteem, communication, and personal and professional growth. Utilizing evidence-based techniques such as cognitive behavioral therapy and mindfulness, it is her goal to help clients understand their feelings, emotions, and symptoms, with a focus on solving their problems, while changing their behaviors.

**Assistant Professor of Practice
Marcus Benoit PHD, MSW**



Dr. Marcus D. Benoit obtained a bachelor's degree from The University of Houston-Downtown School of Social Work, a master's degree from Stephen F. Austin State University (SFASU), School of Social Work with a focus in rural populations and community, and a Doctorate from Capella University in Human Services with a focus in Organizational Management and Leadership Development. Throughout Dr. Benoit career, he has had the privilege to work with various populations, such as people with mental health disorders, the elderly, adolescents, homeless veterans, individuals recently released from incarceration, and HIV consumers. His active research includes promoting, engaging, and empowering communities to address HIV/AIDS disparities regarding prevention, care, and housing to achieve sustainable systemic change.

Regarding his higher education experience, he began by serving three years as a graduate adjunct instructor for the School of Social Work at Stephen F. Austin State University (SFASU). Thereafter, he continued as an adjunct faculty for Lone Star College-University Park first BSW bridge program. Dr. Benoit currently serves as an Assistant Professor of Social Work Practice at Prairie View A&M University. His aim is to always offer learners knowledge that contributes to successful outcomes. In my years as a macro-level social work professional, he has had the opportunity to work in various capacities as a Social Work leader, including but not limited to roles as the Chief Program Officer, Grant Administrator and Auditor, Director of Programs, Contract Monitoring Officer, and Assistant Professor of Social Work. These experiences have prepared Dr. Benoit to work with diverse corporations to leverage development, including non-profit businesses while contributing to high-level Social Work leadership and supervision through rigorous study, implementation, and research.

**Assistant Professor
Trevor Stephen, DSW**



Dr. Stephen attended Midwestern State University in Wichita Falls, Texas, where he received his bachelor's degree in business administration. For his M.S.W., Trevor had the opportunity to go to Baylor's Diana Garland School of Social Work in Waco, Texas. During his bachelor's and master's education, he had the great opportunity to travel to Africa for mission and internship opportunities. He enjoys research, so while at Baylor, he had the chance to present his research at the International Social Work and Social Development Conference in 2010 in Hong Kong and 2012 in Sweden. Trevor attained his DSW focusing on Leadership and Teaching from Walla Walla University in 2022.

In the years of practice since his MSW, his experience and skillset in the field have grown and developed. He brings diverse practice experience that includes clinical practice in the Micro, Mezzo, and macro fields. His practice spans community-based practice, international social work, school-based practice, church-centered ministry, crisis intervention, substance use counseling, and mental health treatment areas of social work.

Trevor's research interests include empathy, leadership, organizational impact, and clinical assessment. He is particularly interested in how empathy can be used to improve leadership and organizational performance, as well as how to develop and assess clinical assessment tools that are more accurate and culturally sensitive.

Trevor's interest in clinical assessment stems from his desire to improve the quality of mental health care. He believes that we need to develop more accurate and culturally sensitive clinical assessments.

One of the phrases Trevor has learned to embrace in his personal and professional development is the Nguni Bantu African proverb of "ubuntu." This concept of humanity toward others has become one of his defining belief systems, meaning that "I am because you are." This concept, combined with his lifelong desire to be a system changer and an influencer, is unique among social workers and gives him an unparalleled potential to make a large-scale impact in the world.

Section 7.0 ADMISSIONS TO PROGRAM

7.1 Admission Requirements

Admission to the PVAMU's MSW program is granted to graduates of an accredited four-year college or University who present satisfactory evidence of character and academic qualifications, interest in working with people, and a commitment to the social justice values of the profession. The applicant's scholastic record must show promise of the ability to engage in graduate work, including sufficient credit hours in liberal arts courses to satisfy the program's Committee on Admissions. The Committee on Admissions determines admission decisions. PVAMU's MSW program has an open admission process to the two-year, three-year, and Advanced Standing plans of study. Students admitted to the program to pursue a two-year or three-year Plan of Study enter the University at the beginning of the fall and spring semesters. Students admitted to the Advanced Standing plan of study enter the University in the fall. International students must also submit IELTS or TOEFL scores. A minimum score of 5.0 for IELTS or 500 for TOEFL is required.

7.2 Admission Process

Admissions policies and procedures for those qualified for admission to PVAMU's MSW Program are found in the Graduate Catalog. This document is available from the Office of Graduate Studies. Applicants are admitted to the MSW Program through the Office of Admission; therefore, all applications must be submitted to Prairie View A&M University, Office of Admissions. The Department's Admissions Committee determines the evaluation of application materials and selection of applicants for admission to the MSW Program. The Admissions Committee is comprised of faculty members appointed by the Dean. An applicant's suitability for acceptance to the program is based on assessing the applicant's intelligence, openness, interest, and motivation for professional helping roles. These attributes are determined by reviewing the applicant's statement, reference statements, undergraduate GPA, employment and community involvement, and volunteer experiences.

Applicants are evaluated for their potential success in a graduate program and appropriateness for the profession of social work. All applications will receive two evaluations. In certain circumstances, an interview may be conducted (if needed). Any interviews will be conducted before the admissions decision. Subsequent meetings with any faculty will not result in a change in admission decisions for that academic year. Applicants may not appeal a decision of rejection.

Applicants may inquire about a reason for the rejection; all reviewers will include a justification in the comments section of the application review form. This process is confidential; applicants may not know the identity of the faculty who reviewed the application. Applicants are informed in writing of their acceptance or denial of admission to the program.

Admissions information can be obtained from:

Prairie View A&M University
100 University Drive
Prairie View, Texas 77446
(936) 261-1000

Application for admission is made to:

Prairie View A&M University Office of Graduate Admissions
P.O. Box 519, MS 2800, Prairie View, Texas 77446
(936) 261-3528
gradstudies@pvamu.edu
<https://www.pvamu.edu/graduatestudies/>

Materials are forwarded from the Office of Graduate Admissions to the Department of Social Work when all items listed below have been received. Beginning with applications for entrance in the fall or spring MSW program, applicants must:

1. Demonstrate evidence of completion of a baccalaureate degree from an accredited four-year college or University.
2. Complete a baccalaureate degree that reflects a broad liberal arts base to include twenty-one (21) hours in humanities (sociology, history, psychology, political science, economics, ethnic/global studies); three (3) hours in mathematics; and three (3) hours in human biology.
3. Have a grade point average of 2.75 on a 4.0 scale based on the official college or university transcript.
4. The GRE is waived for application to the MSW Program.

5. Submit three letters of recommendation; letters must be signed, include contact information, and be presented on letterhead.
6. Submit a personal statement.
7. Students will be admitted into the MSW program in the Spring and Fall and shall apply to the University Office of Admissions no later than May 1st for the Fall semester and October 1st for the Spring Semester for enrollment in the beginning cycle of the two years, or three-year Plan of Study.
8. Pay a non-refundable application fee.

Applicants who have liberal arts deficiencies may be admitted conditionally. Such students must complete all liberal arts requirements during their matriculation in the MSW program. **Note:** *The Master of Social Work Degree program does not permit academic credit for life or work experience.*

Admissions to Advanced Standing:

1. Demonstrate evidence of completion of a bachelor's degree in social work from a school of social work accredited by the Council on Social Work Education (CSWE);
2. Have a GPA of **3.0** or better on a 4.0 scale;
3. The GRE is waived for application to the MSW Program;
4. Submit three professional letters of recommendation;
5. Submit a personal statement;
6. Students will be admitted into the MSW program in the Spring and Fall and shall apply to the University Office of Admissions no later than May 1st for the Fall semester and October 1st for the Spring Semester for enrollment in the beginning cycle of the Advanced Standing Program.
7. Pay a non-refundable application fee.

7.3 Types of Admissions

Advanced Standing Admission: Students who have a BSW degree from a social work department accredited by the Council on Social Work Education. A minimum GPA of 3.0 is required on a 4.0-point scale. Applicants with a BSW who have a GPA below 3.0 are potentially eligible for the two-year and three-year study plans.

Regular Admission (Two years): A minimum undergraduate GPA of 2.75 is required. Students with a GPA above 2.75 have the option of entering the three-year program if preferred.

7.4 International Students

Prairie View A&M University encourages the enrollment of students from other countries. In addition to meeting the regular requirements for admission (with allowances for differences abroad in secondary school curricula), the applicant must demonstrate reasonable English language proficiency. The University requires a minimum score of 500 on the paper examination or 173 on the computerized examination of the Test of English as a Foreign Language (TOEFL). Additional policies and services related to international students, international exchange, and Immigration and Naturalization Services can be found in PVAMU's Graduate Catalog. Alternatively, a minimum score of 5.0 on the IELTS is also acceptable. See: <https://www.pvamu.edu/graduatestudies/prospective-students/international-admissions/>

7.5 Admission Status

Students are admitted to the MSW Program according to one admission status, all of which are described as follows:

1. **Advanced Standing** – means that the student will go directly to the concentration year if Advanced Standing requirements are met. Advanced standing students must complete 33 credit hours of coursework while matriculating on a full-time basis, which could be completed in one year.
2. **Traditional status** – means that the student will matriculate in the program on a full-time basis and complete 56 credit hours of coursework, which could be completed in two years.
3. **Part-Time Status** – means that the student can move through the program in three years, with fieldwork occurring during the second and third year.
4. **Conditional (Holistic) Status** – means that the applicant was admitted to the program with a grade point average less than the required 2.75 (GPA). An applicant may be admitted to Conditional Status with an earned bachelor's degree from a regionally accredited college or university with a minimum cumulative GPA of 2.50. A student with a cumulative GPA below 2.50, who has acquired relevant experience that could contribute to ensuring their success in graduate study, may be considered for conditional admission based upon a holistic review and recommendation by the respective department head and dean.

7.6 Admission to Field

Field Practicum at PVAMU is a vital component of the student's experience. At PVAMU, our field education is developed to reflect the signature pedagogy of the Social Work profession. The MSW program field education reflects the goal of the CSWE Educational Policy and Accreditation Standards that states, "Field education intends to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting" (CSWE Educational Policy & Accreditation Standards, 2015, p.12). The MSW program offers students the hands-on practicum experience to apply skills, knowledge, and values of the social work profession in real-life situations in various social work service agencies that work with individuals, families, groups, organizations, and communities. While students are at these agencies, they will apply the knowledge gained from the generalist model in the first year of the curriculum and use the advanced skills in their second year. Students will apply the generalist's and clinical skills in the advanced year by engaging, assessing, planning, implementing, evaluating, and terminating various client systems.

The PVAMU MSW program curriculum is goal-directed, with educational content facilitating conceptualization and stimulation of the student's cognitive processes. Therefore, the curriculum follows a logical sequence for the field experience after coursework that develops social work knowledge, skills, values, and cognitive and affective processes. All students admitted into the MSW program at PVAMU are eligible for field placement. Students complete a field placement form at the time of admission that is used to guide the placement process. The placement team assigns students to field agencies based on students' department selection, experience, and geographic location. Students who receive credit for their SW Practicum & Seminar I/ SW Practicum & Seminar II first-year field practicum at the BSW level will matriculate to the MSW's final two semesters of field practicum.

Compliance Statement: Narrative explains how the program's field education program admits only those students who have met the program's specified criteria across all program options.

PVAMU MSW Students must start the field education placements process by applying to the Office of Field Education (OFE) during the first week of the first semester of generalist practice (Foundation Curriculum) and advanced practice years. Being an online MSW Program, students

are responsible for identifying the social services agency to do their Practicum with the Field Director or FFC's approval. Students submit the field application, including their demographic information and academic goals, to demonstrate students' readiness for field experience. Placement options and recommendations for field placement must be consistent with students' learning needs and interests, special personal and professional considerations, and the curriculum. The FFC staff reviews the application and collaborates with the students for a tentative plan for field placement based on the student's interest and needs. Final approval for field placement is communicated to the student after the student's preferences are considered.

As part of the placement process, students must successfully interview and be officially accepted by a field placement site. Suppose a student is not accepted for placement after the initial interview. In that case, the student will meet with the field coordinator to review the interview experience and prepare for a second interview. Suppose the student is not accepted subsequently at a second field placement site. In that case, the student will meet with the Field Director to review his or her interview experiences and determine if a placement can be made. Placements are planned so that students may experience a variety of delivery systems and models, and methods. Students are exposed to the whole person-in-environment concept through different coursework. In social agencies where students are placed, they will have the opportunity to review and experience agency policies, the more extensive social welfare system, and social work practice and learn what it means to be an agent of change. The Field pedagogy integrates class and field experience, providing the venue for students to begin developing social work practitioner skills for entry-level and advanced social work practice.

Below are some of the criteria:

To be eligible for field placement in the specialized practice year, students are required either to successfully complete the academic and field requirements for the generalist practice year or to be admitted to the MSW Program with advanced standing. An overall grade point average (GPA) of 3.0 or better for all generalist practice year courses is required to proceed to the specialization in clinical practice (Medical/Behavioral Health). Although screening process will be in place before a student is assigned to a generalist or specialized field agencies, each phase of the screening

process has specific time frames and dates when completed applications are due. The following criteria must be met:

1. Prior to placements of students in field agencies, all MSW students are required to attend mandatory advising with their Academic Advisor in collaboration with the FFC staff. Students will be screened by the Academic Advisor to ensure that students have taken all pre-requisite courses before being enrolled in Field Practicum.
2. Students admitted to PVAMU MSW program will be required to complete, authorize, and electronically submit a field application prior to receiving a field placement. The application will include one essay, a résumé, and identified field agency names. The application will provide information about the student's interests, previous social service experiences, and social work educational goals. All three parts of the application must be completed before a student can be referred to a practice site for a placement interview.
3. Application process for field placements will start, one semester prior to the student going into field practicum.
4. A Traditional (2-year) full-time student begins field experiences the same time they begin classes.
5. Traditional (3-year) part-time students begins the field education the second year of their curriculum, that is, after their Foundation Course year.
6. Transfer students will have their transcripts reviewed to determine whether they are ready for the generalist or specialized field practicum.
7. While in the field, students will also enroll in seminars and other practice courses according to the curriculum option chosen. If a student drops a concurrent practice class, the student must automatically come out of field practicum.
8. To proceed to the second phase of field practicum, students must have earned a grade of B or better in the preceding field practicum placement. If the student does not pass SOWK

5301 (SW Practice with Individuals and Families) or SOWK 5302 (SW practice with Communities, Organizations, and Groups), the student cannot continue in the field.

9. Students' registration will be monitored by Academic Advisors in collaboration with Office of the Field Education (OFE) to ensure correct and sequential registration of courses.
 - a. During the referral process, both the agency/placement site and the student receive an e-mail notice of the referral from the OFE, and the student must contact the agency to schedule an interview within one (1) week.
 - b. Agencies may require additional screenings and/or information from students, such as previous evaluations, references, a drug screening, and a criminal background check. Such requests and their costs will be handled between the agency and the student.
 - c. After the interview, the student is required to advise the field coordinator of the outcome. Agencies may also contact the field coordinator regarding the outcome of the interview.
 - d. If at any point, after filing a field practicum application, a student determines that he or she will not be going into a field placement as planned, he or she is expected to notify the OFE and the placement site to which the referral was made.

Foundation/Generalist Year

PVAMU MSW Students must start the field education placements process by applying to the Office of Field Education (OFE) immediately upon being accepted into the program. Purchase the Tevera Software package and get the User ID No. to log in to the Tevera upon enrolment into MSW program and courses. Students submit the field application, including their demographic information and academic goals, to demonstrate student readiness for field experience. Placement options and recommendations for field placement must be consistent with students' learning needs and interests, special personal and professional considerations, and the curriculum. The FD and staff review the application and collaborate with the students for a tentative plan for field placement based on the student's interests and needs. Final approval for

field placement is communicated to the student after the student's preferences are considered. As part of the placement process, students must successfully interview and be officially accepted by a field placement site. Suppose a student is not accepted for placement after the initial interview. In that case, the student will meet with the field director to review the interview experience and prepare for a second interview. Suppose the student is not accepted subsequently at a second field placement site. If the student is not selected, they will meet with the Field Director to review their interview experiences and determine if a placement can be made. Being an online MSW Program, students are responsible for identifying the social services agency to conduct their Practicum with the Field Director's (FD) approval.

Placements are planned so that students may experience a variety of delivery systems and models, and methods. Students are exposed to the whole person-in-environment concept through different coursework. In social agencies where students are placed, they will have the opportunity to review and experience agency policies, the more extensive social welfare system, and social work practice and learn what it means to be an agent of change. Field pedagogy integrates class and field experience that provides the venue for students to begin developing social work practitioner skills for both entry-level and advanced social work practice.

Specialization Year

To be eligible for field placement in the specialized practice year, students are required either to complete the academic and field requirements for the generalist practice year or to be admitted to the MSW Program with advanced standing. A grade point average (GPA) of 3.0 or better for all generalist practice year courses is required to proceed to the specialization in clinical practice (Medical/Behavioral Health).

Students admitted to the PVAMU MSW program must complete, authorize, and electronically submit a field application into Tevera Software before receiving a field placement. The application will include one essay, a résumé, and identified field agency names. The application will provide information about the student's interests, previous social service experiences, and social work educational goals. All three application parts must be completed before a student can be referred to a practice site for a placement interview.

Although screening process will be in place before a student is assigned to a generalist or specialized field agencies, each phase of the screening process has specific time frames and dates when completed applications are due. The following criteria must be met:

1. Prior to placements of students in field agencies, all MSW students are required to attend mandatory advising with their Academic Advisor in collaboration with the FFC staff. Students will be screened by the Academic Advisor to ensure that students have taken all pre-requisite courses before being enrolled in Field Practicum.
2. Students admitted to PVAMU MSW program will be required to complete, authorize, and electronically submit a field application prior to receiving a field placement. The application will include one essay, a résumé, and identified field agency names. The application will provide information about the student's interests, previous social service experiences, and social work educational goals. All three parts of the application must be completed before a student can be referred to a practice site for a placement interview.
3. Application process for field placements will start, one semester prior to the student going into field practice.
4. A Traditional (2-year) full-time student begins field experiences the same time they begin classes.
5. Traditional (3-year) part-time students begin the field education the second year of their curriculum, that is, after their Foundation Course year.
6. Transfer students will have their transcripts reviewed to determine whether they are ready for the generalist or specialized field practicum.
7. While in the field, students will also enroll in seminars and other practice courses according to the curriculum option chosen. If a student drops a concurrent practice class, the student must automatically come out of field practicum.
8. To proceed to the second phase of field practicum, students must have earned a grade of B or better in the preceding field practicum placement. If the student does not pass SOWK 5301 (SW Practice with Individuals and Families) or SOWK 5302 (SW practice with Communities, Organizations, and Groups), the student cannot continue in the field.
9. Students' registration will be monitored by Academic Advisors in collaboration with Office of the Field Education (OFE) to ensure correct and sequential registration of courses.

10. During the referral process, both the agency/placement site and the student receive an e-mail notice of the referral from the OFE, and the student must contact the agency to schedule an interview within one (1) week.
11. Agencies may require additional screenings and/or information from students, such as previous evaluations, references, a drug screening, and a criminal background check. Such requests and their costs will be handled between the agency and the student.
12. After the interview, the student is required to advise the field coordinator of the outcome. Agencies may also contact the field coordinator regarding the outcome of the interview.
13. If at any point, after filing a field practicum application, a student determines that he or she will not be going into a field placement as planned, he or she is expected to notify the OFE and the placement site to which the referral was made.

7.7 Field Education Placement Process

The signature pedagogy of social work is field education. Field instruction aims to provide students with opportunities for development, integration, and reinforcement of competence through performance in actual service delivery situations. Field education intends to integrate the classroom's theoretical and conceptual contribution to the practice setting's practical world. It is a fundamental precept of social work education that the two interrelated components of curriculum—classroom and Field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on how students demonstrate Social Work Competencies. Field education within the context of a 100% online program will utilize and engage students with technology.

Students must take field instruction courses concurrently with the foundation and concentration practice courses and field seminars. Students enrolled in a practice course must also be enrolled in the appropriate field instruction and seminar course simultaneously, and vice versa. Students taking the Two-Year and Three-Year Program Options must complete a minimum of 900 field education hours during the program (400 for the foundation year, 500 for the concentration year). Students taking the One-Year, Full-Time Advanced Standing Program Option must complete 500 hours during their concentration year.

Students must complete a minimum of 400 hours during the generalist year in one social work agency setting. During the Generalist (Foundation) year, the student's placement will be in one social work agency to complete 400 hours. Students in advance (Concentration) practice years will complete a minimum of 500 hours of field experience placed in one social work agency that will provide field experience in the student's area of specialization. 1 grant academic credit for life experience or previous work experience for course work or field practicum.

Students must start with the field education placements process by applying to the Field Faculty during the first semester of generalist practice (Foundation Curriculum) and advance practice years. Being an online MSW Program, students are responsible for identifying the social services agency to do their Practicum with the Field Director or Field Faculty's approval. The MSW Field Faculty will contact potential students who may be eligible for Field experience to initiate their interest to pursue field experience. Students submit the Field application that will include their demographical information and academic goals to demonstrate students' readiness for field experience. Placement options and recommendations for field placement must be consistent with students' learning needs and interests, special personal and professional considerations, and the curriculum. The Field Faculty staff will review the application and collaborate with the students for a tentative plan for field placement based on students' interests and needs. Final approval for field placement will be communicated to the student after the student's desires are taken into consideration.

The Field Director has the ultimate responsibility of approving all field internships. Once students complete and sign the Field Placement form, the signed form by both the assigned Field Supervisor and the Field Director, students may register for field education credit hours. The Field Director must approve a field agency before the student accepts a placement site. The specific responsibilities of students, Director of Field Experiences, and Field Instructors are identified in the PVAMU MSW Manual for Field Instruction, provided to students before application to Field or upon request. Students may contact any of the Field Faculty members before or during the field application process. Field Information can also be found at www.pvamu.edu.

7.8 Evaluation of Field Performance

All MSW students must earn a grade of "B" or above in all field courses. When the grade "C" is earned in a field course, the course must be repeated. (See Master of Social Work Field Practicum Handbook for details regarding the evaluation of field performance). Before Graduation from PVAMU Social Work Program, students must complete their required field practicum(s) as demonstrated by the agency Field Instructor's evaluations during each field seminar and competency demonstrated through the assignments given through the Field Practicum Seminars. Students must pass the field evaluation components in each Field Seminar to pass the seminar and continue in the Field.

It is understood that the agency Field Instructor, assigned Faculty Liaison, and the Field Director make up a teaching team, jointly sharing the responsibility for developing learning opportunities in the various placements and individualizing the learning experiences to meet the needs of the student. Even though most students admitted to the field placement complete the experience, some situations may result in termination from placement and the Social Work Program. The following conditions are indicators that provide evidence that the student may be unsuitable or unable to perform in a professional capacity:

1. Student's inability to assess and progress in practice interventions and skills.
2. Reluctance to evaluate one's professional development and use of attendance skills related to practice and inability to identify the client's strengths and limitations.
3. Unwillingness or refusal to comprehend the role of diversity, advocacy, and social and economic justice in practice.
4. Inability to follow agency policies in working with clients and in collaborating with staff and community stakeholders.
5. Consistent display of lack of communication skill to form working relationships with clients and families, colleagues, interdisciplinary team, and community stakeholders
6. Students fail to take corrective actions after intervention for inferior performance centering on knowledge, skills, and values.
7. Student's demonstration of unprofessional attitudes and values consistent with the practice of social work code of ethics and values

8. Behavior during field practice that endangers clients, the agency, the University, colleagues, and self.
9. Having to be placed in new field agencies more than once due to behavioral concerns or performance.
10. Breach of confidentiality, the commitment of academic dishonesty, and falsification of the document in the field agency
11. Inability to apply social work skills in areas of knowledge, values in generalist, and specialization practice working with various client systems.

When the Field Instructor informs the assigned Faculty Liaison or the Field Director of any concerns, an investigation may be conducted and a meeting with all parties involved to determine the most appropriate course of action. The meeting may result in an agreement for the student to make corrective actions or terminate the student from field practicum. Students may be dismissed from a field placement site or the field program because of any of the above-identified items or not meeting required professional performance standards as assessed in the field seminars.

Readmission or continuation in the field program following dismissal from a field site or the field program is not guaranteed. It may be granted only if the student presented compelling evidence of some fundamental change that would demonstrate his or her ability and willingness to maintain professional standards. Students who fail a field seminar or who are terminated from the field program must submit a request for reentry to the field program in writing, including a plan of correction regarding issues leading to dismissal. The MSW full-time faculty will evaluate requests for reentry, and a determination will be made regarding acceptance or dismissal from the MSW program.

7.9 Retaking Field Seminar Courses

Students who fail, withdraw, or are administratively withdrawn from any field seminar course are required to retake the course in its entirety. Retaking the course includes submission of new and original work for the new course. Assignments from previous seminar coursework may not be resubmitted. Moreover, field hours from previous seminar courses where the student failed or withdrew do not carry over and must be repeated. The student must complete additional field hours

as assigned by the course (200 hours for each generalist field seminar and 250 hours for each advanced field seminar).

7.10 Liability Insurance

Prairie View A&M University Administrative Office maintains a self-insured professional liability policy for its various professional fields. This program covers duly registered social work students for events that may occur while performing their field practicum duties. The liability policy provides amounts not less than \$2,000,000 per occurrence based on a \$3,000,000 annual aggregate. Students wishing to obtain additional coverage at their own expense may contact the National Association of Social Workers Insurance Trust at (800) 638-8799, ext. 387. The University does not provide automobile liability coverage.

Section 8.0 TERMINATION FROM MSW PROGRAM

8.1 Student Termination

The PVAMU MSW Program strives to bring out the best in our students. Our goal is for our students to enter and graduate from the program. However, in some circumstances, students may not be able to continue in the program due to violation of program policies that may include:

1. Inability to maintain an acceptable or required academic grade point of (3.0 overall) and a minimum of "C" in one course.
2. Student's failure to obtain satisfactory professional performance evaluation.
3. Student's behavior is considered to violate the NASW Code of Ethics
4. Failure to meet PVAMU expectations of what is considered a Professional conduct.
5. Violation of Academic Dishonesty such as plagiarism, cheating, forgery, falsification of a document to the University or at the agency, and lying
6. The impairment of Student' performance at the field agency endangering clients' lives due to unresolved personal issues or the use of cell phones
7. Use of drugs or chemicals that cause impairment occurring during the program.
8. Consistent and recurring absenteeism
9. Inability of the Student to develop appropriate interpersonal skills needed for effective social work practice.
10. Repeated failure of a student to demonstrate professional behavior and work habits.

The MSW Program Director, in consultation with Social Work Field Director, or Field Faculty Staff may also request outside review and professional opinions in deciding or taking an appropriate course of action in the event of any violations of the above

Section 9.0 ACADEMIC STANDARD

9.1 Academic Integrity

Prairie View A&M University considers academic honesty one of its highest values. A learner who obtains academic credit for work that is not the product of his or her effort is being dishonest and is undermining the academic integrity of the University.

9.2 Academic Dishonesty

The University Policy on Academic Dishonesty is detailed in the University Code of Conduct Student Handbook. The policy describes academic dishonesty as (a) cheating (using unauthorized materials, information, or study aids in any academic exercise or national board examination), plagiarism, and dual submissions, falsification of records, unauthorized possession of examinations, and any other actions that may improperly affect the evaluation of a student's academic performance or achievement; (b) assisting others in such acts, or (c) attempts to engage in such acts. A complete listing of academic guidelines and instructions can be found in the University Student Conduct Code and Handbook.

Course credit is to be earned by students and may not be obtained through acts of dishonesty. Disciplinary action will be taken against any student who alone or with others engages in any act of academic dishonesty such as cheating or plagiarism.

9.3 Plagiarism

Plagiarism as defined by the University includes:

1. When students fail to credit sources in their work
2. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources, such as cutting and pasting from the Internet (University Code of Student Conduct). Faculty members have the choice of evaluating plagiarism using a computerized program.

9.4 Cheating

Cheating is defined as acquiring and/or providing information such as:

1. Using unauthorized materials, information, or study aids in any academic exercise.
2. Obtaining answer for exam answers from unauthorized sources
3. Copying the work of another student during an examination.

4. Informing a person of the contents of an examination before the time of the examination is given.
5. Cutting and pasting directly from textbooks, websites and other sources is not acceptable and considered dishonest

9.5. Academic Probation

Two year and three-year MSW students who do not earn a cumulative grade point average of 3.0 at the end of the semester are placed on academic probation for the following term. Students who do not achieve a cumulative grade point average of 3.0 the following semester will be dismissed from the MSW Program (see Policies and Procedures for Graduate Programs and PVAMU Graduate Catalog).

A student who receives a grade of "C" in Practicum will be placed on academic probation within the Department of Social Work for the following term. The student will be permitted to enter the next practicum course on the condition that they must receive a minimum of a "B" grade in the next Practicum. Students who do not receive a minimum of a "B" grade will not be permitted to remain in the program.

9.6 Readmission after Termination

Students who have been terminated from the program shall not be considered for readmission for three (3) years from the termination date.

Students who are readmitted following termination for academic reasons must:

1. Retake all courses where a "C", D or "F" grade was received. A student must receive a "B" or better in these courses.
2. Receive a "B" or better in all remaining courses.
3. Students who were dismissed for receiving an "F" in Field are not eligible for readmission to the MSW program.

9.7 Transfer of Credits

Graduate credit earned at another accredited institution, not exceeding six (6) semester hours, may be transferred and applied toward the master's degree at Prairie View A&M University. Minimum of "B" may be transferred. Under no circumstances will transfer course work be considered that will be more than six (6) years old when the degree is awarded.

9.8. Transfer Credit Form

[See link](#)

9.8.1. Request to Validate

Students have a window of six consecutive years to complete their master's degree. Credit for individual courses completed in residence between six and seven years before all requirements for the master's degree is completed may be re-validated by a special examination given by the Department concerned. A course in which a grade of "C" was earned cannot be re-validated. Information for specific doctoral programs is found in the graduate catalog under the degree description as follows:

1. Request to Re-validate Courses.
2. Approval to Re-validate Courses.
3. Academic Dismissal Appeal

All graduate students are required to maintain a 3.0 cumulative grade-point average. If a student's cumulative GPA falls below 3.0 during any enrollment semester, the student will be placed on academic probation. In the next semester of enrollment, the student must raise his/her GPA to 3.0 or above or be dismissed from Graduate Studies. A student wishing to appeal an academic dismissal must complete the Graduate Student Academic Dismissal Appeal Packet as follows:

1. Academic Appeal Packet
2. Graduate Student Academic Appeal College Recommendation Form

Section 10.0 PROBATION AND DISMISSAL

10.1 Probation and Dismissal

All graduate students are required to maintain a 3.0 cumulative grade-point average. If a student's cumulative GPA falls below 3.0 during any enrollment semester, the student will be placed on academic probation. Within a semester, the student must raise his/her GPA to 3.0 or above or be dismissed from Graduate Studies. A review of a graduate student's academic performance and progress may result in a recommendation for dismissal from the program. A student who is dismissed has the right to appeal the decision first to the departmental Committee, followed by the Dean of the College and the Dean of Graduate Studies. The decision first rests with the departmental Committee. If the pertinent department/school, the College Dean, and the Dean of Graduate Studies agree to reinstate the student, the decision will be communicated to the student. The decision regarding summer and fall dismissals will be made in the spring semester, and dismissals in the fall semester will be decided in the spring semester.

A graduate student who is readmitted will return on academic probation until the cumulative GPA of 3.0 is met. A student who earns a 3.0 term GPA while on probation may register for subsequent semesters without an appeal. A student who earns a term GPA of less than 3.0 while on probation will be dismissed from the program. Individual graduate programs may also impose additional cumulative GPA and grade restrictions for their students.

10.2 Academic/Coursework Appeal and Grievance Process

The Office of the Registrar will provide the Notice of Academic Dismissal for graduate students who have been dismissed for failure to maintain the required 3.0 cumulative grade-point average. The notice will include instructions for submitting an appeal for readmission. Students should carefully review the instructions for submitting the appeal and adhere to the prescribed format. Appeal documents may be found on the Office of Graduate Studies website. All appeals should be signed and submitted to the Office of Graduate Studies. An incomplete appeal will not be processed. Students should not email, contact by phone, or visit any member of the Appeals Committee. The Notice of Academic Dismissal from the Registrar's Office will generally be transmitted to the respective graduate students via email by the 5th working day after grades have been posted for the semester or session. Students are encouraged to check their grades soon after the end of a given semester to determine if an appeal is necessary.

The deadlines for submitting the appeal for readmission will be determined by the Office of Graduate Studies and provided in the Notice of Academic Dismissal. Information regarding deadline dates will also be available on the Office of Graduate Studies website. The Office will notify a student of Graduate Studies within two weeks of submitting the appeal documents as to whether the appeal has been denied or approved. Academic appeals are only considered for dismissals that occur at the end of a fall or spring semester. For a student dismissed after a summer term, the academic appeal will not be considered until the following spring.

10.3 Deadline for Submitting Academic Appeal to Graduate Studies

1. Fall (dismissal at the end of spring term) - August 1st
2. Spring (dismissal at the end of summer or fall term) - January 2nd.

If the date falls on a weekend or holiday, the deadline will be the following business day.

Section 11.0 MSW PROGRAM APPEAL AND GRIEVANCES

11.1 MSW Appeals and Grievances Committee

The MSW Appeals and Grievances Committee is responsible for reviewing and evaluating performance standards for Graduate Students. These include academic, standing, professional conduct, and performance in field education. The Committee serves as an advisory entity to the Dean and is responsible for reviewing and evaluating graduate students' situations in which a student's academic standing and continued matriculation may be at risk. The MSW Program Appeals and Grievances Committee reviews also consider student grievances.

An Appeals and Grievances Committee will be activated and convened by the Academic Advisor and the student:

1. When a grievance is registered by the student
2. When the condition of the grade point average is not met by the student after two or more semesters
3. When the student fails to successfully complete their internship
4. When the grades in Field Education or co-requisite are below a "B"
5. When student blatantly violate the PVAMU university code of conduct; or

The MSW faculty member may chair the Grievance Committee. It is understood that the MSW Program Appeals and Grievances Committee is set up to address agency matters and not legal proceedings. No participant shall be entitled to other advocates external to the Department of Social Work or legal representation. Once it is agreed upon the need for a formal grievance meeting with the Committee, the student, the Student's Advisor(s), and the Committee members will receive written notification of the Committee's date and time. A completed grievance form is sent to all members of the MSW Program Appeals and Grievances Committee. The Student, their Advisor(s), and the Committee that has been constituted will strategize how the student will move forward. In the meeting, there should be agreement on a corrective action plan to move forward. Any consequences of not fulfilling the conditions for graduation should also be clearly stated.

Following the meeting, a summary of the meeting, detailing the newly constructed or revised corrective action plan and the identified consequences is prepared and sent to the Student, Academic Advisor, and the Field Faculty Coordinator within ten business days. The Student and Academic Advisor must sign the newly constructed or revised corrective action plan. A copy of the summary and signed corrective action plan is placed in the Office of the MSW Academic Student Services in a locked file. Students may appeal a revised corrective action plan of the MSW Program Appeals and Grievances Committee in writing to the MSW Program Director within ten business days. Appeals must be based on the following:

- a) new evidence that has come to light since the meeting or
- b) a procedural violation.

The MSW Program Director reviews the appeal and sends a written determination to the student within ten business days of receiving the appeal. Whatever the Appeals and Grievances Committee's outcome, it is ultimately the student's responsibility to meet the conditions for graduation. If a student fails to do so, they may not file for graduation. It is noteworthy, the responsibility of the MSW Program Appeals and Grievances Committee is to engage in a systematic and thorough process of inquiry to gather relevant information regarding the situation, meet with the student to discuss the situation (whenever possible), and provide a summary and recommendation regarding the reviewed situation. The MSW Program Appeals and Grievances Committee will make the final decision on resolution which may include termination for non-academic or professional reasons. The MSW Program Appeals and Grievances Committee reviews

all complaints of student misconduct, determines the seriousness of the behavior, and develops an appropriate course of action. Termination from the MSW Program may be immediate if there is a conviction of a serious violation such as assault, rape, murder, etc.

The MSW Program Appeals and Grievances Committee will conduct a thorough investigation of the allegation against the student as well as:

1. inform the student of the specific behavior(s) in question and how and why it violates the NASW Code of Ethics
2. identify the person(s) reporting the behavior and provide clear evidence that the student in question is in violation, and
3. present corrective steps with timetables to resolve the problematic behavior.

The Committee will prepare a written agreement detailing the student's conditions - satisfy before final action is taken against her/him. The Student, the Committee, and the Program Director will sign the agreement. A copy will be given to the student and a copy placed in the student's social work program file.

The Committee will brief the Program Director on the situation. If the student fails to meet the agreement's requirements according to the timetable, the Committee will then recommend termination from the Social Work Program. The student will be advised for other educational programs. The student has the right to appeal termination from the Program for professional reasons by writing a reconsideration letter to the MSW Program Director, clearly stating their case. Director will review the student's letter of reconsideration and decide or have the faculty a full review of the case. The student has the option to request a meeting with the faculty. This request must be in writing. The faculty will settle the case as a committee.

11.2 Field Education Grievances & Appeals

Students may present compelling evidence to counter any allegations of unprofessional behavior in the Field. Such evidence must be able to demonstrate the student's capability and willingness to maintain acceptable behavior. However, after dismissal for inability to meet professional performance, readmission into the Field of education may not be guaranteed.

Section 12.0 FIELD EDUCATION APPEALS PROCEDURES

12.1 Field Appeal Procedures

Within 25 days of notice of dismissal from field education, students may appeal to the Field Director or Field Coordinator's decision by submitting a letter of appeal to the MSW Program Director. When the appeal letter is received, the Program Director will meet with the student to review all evidence within ten business days. If the student is not satisfied with the outcome of the meeting with the Program Director, a committee for Grievance and Termination will meet to determine termination for non-academic or professional reasons.

The Committee will review all complaints of student misconduct, determine the seriousness of the behavior, and develop an appropriate course of action. Termination from the Social Work Program may be immediate if there is a conviction of a serious violation such as assault, rape, murder, etc. The Committee will conduct a thorough investigation of the allegation against the student as well as:

1. Inform the student of the specific behavior(s) in question and how and why it violates the NASW Code of Ethics
2. Identify the person(s) reporting the behavior and provide clear evidence that the student in question is in violation, and
3. Present corrective steps with timetables to resolve the problematic behavior.

The Committee will prepare a written agreement detailing the conditions the student must satisfy before final action is taken against her/him. The Student, the Committee, and Program Director will sign the agreement. A copy of the agreement will be placed in the student's file and in the Office of the MSW Academic Student Services. The Committee will brief the Program Director on the situation. If the student fails to meet the agreement's requirements according to the timetable, the Committee will then recommend termination from the Social Work Program. The student will be advised for other educational programs.

Section 13.0 RIGHTS AND RESPONSIBILITIES OF GRADUATE STUDENTS

13.1 Non-discrimination and Human Diversity

The Prairie View A&M University, The Department of Social Work, and its academic programs embrace diversity in all aspects of programming and administrative operations. The University's non-discrimination policy states that the Department of Social Work does not discriminate based on age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. See Appendix E review the University/Department of Arts and Sciences and the Department of Social Work Non-Discrimination policies.

MSW students are afforded rights and privileges that include freedom from discrimination based on race, color, ethnicity, national origin, religion, sex, age, sexual orientation, political orientation, veteran status, disabled veteran status, or disability unrelated to the program performance. Additionally, students have the right to learn in an environment free from sexual harassment, entitlement to intellectual property ownership, and have rights about educational records as promulgated in the General Education Provisions Action. Students have the right to seek redress through established institutional procedures outlined in the Graduate Catalog.

13.2 Students Responsibilities

The student's responsibilities include the following:

1. All students must participate in an online orientation for the Master of Social Work Program. It is the student's responsibility to participate in an orientation to become familiar with the policies and procedures governing graduate study as outlined in the Graduate Catalog and the MSW Program Student Handbook, an overview of the MSW curriculum, advising, and Field Practicum requirements. Additionally, online orientation will provide library services, student support, available student support services, and technical assistance. The program website will be used to provide information from the coordinator and professors with helpful hints for students. As part of the orientation, students are introduced to the faculty and learn their online program expectations.
2. Students interact via Canvas Learning Management System, email, video conferencing, discussion board, and other collaboration tools. A sense of community is developed through faculty/student interactions, orientation, and progress through the program. Students are assigned an advisor who is a faculty available for questions and concerns.

3. Social work students have the right to receive faculty support to maximize academic potential. Accordingly, students have the right to expect social work faculty members to be accessible to students at convenient times as scheduled by appointment.
4. Students will attend asynchronous classes that can be completed without being online on a particular day or time; the field seminar is a synchronous class for which students attend class together online at the same time, and similar to a traditional on-campus class. Students will be part of a learning cohort community where they collaborate and develop relationships with professors, peers, and field agencies.
5. Students have the right to communicate expeditiously with faculty via telephone, email, or in writing. It is expected that faculty will respond to students' inquiries within 48 hours during Monday through Friday and within 48 hours during the weekend.
6. Students have the right to request faculty consultation necessary and appropriate for understanding assignments and avenues available for improving skills.
7. Students have the right to receive written notification of classroom policies (i.e., policies stated in course syllabi) and curriculum requirements.
8. Students are responsible for conducting themselves in a manner consistent with the ethical principles and standards of PVAMU's academic community and the social work profession's ethical standards. PVAMU's policy regarding academic misconduct includes abetting, cheating, plagiarism, fabrication, and misrepresentation.
9. Policies regarding non-academic conduct violations that include inhibiting the institution's pursuit of its educational objectives, disregarding other members of the academic community's rights, and disregard for safety to property and others are also found in the PVAMU Graduate Catalog.
10. In the social work learning community, students are responsible for upholding ethical standards, as stated in the NASW Code of Ethics. Gross violations of the Code that correspond to Prairie View A&M University (PVAMU) policies regarding academic and non-academic misconduct are subject to the disciplinary action prescribed in the PVAMU Catalog. These policies and practices are found in the University's Graduate Catalog, the Graduate Academic Regulations and Procedures Handbook, the MSW Program Student Handbook, and the MSW Field Practicum Manual (see here).

11. Each Student enrolled in the graduate social work program has the opportunity to participate in his/her learning outcomes actively. There are several ways in which students engage in their learning experiences. For example, students are assigned an academic advisor with whom they can discuss responsibilities and expectations related to program goals and objectives and meet the requirements of Prairie View A&M University.
12. Students must assume specific responsibilities for preparation as successful social workers. For example, students are expected to utilize the University and MSW Program (Graduate Student Resource Center, Graduate Writing Lab, University Counseling Center, and Center, faculty and staff, and peers). Furthermore, resources such as the university library online (e.g., online, full-text journals, online databases such as EBSCO, R-Reserve, Online reference materials, and Interlibrary Loan services) are available to students. The library website, <https://www.pvamu.edu/library/>, provides detailed information about all library services and electronic resources.
13. Students are encouraged to strive to be assertive and conscientious in terms of being informed of all activities of the MSW Program by regularly visiting the website and reading the program's bulletin boards. Of equal importance, students are responsible for expressing values, attitudes, and behaviors consistent with program expectations.
14. In the areas of governance and program maintenance, students participate in selecting their field placement agencies. They are expected to engage in meaningful discussion about course content, materials, assigned readings, agency policies, and methods of instruction with faculty field liaisons and field supervisors.
15. Students are responsible for participating in developing their educational plan by working with their agency, field supervisor, and faculty liaison. The student's participation consists of outlining educational objectives and outcomes as part of the Field Practicum Learning Contract development. Students also participate in the MSW Program planning and maintenance.
16. Students are eligible to be appointed annually to serve on different MSW Program committees and have representation on special committees, representation on the field practicum advisory board, and representation on the MSW Academic Practicum Grievance Committee, attend faculty meetings, serve as student representatives on curriculum content area committees, and assist faculty in planning the orientation of new MSW students.

13.3 Accommodation to Students with Disabilities

Accommodation for students with disabilities will be made available by PVAMU. Below are the procedures to follow:

1. Formal request for accommodation must be submitted by student.
2. Request for accommodation is accompanied by medical or psychometric documentation issued by a licensed medical doctor, psychologist, or mental health profession indicating the presence of a diagnosis of physical, mental, or learning disorder.
3. The PVAMU and the Department of Social Work Program review submitted documents for a decision on type of reasonable accommodation to be recommended.
4. Upon receipt of the request for accommodation with necessary documents, students will be sent a notification letter by the office of Disabilities and the type of accommodation granted. Faculties teaching the student will also receive a copy of the letter.
5. Students with approved reasonable accommodations are considered for the type of modification highlighted in their approval. The exception will be for short-term disabilities as in broken bones or major surgery. In consultation with the program director or head of department, faculties may grant short-term disability accommodation.
6. Disability accommodation is not to be perceived as an entitlement, but rather it is given to allow equal access to educational opportunities for all students.
7. Who student who has been given reasonable accommodation the university should also required the field agency for disability accommodation. This may also be incorporated into the learning contract for appropriate assignments.
8. Students are to notify the director of field through their field application before the start of field practicum.

13.4 MSW Student Advisement

Each student is assigned an educational advisor once they are admitted to the program. The educational Advisor's role is to guide the student in developing an educational plan for his/her time in the program. Students are assigned an advisor as they enter the graduate program. Graduate students must contact the Advisor during the early registration period of each semester. Students

should check with the Registrar's Office, graduate catalog, or the Department of Social Work for specific dates. The degree plan for each student is developed in consultation with the student's Academic Advisor before completing 12 semester hours.

13.5 Expectations of Faculty

It is expected that the faculty will:

1. Provide a syllabus that includes a description of the course, course objectives, reading requirements, class assignments, expectations of course completion, and the procedure for course evaluation.
2. Encourage students to utilize the John B. Coleman Library and other college and university libraries in the area.
3. Demonstrate fairness, impartial and constructive in evaluating a student's academic performance.
4. Return student papers, assignments, and examinations promptly and with appropriate constructive comments.
5. Post and keep regularly scheduled office hours.
6. Encourage constructive criticism and recommendations from students about how courses can be improved as part of the semester evaluation of each course.
7. Treat students with respect always.

13.6 Expectations of Students

It is expected that students will:

1. Participate in orientation and become familiar with policies and procedures.
2. Participate in asynchronous classes, which can be completed online.
3. Participate in a field seminar, which is synchronous classes for which students attend class together online at the same similar time.
4. Adequately prepare for each class and actively participate in discussion boards.
5. Notify professors of any problems related to academic learning and student progress through the program.
6. Complete and submit all course assignments by the date(s) designated.
7. Not plagiarize the work of others. Plagiarism is a violation of University and School policies and can result in administrative termination (See University Catalog: Conditions

Warranting Administrative Termination. Also, Handbook of Academic Policies and Procedures for Graduate Students and Faculty); and

8. Be respectful of classmates, faculty, and staff always.

13.7 Personal Conduct and Use of Social Media

As social workers, we must be aware that our private world has a greater likelihood of becoming public when using social media. MSW faculty, field instructors, students, and clients may have access to personal information via the Internet and social platforms. NASW Code of Ethics Section 1.06(g) states “Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker’s presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.” Also, Section 4.03 of the Code of Ethics states that "social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities." It is inappropriate for students to refer to any fieldwork site/agency, client, or client situation, etc., on their personal social media pages (e.g., Facebook, My Space, Twitter, and Blog), no matter how many security settings have been invoked).

When using social media, students should be clear if they are sharing personal views and use good judgment regarding sensitive issues. Verify information before posting it, correct mistakes promptly, and be aware of legal liability issues such as copyright infringement, defamation, and post proprietary information. See Section 4.06(a) of the Code of Ethics: "Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency."

Social media channels provide an excellent means to build community; however, as you utilize these tools, do not harm yourself, your field site, your clients, the MSW Program, your classmates, or the social work profession in the process. Students who are in clear violation of the Social Work

Code of Ethics section(s) referenced above will be subject to possible termination from the program for unprofessional behavior.

13.8 PVAMU Code of Conduct

In addition to the above-stated expectations, students must Division of Student Affairs and the Office for Student Conduct. Adhere by the PVAMU Catalog; PVAMU Handbook of Academic Policies and Procedures for Graduate Students and Faculty). The rules and procedures that form the Student Conduct Code help ensure that Prairie View A&M University provides a living, learning, and working environment where every Panther Student can meet their academic goals. By establishing the Student Conduct Code as acceptable behavior, we are protecting every student's right while also ensuring orderly operations of the University.

The Prairie View A&M University Student Conduct Code serves as the first resource for your questions about university rules and regulations and your rights and responsibilities. Should you need additional assistance in utilizing the processes presented in the Student Conduct Code, navigating the grievance and appeals procedures, or understanding the student disciplinary procedures, we encourage you to call upon the University's faculty, administrators, and staff at your disposal. The staff and faculty of the MSW program are here to assist you in any way possible. The Student Conduct Code is available on this website, and copies may be obtained from the Office of Student Affairs in Anderson Hall on the third floor.

Section 14.0 STUDENT INVOLVEMENT AND NETWORKING

14.1 Student Organizations

Student organizations at PVAMU provide a network for students to come together through shared interests and shared backgrounds. PVAMU supports hundreds of student organizations that are available to MSW students. We encourage our students to become a part of these respected organizations as they provide a platform for deep and lasting social networks worldwide. The link below is the student organization portal, where students can view the student organizations' names, missions, and activities (<https://pvpawlink.pvamu.edu/>). The Social Work Action CLUB (SWAC) is open for all MSW social work students. The SWAC supports local community resident organizations. The department also encourages students' active involvement in professional organizations and participates in workshops, seminars, and annual conferences.

14.2. Professional Organizations

The MSW Program encourages students' active involvement in professional organizations and participates in workshops, seminars, and annual conferences. Students hold membership of the National Association of Social Workers and the National Association of Black Social Workers. Students are encouraged to be active in the local chapters of these organizations. Students are also encouraged to initiate and plan special activities for social work month and other social work activities. Additionally, students are free to plan colloquia and various public forums, which address current social issues. The Department identifies and holds an initiation ceremony for those students who meet eligibility requirements for membership in various honorary organizations and/or societies, notably the Alpha Delta Mu Social Work Honor Society and Lambda Nu Chapter of Phi Alpha International Honor Society for Social Workers.

Section 15.0 ACCREDITING BODIES

15.1 University Accreditation

PVAMU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award undergraduate, graduate, and professional degrees and certificate programs. <https://sacscoc.org/>

15.2 The Council on Social Work Education (CSWE)

PVAMU's Department of Social Work is not accredited by the Council on Social Work Education (CSWE) <https://www.cswe.org/>. Our department is currently in the process of establishing its accreditation. Contact CSWE at 1701 Duke Street, Suite 200, Alexandria, VA 22314, or call 703-683-8080 for PVAMU's Department of Social Work accreditation questions.

Section 16.0 APPENDICES

16.1 List of Appendices

Appendix A - NASW Code of Ethics

- [See link](#)

Appendix B - NABSW Code of Ethics

- [See link](#)

Appendix C - PVAMU Non-Discrimination Policy

- [See link](#)

Appendix D - PVAMU Sexual Harassment Policy

- [See link](#)

Appendix E - PVAMU Equal Opportunity/Affirmative Action Policy

- [See link](#)

Appendix F - PVAMU Policy on Drug-Free Environment

- [See Link](#)

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Prairie View A&M University
Brailsford College of Arts and Sciences
Department of Social Work



Master of Social Work (MSW)
Field Manual

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INTRODUCTION

The Field Manual has been designed to assist MSW students, field agencies, and field supervisors in understanding the MSW program field practicum experience at Prairie View A&M University (PVAMU). This manual provides information about the University’s program’s mission, goals, expectations, policies, and procedures for field supervisors and students. The MSW program field education reflects the goal of the CSWE Educational Policy and Accreditation Standards that states, "Field education intends to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting" (CSWE Educational Policy & Accreditation Standards, 2015, p.12). The roles and responsibilities of the faculty liaison staff,

students, field agency, and field supervisors are highlighted in the manual. Field practicum represents the pedagogy of the social work profession that plays a critical role in the preparation of students to become social workers.

Terms:

Field Director – The MSW Program staff is responsible for direct supervision of Field Faculty **Coordinators/Field Liaison**. The faculty must have an MSW degree with license and two years of post MSW practice experience, who may work as an Adjunct Faculty conducting field seminars, mediating between field agencies and students.

Field Supervisor/Instructor – A person who holds an MSW and responsible for providing supervision and instructions at the field agency.

Task Supervisor – A person who does not hold an MSW degree but is responsible for direct supervision of students on site who receives supplemental supervision process assistance from Field Faculty Coordinator/Faculty Liaison

ACCREDITATION

The PVAMU MSW Social Work Program is currently in the pre-candidacy process and actively pursuing accreditation from the Council on Social Work Education (CSWE).

PVAMU SOCIAL WORK PROGRAM MISSION

The mission of the Master of Social Work Program at Prairie View A&M University is three-fold:

1. to prepare clinical practitioners specialized in medical and behavioral health with a focus on Africentric perspectives and diverse populations.
2. to improve human well-being while promoting values of human dignity, inclusiveness, diversity, equality, and economic, environmental, and social justice, and
3. to alleviate the effects of violence and poverty in rural and urban settings while advocating for improved services and policies affecting local and larger communities.
4. This mission statement derives from the University's commitment to excellence in teaching, research and scholarship, service, and global outreach.

PVAMU SOCIAL WORK PROGRAM GOALS

The mission and goals of the Social Work program are consistent with the commitment of the social work profession to the enhancement of human well-being, the alleviation of poverty and oppression. The goals of the Master of Social Work (MSW) Program are to:

Goal 1: Prepare students to deliver professional medical and behavioral health social work practice, preparing them to use knowledge, values, and skills in working with diverse populations globally.

Goal 2: Prepare social work practitioners to utilize social justice and human rights constructions in their work and to embrace human dignity, diversity, inclusiveness, interconnectedness, spirituality, and compassion in practice.

Goal 3: Develop practitioners who utilize strengths-based, person-centered, and empowerment approaches while leading efforts to improve health and wellness in local and global communities holistically.

Goal 4: Establish research endeavors among faculty, students, and partnering community agencies to contribute to the knowledge base in the field of Social Work by engaging in practice-informed research to create a more just and life-affirming society.

OVERVIEW – EPAS 2015 SOCIAL WORK PROGRAM COMPETENCIES

The core competencies and field education are the key ingredients of the Prairie View A&M University (PVAMU) social work program designed to achieve competency-based education and practice in the field. The competencies measured student's behavior in knowledge, values, skills, and cognitive and affective processes. The Council on Social Work Education (CSWE) goal is designed at demonstrating competencies through the integration and application of knowledge, values, and skills in field practice with individuals, families, groups, organizations, and communities in the classroom and in-field practicum.

Upon successful completion of the MSW program, students are projected to achieve competencies in these areas:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Competency 10: Demonstrate knowledge of advanced Africentric theoretical interventions and practices

Source: Council on Social Work Education (CSWE): 2-15 Educational Policy and Accreditation Standards.

See Appendix A for a complete description of the 2015 Educational Policy and Accreditation Standards.

SOCIAL WORK FIELD CURRICULUM

Field education is designed to mirror the program curriculum as the students conceptualize the education in real-life experience. Field Education integrates the MSW curriculum with specialized practice in agencies that have been appropriately vetted and found suitable for our students to enter field practice. While in the field, students are exposed to theories and educational objectives that are connected to classroom content. Field practicum seeks to validate, apply, and integrate the scientific knowledge, theories, and concepts of social work practice learned throughout the curriculum.

Students will apply social work knowledge learned in the classroom to acquire skills, critical thinking process, professional behavior, and ethics in various agencies placed. As the students are in field practicum, an integrative seminar course is offered simultaneously to consolidate values learned

in the classroom to agency experience. Students will learn about Evidence-Based Interventions (EBIs), Solution-focused therapy, cognitive behavior therapy, and others when they are in the field practicum.

Table 1 **Traditional (full-time) option**

Field Semester	Field Courses.
First Semester	Social Work Practicum and Seminar I (SOWK 5308; 3 Credit hours);
Second Semester	Social Work Practicum and Seminar II (SOWK 5351; 3 Credit hours)
Third Semester	Social Work Practicum and Seminar III (SOWK 6601; 6 Credit hours)
Fourth Semester	Social Work Practicum and Seminar IV (SOWK 6602; 6 Credit hours)

Table 2 **Traditional (part-time)**

Field Semester	Field Courses.
First Year	
First and Second Semesters	Foundation Courses
Second Year	
First semester	SW Practicum & Seminar I (SOWK 5308; 3 credit hours)
Second Semester	SW Practicum & Seminar II (SOWK 5351; 3 credit hours)
Third Year	
First semester	SW Practicum & Seminar III (SOWK 6601; 6 credit hours)
Second Semester	SW Practicum & Seminar IV (SOWK 6602; 6 credit hours)

STUDENT ADMISSION TO FIELD PRACTICUM

The PVAMU MSW program curriculum is goal-directed, with educational content facilitating conceptualization and stimulation of the student's cognitive processes. Therefore, the curriculum follows a logical sequence for the field experience after coursework that develops social work knowledge, skills, values, and cognitive and affective processes. All students admitted into the MSW program at PVAMU are eligible for field placement. Students complete a field placement form at the time of admission that is used to guide the placement process. The placement team

assigns students to field agencies based on students' department selection, experience, and geographic location. Students who receive credit for their SW Practicum & Seminar I/ SW Practicum & Seminar II first-year field practicum at the BSW level will matriculate to the MSW's final two semesters of field practicum.

PVAMU MSW Students must start the field education placements process by applying to the Office of Field Education (OFE) during the first week of the first semester of generalist practice (Foundation Curriculum) and advanced practice years. Being an online MSW Program, students are responsible for identifying social service agencies suitable to field practicum with the approval of the Field Director or FFC. Students will submit the Field application (Appendix H), including their demographic information and academic goals, to demonstrate students' readiness for field experience. Placement options and recommendations for field placement must be consistent with students' learning needs and interests, special personal and professional considerations, and the curriculum. The FFC staff reviews the application and collaborates with the students for a tentative plan for field placement based on the student's interest and needs. Final approval for field placement is communicated to the student after the student's preferences are considered. As part of the placement process, students are required to successfully interview and be officially accepted by a field placement site. Suppose a student is not accepted for placement after the initial interview. In that case, the student will meet with the field coordinator to review the interview experience and prepare for a second interview. Suppose the student is not accepted subsequently at a second field placement site. In that case, the student will meet with the Field Director to review his or her interview experiences and determine if a placement can be made. Final approval for field placement is communicated to the student after the student's preferences are considered.

As part of the placement process, students must interview successfully and be officially accepted by a field placement site. Suppose a student is not accepted for placement after the initial interview. In that case, the student will meet with the field coordinator to review the interview experience and prepare for a second interview. Suppose the student is not accepted subsequently at a second field placement site. In that case, the student will meet with the Field Director to review his or her interview experiences and determine if a placement can be made. Placements are planned so that students may experience a variety of delivery systems and models, and methods for delivery.

Students are exposed to the whole person-in-environment concept through different coursework. In social agencies where students are placed, they will have the opportunity to review and experience agency policies, the more extensive social welfare system, and social work practice and learn what it means to be an agent of change. The Field pedagogy integrates class and field experience, providing the venue for students to begin developing social work practitioner skills for entry-level and advanced social work practice.

Below are some of the criteria:

To be eligible for field placement in the specialized practice year, students are required either to successfully complete the academic and field requirements for the generalist practice year or to be admitted to the MSW Program with advanced standing. An overall grade point average (GPA) of 3.0 or better for all generalist practice year courses is required to proceed to the specialization in clinical practice (Medical/ Behavioral Health).

Although screening process will be in place before a student is assigned to a generalist or specialized field agencies, each phase of the screening process has specific time frames and dates when completed applications are due.

1. Prior to placements of students in field agencies, all MSW students are required to attend mandatory advising with their Academic Advisor in collaboration with the FFC staff. Students will be screened by the Academic Advisor to ensure that students have taken all pre-requisite courses before being enrolled in Field Practicum.
2. Students admitted to PVAMU MSW program will be required to complete, authorize, and electronically submit a field application prior to receiving a field placement. The application will include one essay, a résumé, and identified field agency names. The application will provide information about the student's interests, previous social service experiences, and social work educational goals. All three parts of the application must be completed before a student can be referred to a practice site for a placement interview.
3. Application process for field placements will start, one semester prior to the student going into field practicum.
4. A Traditional (2-year) full-time student begins field experiences the same time they begin classes.

5. Traditional (3-year) part-time students begin the field education the second year of their curriculum, that is, after their Foundation Course year.
6. Transfer students will have their transcripts reviewed to determine whether they are ready for the generalist or specialized field practicum.
7. While in the field, students will also enroll in seminars and other practice courses according to the curriculum option chosen. If a student drops a concurrent practice class, the student must automatically come out of field practicum.
8. To proceed to the second phase of field practicum, students must have earned a grade of B or better in the preceding field practicum placement. If the student does not pass SOWK 5301 (SW Practice with Individuals and Families) or SOWK 5302 (SW practice with Communities, Organizations, and Groups), the student cannot continue in the field.
9. Students' registration will be monitored by Academic Advisors in collaboration with Office of the Field Education (OFE) to ensure correct and sequential registration of courses.
 - a. During the referral process, both the agency/placement site and the student receive an e-mail notice of the referral from the OFE, and the student must contact the agency to schedule an interview within one (1) week.
 - b. Agencies may require additional screenings and/or information from students, such as previous evaluations, references, a drug screening, and a criminal background check. Such requests and their costs will be handled between the agency and the student.
 - c. After the interview, the student is required to advise the field coordinator of the outcome. Agencies may also contact the field coordinator regarding the outcome of the interview.
 - d. If at any point, after filing a field practicum application, a student determines that he or she will not be going into a field placement as planned, he or she is expected to notify the OFE and the placement site to which the referral was made.

AGENCY PLACEMENT PROCESS

To be eligible for field placement in the advanced clinical practice year, students are required either to complete the academic and field requirements for the generalist practice year or to be admitted to the master's program with advanced standing. Students are expected to earn a grade of "B" in all generalist courses to proceed to the advanced clinical or macro practice field practicum.

Although the screening process will be in place before a student is assigned to generalist or advanced clinical field agencies, each phase of the screening process has specific time frames and dates to complete.

Tevera Field Education Management Platform

Prairie View A&M University Social Work Program adopts a new online platform called Tevera for field education management. Students and field agency site management during supervision. Students planning to enter field practicum are required to use Tevera Software, an integrative data management tool for field practicum. The cost of accessing this software has been added to student's tuition and it is a required field course material for all students. Therefore, students should collaborate with the Field Education Office for training and use of this software. The platform will assist students, FEO, Field Supervisors, and Faculties in streamlining field agency placement process.

The field placement process starts with students attending Field Placement Information meeting that informs the students about all the required steps to complete field placement. At this meeting, students are introduced to the Tevera field education integrative software.. During the Field Placement Information meeting, Tevera details, instructions, and questions are addressed.

Field Application for field placement for the foundation and advanced clinical field practicum are located within the PVAMU Social Work Tevera field education program platform. The instructions for completing and submitting field forms are explained during field placement meeting. The application will contain students' field agency selection response to certain field experience questions.

Students submitted field application and resume are routed through Tevera to the student's assigned FFC/L staff. The following flowchart provides better insight into field process.

1. MSW students are required to attend mandatory advising with their Academic Advisor in collaboration with the FFC staff. Students will be screened by the Academic Advisor to ensure that students have taken all pre-requisite courses before being enrolled in Field Practicum.

2. Fulfill the requirement to complete an electronic field application before receiving a field placement.
3. The application will include one essay, a résumé, and identified field agency names. The application will provide information about the student's interests, previous social service experiences, and social work educational goals. All three parts of the application must be completed before a student can be referred to a practice site for a placement interview.
4. The application process for field placements will start one semester or three months before the student's anticipated placement into field practicum
5. A Traditional (2-year) full-time student begins field experience the same time classes are begun.
6. Traditional (3-year) part-time students begin the field education, the second year of their curriculum, that is, after their foundation course year.
7. Transfer students will have their transcripts reviewed to determine whether they are ready for the generalist or advanced clinical field practicum.
8. While in the field, students will also enroll in seminar and other practice courses according to the curriculum option chosen. If a student drops a concurrent practice class, the student must automatically come out of field practicum.
9. To proceed to the second phase of field practicum, students must have earned a grade of B or better in the preceding field practicum placement. If the student does not pass SOWK 5301 (SW Practice with Individuals and Families) or SOWK 5302 (SW practice with Communities, Organizations, and Groups), the student cannot continue in the field.
10. Students' registration will be monitored by Academic Advisors in collaboration with FEO to ensure correct and sequential registration of courses.

Field Process Interview

- a. Upon submission of field application in Tevera , the FFC/L reaches out to schedule a pre-placement interview with students.
- b. At the pre-placement interview, learning goals. Previous social services experiences, expectations, and preferred agency and population types can be discussed for placement.

- c. Students will contact potential field agencies, obtain MOU in collaboration with the FEO, schedule interviews with the agency, and complete all onboarding process once the agency indicates interest in the student.
- d. During interviews with agencies, students should discuss concerns, ask questions, scheduling hours, and discuss special needs or disability accommodation prior to start date with the agency.
- e. All agencies require background checks. Students should ask the agency who will bear the cost as the university does not pay for student's background checks.
- f. Student's cost of onboarding is not covered by PVAMU Social Work Program.
- g. Student is to ensure the timeframe for confirmation of acceptance of student into the field agency to allow student enough time to process with another agency in case the student is denied field placement.
- h. Student is to continue to communicate with the agency until placement is confirmed and onboarding process is completed.
- i. When placement is confirmed, student is to enter the following information in Tevera and provide the FFC/L the following information:
 - Name of Agency and location address
 - Telephone number
 - The MSW Field Supervisor's name, telephone number, and email address.
- j. The approval of the FEO is required before any placement is finalized.
- k. Field Supervisors and Students are to attend field orientation/training before the start date at the field agency.
- l. If at any point, after filing a field practicum application, a student determines that he or she will not be going into a field placement as planned, such student is expected to notify the FEO and the placement site to which the referral was made.

11. Students are notified if they have not met certain criteria for field placement and will continue to work with the Field Director or the FFC until the criteria are met.

The Field Director has the ultimate responsibility of approving all field internships. Once students complete and sign the Field Placement form, the signed form by both the assigned Field Supervisor and the Field Director/FFC, students may register for field education credit hours. The FFC must

approve a field agency before the student accepts a placement site. Field Manual information can also be found at www.pvamu.edu

Table 3 **Outline/Steps for Securing Field Placement**

Activities	When	Who	How
Students needs to read the Field Manual and complete field placement application.	Upon enrollment and acceptance into the MSW program	New Students	Accessible on PVAMU Social Work Department website
Purchase the Tevera Software package and get the UserID No. to log in to the Tevera	Upon enrolment into MSW program and courses	New and Advanced Students	University Bookstore
Identify three (3) possible placement sites for practicum using the Tevera or identify field agencies in their local area.	Upon enrollment and acceptance into the MSW program For 90 days before Practicum III	New, Advanced, and students entering clinical/specialization year.	Submit in the Tevera software that will notify the Field Office.
Explore and identify three (3) possible field agencies with specialized interest. Express interest and availability of agency and field supervisor.	As soon as desired and to begin no later than three (3) months before the start of practicum.	New, Advanced, and students entering clinical/specialization year.	Access list of contracted agencies posted in Tevera or agencies identified by student.
Contact site to complete Affiliation, i.e., Memorandum of Understanding (MOU) (Appendix B) if the agency is not already in Tevera.	90-60 days before the start date of practicum.	Students, Director/Faculty Field Coordinator	Provide copies of MOU to agency and request completion. Submit the completed and approved MOU in the Tevera.

Complete Field Interview with Field Director or Faculty Field Coordinator	Not later than 10 days before scheduling the agency interview.	Student and Field Director/Faculty Field Coordinator	Zoom meeting
Schedule and complete interviews with agencies that meets Field Manual Criteria for agency selection.	As soon as desired and to begin no later than three (3) months before the start of practicum.	New, Advanced, and students entering clinical/specialization year.	Tevera or use Field Manual for Agency Criteria selection.
Notify the Field Office and through the Tevera of the selected agency. Enter all demographic documentation in the Tevera and the selected Hospital Clinical Software.	Due no later than 30 days before the practicum start date.	New, Advanced, and students entering clinical/specialization year.	Tevera software and/or Hospital Clinical Software
Conclude approval of Field Placement Agency selection.	No later than 30 days before the start of the practicum date.	Student and Field Director/Faculty Field Coordinator	In Tevera Software
Finalize start date and schedule for field placement	30-10 days before placement.	Student and Field Supervisor/Instructor.	Tevera Software

IMPORTANT. Complete required documentation must be received **14 calendar days before the start of Foundation and Advanced Clinical Practicum/Seminars** (SOWK 5308, SOWK 5351 SOWK 6601, and SOWK 6602);

Students' failure to submit all required documentation by the deadline may result in being **dropped** from the course and must contact their academic advisor for rescheduling of courses.

AGENCY SELECTION CRITERIA

An agency is accepted for Field Instruction when an Affiliation Agreement/Memorandum of Understanding (MOU) (Appendix B) contract is signed and meets the following criteria:

1. The agency is appropriate for Generalist/Advanced Clinical practice experience.
2. The agency is committed to active participation as a partner in social work profession education and utilizes the NASW Code of Ethics.

3. Agency is ready and agrees to align the social work field education to the university's mission, program mission, vision, and goals.
4. The agency agrees to provide learning opportunities for students to establish competencies and recognize behaviors that include knowledge, values, skills, and cognitive and affective processes.
5. That Field Supervisor from the agency interested in working with social work students have:
 - a. MSW degree from a CSWE accredited program, have a license, and with two years post MSW practice experience.
 - b. or a BSW from an accredited program with 3 to 5 years post-BSW practice experience; and
 - c. is available on-site to provide supervision to students at least 50% of the time.
6. The Agency demonstrates the ability to invest time and effort in the social work field educational process by providing instructional staff who will serve as field supervisors for students.
7. Affords student(s) ample opportunities to apply classroom knowledge, skills, and values to problems in a practice setting.
8. Demonstrates commitment to diversity and social justice through hiring and populations served including gender, race, ethnicity, social class, religion, disability, national origin, and sexual orientation.
9. Provides adequate office/workspace for student(s) including desk w/chair, telephone, and other resources necessary for working with agency/setting clientele.
10. Respect client confidentiality and provide privacy training to students.
11. Agrees to the flexibility of the Field Supervisor's workload to accommodate time to meet student's learning needs, attend virtual orientations, training(s), and agency presentations during field seminars.
12. Provide students with opportunities to observe and get an orientation to the service-delivery system and the population served.
13. Provide students an orientation to agency policies that includes a safety plan.
14. Provide students with safety training.

15. Allows time for field supervisors to receive Social Work Program training for field supervision.
16. Willing to provide feedback to the PVAMU MSW program through annual or periodic evaluation when it is due.

FIELD SUPERVISOR SELECTION CRITERIA

Field Supervisors must commit to meet all documentation, supervision, and evaluation requirements of the program, and must have the ability to assess student progress based on the nine social work competencies as defined in the 2015 CSWE EPA Standards. Field Supervisors must complete the online field supervisor form and be approved by an FFC staff. In addition, they are expected to fulfill the following criteria:

1. Field Supervisors/Instructors must hold an MSW degree from a CSWE-accredited program with a minimum of two years of practice experience post-MSW education and six months at the agency.
2. A field instructor must have a minimum of 50% supervision time to devote to the student and the learning instruction experience.
3. Field Instructors should be available to provide one (1) hour of weekly individual or group supervision meetings with the student.
4. Be willing to enter into a contract based on course objectives and CSWE competencies.
5. Have knowledge of CSWE competencies and apply it in their professional settings with the ability to assign appropriate student learning from the competencies.
6. Be willing to provide the student with appropriate learning activities that address the Learning Agreement and the nine competencies and practice behaviors.
7. Field Supervisors/Instructors are willing to collaborate with faculty field coordinators/liaisons in the evaluation of the students and demonstrate the ability to work with diverse students.
8. Readiness to participate in orientation training, other required training, or special events and activities provided by the department for field supervisors.
9. Field instructors must have satisfactory job performance evaluations in their job responsibilities in their agencies.

PRACTICUM OBJECTIVES

PVAMU field education across program options prepares students to enter the social work field practice by meeting the following objectives:

1. Demonstrate the ability to work within the purpose, structure, and constraints of social work settings.
2. Refine and strengthen a professional sense of self for diversity and social justice through the integration of knowledge of micro, mezzo, and macro systems.
3. Promote the development of professional work habits including time management and planning.
4. Build the knowledge for generalist practice in the first field semester to establish a broad foundation for direct social work practice with individuals, families, groups, communities, and organizations.
5. Enhance the student's ability to relate theory to practice in the provision of social services and specialized areas.
6. Develop the social work skill needed by understanding and utilizing a broad range of modalities and interventions found in any of the micro, mezzo, and macro systems with a diverse population and Black families.
7. Provide students with a value orientation that takes into account the promotion of social and economic justice.
8. Follow one or more professional Codes of Ethics; and
9. Prepare students to engage in planned change and/or advocacy.

SEQUENCE OF LEARNING

Prairie View A&M University, Department of Social Work field instruction is designed to allow students to learn and use a range of social work interventions for providing direct services at generalist and advanced clinical levels with individuals, families, groups, organizations, and communities. The objective is to promote homeostatic and healthy change in these systems. Therefore, upon completion of field instruction, the student should be able to:

1. demonstrate knowledge, values, and skills of generalist and clinical social work practice in alignment with the social work code of ethics and application in a field instruction setting(s).
2. integrate theory and practice in the provision of social services across system learning and exchange.
3. demonstrate professional work habits including time management and planning.
4. demonstrate knowledge of human diversity, social and economic justice, discrimination, and oppression, which include strategies for the amelioration of injustice.
5. establish effective use of supervision and constructive criticism as tools for learning.

To demonstrate social work competencies in the generalist field practicum, students will be exposed to the following field experiences:

1. Two to four cases that involve direct work with individuals and/or families with consideration for the complexity and duration that the assignment will take to complete including other agency requirements when allotting the caseload (Competencies 1, 2, 6, 7, and 8)
2. One of more group assignments that promote mutual support and or educational components in which the student has some direct leadership responsibility. (Competencies 6, 7, 8, and 9).
3. Students are given an opportunity to participate in macro social work experience within the agency or community. (Competencies 5, 6, 7, 8, and 9)
4. Participation in staff meetings and case conferences, including appropriate presentations by the student. (Competency 1)
5. The FS can approve students to attend agency-sponsored or community-based training(s), continuing education events, or in-services. (Competency 3)
6. As part of the practice, experience student is given opportunities to participate in research that may include information gathering, literature review, needs assessments, and presentations (Competency 4)

7. Students are given opportunities to actively participate in activities or meetings relating to the formulation and evaluation of agency policies, such as board meetings or staff committees. (Competency 5)
8. Involvement in the network of social agencies serving the clientele of the field placement agency (Competencies 6 and 8)
9. Consultation and collaboration with other staff (Competency 1)
10. Documentation to meet agency and academic requirements. (Competency 1)

Students must take field instruction courses concurrently with the foundation and concentration practice courses and field seminars. Students enrolled in a practice course must also be enrolled in the appropriate field instruction and seminar course simultaneously, and vice versa. Students taking the Two-Year and Three-Year Program Options must complete a minimum of 900 field education hours during the program (400 for the foundation year, 500 for the concentration year). Students taking the One-Year, Full-Time Advanced Standing Program Option must complete 500 hours during their concentration year.

STUDENT LEARNING IN THE FIELD SEQUENCE

All MSW students completing both the foundation generalist and advanced specialized curriculum at PVAMU must complete a minimum of 900 hours of supervised field practicum to graduate. This number of hours is required for graduation by all students, including those in employment-based placements, and those entering the program part-time. The only students exempted from fulfilling the 900 hours are those admitted into the advanced standing program, who must fulfill 450 hours of field education. Students and field instructors will monitor required field experience hours with timesheets maintained at the field agency. Timesheets are signed and dated by the field instructor. Practicum sites may require students to keep a separate log of their field hours for their internal use. Should unforeseen circumstances arise that require students to miss some hours during the academic year, FFCs shall work closely with field instructors and students to identify a plan for making up missed hours.

The hours for the generalist and specialized curriculum, the advanced standing program, and for students requesting an extended field schedule are detailed in the Student Handbook and below:

Generalist Practicum

Students in the generalist curriculum are in field practicum for a minimum of two (2) full days per week (16 hours) in the fall and spring semesters. They complete a total of 400 hours by the end of their second semester (16 hours for each of 15 weeks, or 200 hours per semester). This includes a minimum of 1 hour of supervision per week by a qualified and approved social work Field Supervisor. Students receive three credits for SOWK 5308 (*Foundation Field Practicum I*) and SOWK 5351 (*Foundation Field Practicum II*) with three credit hours for each course.

Advanced Clinical Practicum

Students in the specialized curriculum are in the field for up to three (3) days per week, or 18 hours per week, during the fall and spring semesters. Specialized field practicum students complete a total of 500 hours by the end of their second semester (18 hours for each 15 weeks, or 250 hours per semester). This includes a minimum of 1 hour of supervision per week by a qualified and approved social work FS. Students specializing in clinical practice receive six credits hours for SOWK 6601 (*Field Practicum III*) and six credits for SOWK 6602 (*Field Practicum IV*).

Advanced standing students complete a total of 500 hours of field education and seminars throughout fall, spring, and summer semesters and as applicable. In the fall semester, Advanced Standing students will embark on field practicum and seminar combined SOWK 5450 for a credit of four (4) hours. In the spring semester, students will take SOWK 6452 (Practicum & Seminar III) for four (4) credit hours. Summer semester of practicum and seminar for a credit of four hours will be taken with SOWK 6451

Timeline and Attendance

Students in the specialized curriculum are in the field and average of 2 ½ days per week, or 18 hours per week, during the fall and spring semesters. Specialized field practicum students complete a total of 500 hours by the end of their second semester (18 hours for each of 15 weeks, or 250 hours per semester). This includes a minimum of 1 hour of supervision per week by a qualified and approved social work FS. Students specializing in clinical practice receive six credits hours for SOWK 6601 (*Field Practicum I*) and six credits for SOWK 6602 (*Field Practicum II*).

Advanced standing students complete a total of 500 hours of field education and seminars throughout fall, spring, and summer semesters two (2) days a week. In the fall semester, Advanced

Standing students will embark on field practicum and seminar combined SOWK 5450 for a credit of four hours. In the spring semester, students will take SOWK 6451 (Practicum & Seminar II) for credit hour four. Summer semester of practicum and seminar for a credit of four hours will be taken with SOWK 6452

RESPONSIBILITIES OF FIELD DIRECTOR

The Field Director's main responsibility is to provide the pathway for the administration of the field education office. The Director of Field Education responsibilities includes:

1. Responsibility for the ongoing field administration and provide oversight of departmental policies relating to field placement.
2. Responsibility for the development of the field education handbook that provides the context and guidance for parties involved in field education.
3. Align field education with social work theories and competencies.
4. Provide training for faculty field coordinators/liaisons and field instructors.
5. Approve student applications, agency affiliation agreements, and field agencies and placements of students into agencies.
6. Locate field agencies, improve communication with all stakeholders and problem solve conflicts between field supervisors, faculty field liaisons, and students.
7. Interview students who have requested international placement with the Program Director.
8. Coordinate internal field placement with students and foreign countries and agencies
9. Review agencies and students' evaluations with Field Faculty Coordinators or Liaisons.
10. Provide continuous evaluations and assessment of the quality of field education program and recommend opportunities for improvement
11. Provide training(s) for field agencies on field curriculum, policies, protocol and address potential challenges and issues among students, field agencies, and university.
12. Arrange for the recognition of field supervisors/instructors.
13. Provide support, monitoring, and feedback to Faculty Field Coordinators/Liaisons

14. Quarterly meets with faculty field coordinators/liaisons to discuss initiatives that impact field education and report on their experiences with students and field supervisors
15. Arrange for quarterly meetings with students to discuss their concerns, experiences in the field, the strengths and limitations of the field education programs, current policies, and answer questions.
16. Ensure the implementation of the Field Education Office policies and procedures

RESPONSIBILITIES OF AGENCY FIELD SUPERVISOR/INSTRUCTOR

1. The contracted agencies with the PVAMU MSW Field Education Office assign a qualified field supervisor to students. The field supervisor identifies student tasks and activities that will meet the learning objectives and CSWE competencies. Field supervisors are expected to attend orientation and training seminars that are arranged by the field director.
2. The field supervisor meets with the student at least once a week for a minimum of one hour to discuss the student's activities in the agency and her/his progress with every client system.
3. Students will be introduced to appropriate staff and oriented to various agency policies and facilities by the field supervisor.
4. The field supervisor will review and sign student weekly timesheets and logs. The field supervisor keeps a record of time spent at the agency by the student according to the agreed time and days.
6. The field supervisor will arrange for a backup staff member (task supervisor) that the student can approach for questions in case of emergencies or the unavoidable absence of the field supervisor.
7. Agency field supervisors are responsible for the evaluation of the progress made by the student during the semester that will be used to determine the grade by the University.
8. The field supervisor will share and expose students to all local and agency resources in addition to orienting students to agency resources and facilities.

9. The field supervisor or a qualified task supervisor should be scheduled for work at least 50% of the same hours that the student is scheduled for placement.

RESPONSIBILITIES OF FIELD FACULTY COORDINATOR/LIAISON

The Faculty Field Coordinator/Liaison, (FFC/L) who plays the dual role as the seminar instructor, plays a key role in the field education experience. The Faculty Liaison also plays the role of an intermediary between the agency, social work program, and students. The faculty liaison also collaborates with the Field Supervisor (FS) to ensure the delivery of quality instruction and help the student to incorporate theory and practice. The FFC/L enables evaluation of the student, guides the student during the field practicum experience, serves as a consultant to the FS, and mediates between the student, FS, and agency when needed. The FFC/L also advocates for the student to ensure a quality practicum experience. The FFC/L also arranges for and facilitates mutual discussions with the FS and student at mid-term and end of practicum to discuss topics from the learning agreements, advancement in achieving competencies, application of theory, and recurring challenges. The responsibilities of the Faculty Field Coordinator/Liaison, (FFC/L) will include the following:

1. Contact the FS during two weeks from the start of practicum for self-introduction and provision of additional orientation by providing answers to questions on curriculum or assignments.
2. Consult virtually with the FS at mid-term and end of the semester to discuss the practicum experience to review student's needs, progress, and to ensure the educational focus of the field practicum experience.
3. Communicate via email or phone with the FS at least once during the semester/quarter to make inquiries about needs, concerns, or questions.
4. In consultation with the FS and student, the FFC/L can suggest or assign additional learning experiences as necessary to facilitate the integration of class and field learning.
5. The FFC/L assists in the development and approval of a vigorous and performance-based student-learning plan that supports all competency areas and assesses the student's

learning and professional development in the practicum experience to determine the final grade.

6. Provide educational consultation to agency FS and Instructors as needed.
7. The FFC/L is to be available to hold conferences with students when necessary.
8. Consult and problem-solve with FS and students on field-related problems.
9. Assess the student for suitability in the social work profession, including adherence to the professional code of ethical conduct.
10. Provide evaluative data to the Director of Field on the quality of the agency's field education and recommend modifications to the field education program.
11. Teach field seminar courses to help students integrate social work theory and practice.
12. The FFC/L is to be familiar with the contents and policies in the field manual, support its implementation in the MSW program, and field experience.
13. The FFC/L monitors and ensure timely submission of time sheets, ensure weekly one-hour meeting of the student and FS as required and to reach out to the student when hours are falling short of planned averages.
14. Provide feedback to the Office of the Field Education and participate in field liaison meetings with the field director.

ALTERNATIVE FIELD SUPERVISOR/TASK MANAGERS

Students placed in agencies without a qualified MSW social worker on-site or the field supervisor is known as Task Managers. However, a trained MSW social worker shall be regarded as the Field Supervisor/Instructor. Such MSW Field supervisor may be arranged by the agency, or the Faculty Field Coordinator/Liaison staff may provide oversight supervisor to the Task Manager. The assigned on-site supervisor, designated as the Task Manager shall assume the responsibilities for ensuring completion of the field supervision for the student while the Field Supervisor collaborates with the Task Manager in performing the following responsibilities as described in this manual and below:

1. Submit the application to the FEO to be considered as Field Supervisor/Instructor
2. Ensure completion of MOU between the agency and the university before students are placed in the agency
3. Students are oriented to the agency's policies, staff, physical location, equipment, dress code, use of social media or media, the first week of practicum.
4. Collaborate with the out-of-site MSW Field Supervisor and the student in formulating Learning Agreement, Assignments, etc,
5. Sign necessary documents, e.g., logs, timesheets, treatment plans, etc.
6. Connect students with local resources and expose them to therapy techniques, process recordings, research, social work values, etc
7. Arrange for one (1) hour weekly meetings for supervision, review of practice strengths and limitations, sign logs, etc.
8. Provide feedback to the student and the MSW Field Supervisor for mid-term and end of term evaluations.

RESPONSIBILITIES OF THE STUDENT

1. Student to notify the Field Supervisor/Instructor (FS/I) in case of illness or an emergency via approved mode of communication by the agency. In consultation with the FS/I, arrange for the make-up of lost hours due to illness or emergency.
2. Must fulfill all required field practicum hours by the end of each course
3. Prepare for and attend regular individual and/or group supervisory and instructional meetings with the Field Supervisor/Instructor.
4. Collaborate with the FS/I and Faculty Field Coordinator/Liaison (FFC/L) to identify learning needs, specifically in areas of learning objective as related to competencies and practice behaviors at both generalist and advanced clinical levels.
5. Actively pursue and explore learning opportunities within the agency and seek appropriate learning material and activities through the FS/I
6. Comply with agency and field placement policies, procedures, and standards on background checks, drug screening, and professional dressing and behavior.
7. Be receptive to constructive feedback and sort to implement changes identified in the feedback

8. Play an active role as a learner, express learning needs, and seek to accomplish them
9. Commit to attending and participating in agency staff and professional meetings or conferences as recommended by the field supervisor.
10. Integrate classroom learning with field practicum by applying theory and concepts to field assignments and participating in the field seminar.
11. Adhering to the principle of confidentiality-related tasks and responsibilities and uphold all agency privacy policies.
12. Take appropriate responsibility for individual learning by participating fully in activities assigned by the field supervisor and seek clarification to concerns in the field agency with the field instructor and faculty liaison.
13. Complete the similar course and field assignments promptly and submit the timesheet log weekly/monthly.
14. Read and understand the NASW Code of Ethics and apply it to practice in the field.
15. Uphold a commitment to the field practicum site for the agreed-upon hours per week scheduled to complete the required total semester hours.
16. Uphold punctuality by arriving on time and staying for the full duration of the agreed-upon hours in the agency made with the field supervisor.
17. Develop, in collaboration with the FS and FFC/L, a learning agreement specifically focusing on activities and expectations that meet the learning objectives and outcomes adhering to competencies and practice behaviors identified by PVAMU MSW Social Work Program.
18. Communicate your educational needs and interests to the Field Instructor and notify the FS if not receiving regular individual and/or group supervision.
19. In a timely manner, discuss with the FS and/or FFC/L any areas of concern or confusion.
20. Participate in scheduled three-way conferences with the FS and Faculty Field Coordinator/Liaison.
21. Ensuring that all evaluation forms are completed, reviewed, signed, and delivered to the FFC/L promptly.
22. Seek and effectively use help for problems that interfere with scholastic and professional performance; engage in self-care to cope with stress and utilize the university counseling department of mental health help.

23. Avoid dual relationships with clients by maintaining appropriate boundaries at all times.
24. Immediately inform the Field Supervisor and Faculty Field Coordinator/Liaison of any dual relationships that exist between you as a student and someone at the practice site.
25. Do not transport clients with a personal vehicle as an intern and ensure that the agency has appropriate automobile insurance that covers interns when transporting agency clients.
26. Refrain from violating agency policies on use of media, social media, and technology or office equipment including the use of cell phones during internship hours for personal emergency except with prior permission of the Field Supervisor.
27. Do not use the field practicum time/hours to complete classroom work except materials related to Field Seminar having obtained prior authorization from the FS and/or FFC/L.
28. Observe professional dress code and or field agency dress code.

PLACE OF EMPLOYMENT-BASED FIELD PRACTICUM

PVAMU MSW Program discourages students from using their employment agencies as their field practicum sites. Student and employer agency are encouraged to weigh conflicts of employment-based field practicum such as:

1. the agency's emphasis on productivity over student learning,
2. decreased willingness on the part of student or agency to disclose problems that arise relating to field placement.
3. inadequate supervision, or assignments that are not congruent with practicum expectations and CSWE social work competencies.

Students' requesting for employment-based internships must complete an Field Practicum In Place of Employment application. When approved, these agency exceptions must offer new and different learning opportunities from those associated with the student's regular employment. In addition, field experience must be educationally directed by an FS who meets the University's required qualifications for field supervisors and is not the student's employment supervisor.

CRITERIA FOR APPROVAL OF EMPLOYMENT-BASED FIELD PLACEMENT

1. To be eligible for an employment-based placement, a student must be a full-time employee and in good standing for at least six months before the start of the academic year in which he or she is applying for an employment-based placement (Appendix G)
2. Employment-based field education placements will be approved for organizations with multiple divisions, which have the capacity to provide opportunities for students to work with diverse client systems and to demonstrate the social work competencies and behaviors identified by PVAMU.
3. The practice site must be able to demonstrate that a student's employment responsibilities are separate and distinct from the proposed field education assignments/activities. This can be addressed by reassignment of the student to another unit, division, or department, with an FS who is not the student's work supervisor, for the days that the student is in field placement.
4. All of the required field hours must be under the supervision of an MSW Field Supervisor who possesses the qualifications required by the university and is not the student's employment supervisor.
5. Field placement assignments must be different from the student's regular work assignments.
6. The availability of release time for the student for coursework and field education must be ensured and documented.
7. The Learning Agreement must be educationally focused, not centered solely on agency services, and must meet the criteria established for all field education placements.
8. Assignments must constitute opportunities for new learning for the student, such as a new population, new treatment methodology, or new field of practice.
9. The student's educational goals and Learning Agreement must be the primary focus of the position during field placement hours.
10. The field instructor must meet the same requirements as all other field supervisors, i.e.,
 - a. have an MSW degree with two years of post-master's experience and be licensed in the state where the practice is taking place.
 - b. Before a student's referral for an employment-based placement, the FS and the assignment must be approved by the FEO. The transfer to the new unit, division, or department begins on the first day of field placement.

The Council on Social Work Education provide the following position used as guidelines in the provision of employment-based internship sites:



COUNCIL ON SOCIAL WORK EDUCATION

UNPAID INTERNSHIPS FOR SOCIAL WORK FIELD EDUCATION

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>).

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and **does not** require payment

Social work field education at Prairie View A&M University meets the following provisions:

1. Field education is associated with the MSW program at PVAMU.
2. Field education is structured around classrooms and academic experience, with articulated learning objectives/competencies.
3. PVAMU exercises oversight over the internship program and provides educational credit.
4. The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
5. The Social Work Field Education program is solely educationally meant to provide training and prepare students to be professional social workers. It is not meant to replace existing employees of social work at the field practicum agency site.
6. The field placement of students in agencies is meant to provide an educational and training opportunity and is not meant to provide any immediate gain to the employer or the field agency.

FIELD SUPERVISOR ORIENTATION, TRAINING, AND COMMUNICATION

Table 4

Field supervisors complete an application and submit them to Field Director	60-30 days to start of practicum
The Field Supervisor receives a welcome letter with overview requirements from the Field Director.	30-15 days before the start of practicum
The Field Director provides a copy of the field manual, roles and responsibilities of Field Supervisor, and links to Field Orientation training contents (policies, role, etc.), and or media presentations.	30-15 days to the beginning of practicum.
Faculty Field Coordinator/Liaison contact Field Supervisor for review of policies, dues dates, evaluations, virtual site visit, logs, etc.	Within 2 weeks of the start of practicum
The Field Director provides the Field Supervisor the electronic links to media presentations on sample student learning agreement, process, describing student learning contract, process of record of supervisor, e-portfolio, etc.	Within 2 weeks start of practicum
Field Instructor maintains contact with Faculty Field Coordinator/ Liaison on issues of concerns, questions, or problem-solving.	Throughout practicum as needed
The Faculty Field Coordinator/Liaison, Field Supervisor, and student attend a virtual site visit to review progress and competencies evaluation	At mid-term and end of practicum placement.
Field Supervisor completes evaluation of PVAMU field experience and interactions and submit.	At end of practicum placement
Field Director may initiate advisory meetings with the Field Supervisor.	Annually

STUDENT LEARNING AND PERFORMANCE MONITORING

Students are monitored in their field placements for attendance and progress toward achieving the key components of the Learning Agreement and obtaining competency. Students will be

monitored through the report of the Field Supervisor, Communication with the Field Supervisor by the Faculty Field Coordinator/Liaison, and on-site or virtual visit of the practicum site by the faculty liaison. Other forms of performance monitoring will be obtained through the self-assessment evaluation submitted during each field seminars (Appendix E). The following tool will be used to monitor students' demonstration of the mastery of competencies:

Table 5

Evaluator	Measurement of	Questions measuring competencies
Student	Agency, Field Supervisor, Field Education Office (FEO)	<p>Competency 1</p> <ol style="list-style-type: none"> 1. My role was appropriate for a student 2. My field placement reinforced identification with the purposes, values, and ethics of the profession 3. My field placement promoted the development of professional ethics. 4. My FFC or other staff provided an orientation to the practice site policies, services, and client systems.
		<p>Competency 2</p> <ol style="list-style-type: none"> 1. I was treated with respect at my placement/by my Field Supervisor. 2. I felt comfortable being myself (age, race, ability, sexual orientation, religion, etc.) in my agency/with my Field Supervisor. 3. I was able to practice in an environment that provided services to diverse client systems. <p>Competencies 2-3</p> <ol style="list-style-type: none"> 1. My agency/FS provided opportunities to discuss issues related to diversity and social justice. <p>Competency 3</p> <ol style="list-style-type: none"> 1. My FS challenged me to think about how issues of oppression and social justice affect client systems <p>Competency 4</p> <ol style="list-style-type: none"> 1. My field placement used research-based evidence to inform social work practice. <p>Competency 5</p>

		<p>1. My field placement provided opportunities for me to learn, examine, and apply policy.</p> <p>Competencies 6-9</p> <ol style="list-style-type: none"> 1. My placement provided me with an opportunity to work with individuals. 2. My placement provided me with an opportunity to work with families. 3. My placement provided me with an opportunity to work with groups. 4. My field placement had assignments for me with communities/organizations. <p>Others</p> <ol style="list-style-type: none"> 1. My FFC contributed to my achievement of core competencies and challenged me to excel in demonstrating competencies. 2. My FFC was familiar with the foundation curriculum, the advanced curriculum, and the core competencies.
Field Supervisor	FFC; Field Education Office (FEO)	<p>Competencies 2-3</p> <ol style="list-style-type: none"> 1. The faculty liaison was attuned to issues of diversity and social justice and challenged me to consider them as was appropriate 2. The faculty liaison was open to assisting with and discussing issues related to diversity and social justice 3. I felt comfortable bringing up issues pertaining to diversity and social justice as they arose. <p>Others</p> <ol style="list-style-type: none"> 1. The FEO provided me with a comprehensive orientation. 2. I understand my responsibilities as an FS. 3. I have a basic understanding of the MSW curriculum and CSWE core competencies
Faculty Field Coordinator	Agency, Field Supervisor	<p>Competency 2</p> <ol style="list-style-type: none"> 1. The FS treated students with respect and worked well with students from diverse backgrounds.

POLICIES FOR CONFLICT RESOLUTION

Field Appeal Procedures

Within 25 days of notice of dismissal from field education, students may appeal to the Field Director or Field Coordinator's decision by submitting a letter of appeal to the MSW Program Director. When the appeal letter is received, the Program Director will meet with the student to review all evidence within ten business days. If the student is not satisfied with the outcome of the meeting with the Program Director, a committee for Grievance and Termination will meet to determine termination for non-academic or professional reasons.

The Committee will review all complaints of student misconduct, determine the seriousness of the behavior, and develop an appropriate course of action. Termination from the Social Work Program may be immediate if there is a conviction of a serious violation such as assault, rape, murder, etc. The Committee will conduct a thorough investigation of the allegation against the student as well as:

1. Inform the student of the specific behavior(s) in question and how and why it violates the NASW Code of Ethics
2. Identify the person(s) reporting the behavior and provide clear evidence that the student in question is in violation, and
3. Present corrective steps with timetables to resolve the problematic behavior

The Committee will prepare a written agreement detailing the conditions the student must satisfy before final action is taken against her/him. The Student, the Committee, and Program Director will sign the agreement. A copy of the agreement will be placed in the student's file in the Office of the MSW Academic Student Services. The Committee will brief the Program Director on the situation. If the student fails to meet the agreement's requirements according to the timetable, the Committee will then recommend termination from the Social Work Program. The student will be advised about other educational programs that may be available in the University.

Retaking Field Seminar Courses

Students who fail, withdraw or are administratively withdrawn from any field seminar course are required to retake the course in its entirety. Retaking the course includes submission of new and original work for the new course. Assignments from previous seminar coursework may not be resubmitted. Moreover, field hours from previous seminar courses where the student failed or withdrew do not carry over and must be repeated. The student must complete additional field hours as assigned by the course (200 hours for each generalist field seminar and 250 hours for each advanced field seminar).

Request for Change in Field Placement Assignment

A request for change in field placement assignment by a student will be assessed by the Faculty Field Coordinator/Liaison and the Director of Field Education for a decision. Conditions that warrant a change in field placement assignments include the following:

1. A change in the employment status of the field supervisor.
2. The student or field supervisor perceives a problem of serious magnitude with the field placement assignment, which interferes with the student's performance in the internship.
3. Agency termination of students due to unethical behavior, and/or undesirable attitudes that may jeopardize agency client base.
4. A student's request for a change from the agency/setting due to substantiated risk of safety and/or wellbeing.

EVALUATIONS

Students Performance

All MSW students must earn a grade of "B" or above in all field courses. When the grade of "C" is earned in a field course, the course must be repeated. Before Graduation from PVAMU Social Work Program, students must complete their required field practicum(s) hours. The Field Supervisor will complete an evaluation of evidence of employability as demonstrated by the student at the agency during each field seminar (Appendix F) and competency demonstrated through the assignments given through the Field Practicum Seminars. Students must pass the field evaluation components in each Field Seminar to pass the seminar and continue in the Field.

It is understood that the agency Field Supervisor/Instructor, assigned Faculty Liaison, and the Field Director make up a teaching team, jointly sharing the responsibility for developing learning opportunities in the various placements and individualizing the learning experiences to meet the needs of the student. Even though most students admitted to the field placement complete the experience, some situations may result in termination from placement and the Social Work Program. The following conditions are indicators that provide evidence that the student may be unsuitable or unable to perform in a professional capacity:

12. Student's inability to assess and progress in practice interventions and skills
13. Reluctance to evaluate one's professional development and use of attendance skills related to practice and inability to identify the client's strengths and limitations
14. Unwillingness or refusal to comprehend the role of diversity, advocacy, and social and economic justice in practice
15. Inability to follow agency policies in working with clients and in collaborating with staff and community stakeholders
16. Consistent display of lack of communication skill to form working relationships with clients and families, colleagues, interdisciplinary team, and community stakeholders
17. Students fail to take corrective actions after intervention for inferior performance centering on knowledge, skills, and values
18. Student's demonstration of unprofessional attitudes and values consistent with the practice of social work code of ethics and values
19. Behavior during field practice that endangers clients, the agency, the University, colleagues, and self
20. Having to be placed in new field agencies more than once due to behavioral concerns or performance
21. Breach of confidentiality, the commitment of academic dishonesty, and falsification of the document in the field agency
22. Inability to apply social work skills in areas of knowledge, values in generalist, and specialization practice working with various client systems

When the Field Supervisor/Instructor informs the assigned Faculty Liaison or the Field Director of any concerns, an investigation may be conducted and a meeting with all parties involved to determine the most appropriate course of action. The meeting may result in an agreement for the

student to make corrective actions or terminate the student from field practicum. Students may be dismissed from a field placement site or the field program because of any of the above-identified items or not meeting required professional performance standards as assessed in the field seminars.

Readmission or continuation in the field program following dismissal from a field site or the field program is not guaranteed. It may be granted only if the student presents compelling evidence of some fundamental change that would demonstrate his or her ability and willingness to maintain professional standards. Students who fail a field seminar or who are terminated from the field program must submit a request for reentry to the field program in writing, including a plan of correction regarding issues leading to dismissal. The MSW full-time faculty will evaluate requests for reentry, and a determination will be made regarding acceptance or dismissal from the MSW program.

Field Program Effectiveness

Annually, data will be collected from students learning contracts and performance evaluation in the foundation and advanced clinical practice years. Data collected will be reported yearly and be published on Social Work Department website. Methods of evaluation will include:

1. Field Supervisor/Instructor evaluation (Appendix D)
2. Student evaluation of the practicum experience (tool: Student Evaluation of Field Experience) (Appendix E)

All MSW students must earn a grade of "B" or above in all field courses. When the grade "C" is earned in a field course, the course must be repeated. Before Graduation from PVAMU Social Work Program, students must complete their required field practicum(s) as demonstrated by the agency Field Instructor's evaluations during each field seminar and competency demonstrated through the assignments given through the Field Practicum Seminars.

SAFETY IN THE FIELD

Safety is the responsibility of everyone. The Field Education Office (FEO) requires all placement agencies to conduct safety training(s) with students during their orientation. Students are to familiarize themselves with the policy, procedures, and guidelines regarding safety of social work students. Safety dialog between students and field supervisors during the first days of practicum

are encouraged. These policies recognize that unsafe behaviors in the lives of clients can create potential dangers to professional social workers and students. Issues of safety are relevant in all communities and settings, and it is required that students become familiar with the safety policies regardless of the client population or location of their field placement. Students and Field Instructors should work out a plan, in advance, for how to get help if a student feels unsafe. All human services agencies should have safety policies and protocols contained in a written safety plan. This will not only maximize client and worker safety, minimize the agency's liability, but it will also facilitate a quicker recovery for the victim and agency should an incident occur. The PVAMU Social Work Program will rely on the Field Agency to engage students placed at their agencies to have training in the agency's safety plans. In addition, students are also encouraged to utilize the NASW Social Work Safety plan at:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3d&tabid=4525&portalid=0&mid=21426>

Before going to communities, client's residencies, or attending to clients in the agency, students are to receive safety tips such as:

1. Gather, as much information as possible about the client from agency records, third-party reports, or intake. Areas of focus can be family histories, prior record of violence with police, schools, social services, history of mental illness in the family, and determine whether there has been aggressive interaction with agencies in the past.
2. Observe the neighborhood and streets for a small gathering.
3. Be modest in the use of ornaments like jewelry, especially around abandoned building areas or drug-infested areas.
4. Learn if there are any cults or militia groups around the areas. Be aware of the perception of these groups on the issue of constitutionality as they may view social workers as threatening.
5. Seek consultation from a more seasoned social worker about the client or place that may pose a threat to life.
6. Leave contact information about the location you are visiting with families and agencies at all times and keep your cell phone handy.
7. Protect your last name and home address from being known to your clients and have unlisted telephone,

8. Be cautious about posting personal or family information on social media.
9. Always go with good working condition vehicles and check your tires before embarking on a home visit to a client. Be sure to have ready jumper cables, jack, and extra tire.
10. Check to make sure you have enough gas in your car and carry a first-aid or survival kit in your car.

Be prepared for emergencies at all times and be aware of your surroundings!

SEXUAL MISCONDUCT

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Field Education Practicum Sites

Prairie View A&M University Social Work student interns are expected to treat the staff and clients of their practicum agencies with respect and courtesy. Sexual harassment of such persons by a social work intern will be grounds for termination of the student's placement, failure in the practicum course, and/or dismissal from the Social Work Program. All interns are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics.

Although the Field Supervisor is not subject to the University's sexual harassment adjudication procedures, the agency will receive orientation on sexual harassment before students are posted to the practicum site. Any reports of students being sexually harassed during their internships will be investigated by the faculty field coordinator/liaison. If she/he believes that such harassment has occurred, the situation will be reviewed in a meeting of the Grievance and Appeal Committee of the MSW program who will issue a recommendation for action. Examples of possible actions include but are not limited to: holding a problem-resolution conference with the harasser; reporting the incident to the harasser's agency supervisor; changing field instructors; placement termination, temporarily or on a long-term basis; and/or reporting the harassment to the NASW Committee on Inquiry or other appropriate regulatory body.

LIABILITY AND DISABILITY ACCOMMODATIONS

Professional Liability Insurance:

Students are required to obtain a Malpractice Liability Insurance and submit proof to the Field Education Office before they are placed in field agencies. Malpractice Liability Insurance up to \$1,000,000 can be obtained at NASW: <https://naswassurance.org/about/> or through any other insurance vendor of student's choice. The university is not responsible for events that may occur while students are performing their field practicum duties. The liability policy must provide amounts not less than \$1,000,000 per occurrence. Students wishing to obtain coverage are responsible for the expense of the coverage and may contact the National Association of Social Workers Insurance Trust at (800) 638-8799, ext. 387. The University does not provide automobile liability coverage.

Disability Services

Prairie View A&M University will continue to abide by the State of Texas law and the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973 in recognizing the rights of all learners. The university will continue to fulfill its obligations by giving recognition to students who may need reasonable accommodation. The Office of Students' Affairs will continue to bear the responsibilities in compliance with the ADA and the Rehabilitation Act.

Accommodation to Students with Disabilities

1. A formal request for accommodation must be submitted by the student.
2. Accommodation request is accompanied by medical or psychometric documentation issued by a licensed medical doctor, psychologist, or mental health professional indicating the presence of a diagnosis of physical, mental, or learning disorder.
3. The PVAMU and the Department of Social Work Program review submitted documents for a decision on the type of reasonable accommodation to be recommended.
4. Upon receipt of the request for accommodation with necessary documents, students will be sent a notification letter by the Office of Disabilities and the type of accommodation granted. Faculties teaching the student will also receive a copy of the letter.

5. Students with approved reasonable accommodations are considered for the type of modification highlighted in their approval. The exception will be for short-term disabilities as broken bones or major surgery. In consultation with the program director or head of the department, faculties may grant short-term disability accommodation.
6. Disability accommodations are not to be perceived as an entitlement, but an opportunity to allow equal access to education for all students.
7. Students who has been given reasonable accommodation by the university should also require the field agency for disability accommodation. This may also be incorporated into the learning contract for appropriate assignments.
8. Students are to notify the director of the field through their field application before the start of field practicum.

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

The organizational body for the practice of social work provided guidelines through the Code of Ethics for all practicing social workers and is assessable through:

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

CSWE ACCREDITATION STANDARDS

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge-based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master’s, and doctoral levels shape the profession’s future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community.

Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describes four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level." (CSWE, EPAS 2015).

APPENDIX A: Accreditation Standards



CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also

understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies

to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

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

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

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

Competency 5: Engage in Policy Practice

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

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families,

groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

2015 Educational Policy and Accreditation Standards

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

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

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-

informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

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

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

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

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

APPENDIX B: Field Practicum Agreement

FIELD PRACTICUM AGREEMENT



**Prairie View A&M University, Department of Social Work,
Masters Social Work Program
Affiliation Agreement**

CLINICAL FACILITY OR SOCIAL SERVICES AGENCY

This agreement (“Agreement”) is by and between Prairie View A&M University (hereafter referred to as “University”), a member of The Texas A&M University System, an agency of the State of Texas, and [FULL NAME OF CLINICAL FACILITY OR SOCIAL SERVICES AGENCY] (hereafter referred to as “Clinical Facility or Social Services”).

University, through its College of Social Work (hereafter referred to as “Program”), offers a course of study for Social Work. A critical component of the Social Work Program is providing students with an opportunity to directly apply knowledge and skills gained in the classroom in a clinical setting.

University and Clinical Facility or Social Services Agency share a mutual interest in providing students in the Social Work Program with experience in Generalist/Specialization Area (Advance Clinical Social Work) and agree to cooperate in the conduct of educational activities (hereafter referred to as Social Services Field Practicum”) as described below:

I.

PURPOSE OF AGREEMENT

This Agreement sets forth the terms under which Clinical Facility or Social Services Agency will provide University faculty, staff, and student access to its facilities consistent with the purpose of this Agreement. This Agreement also establishes how the University will access the Clinical

Facility or Social Services Agency so that the well-being of the Clinical Facility or Social Services Agency, its staff, patients, and clients will not be jeopardized.

II.

TERM OF AGREEMENT

This Agreement shall become effective when executed by both parties and shall remain in effect from the date of final signature [or Start Date] through [End Date] unless sooner terminated as provided in this Agreement. Either party may terminate this Agreement without cause by giving thirty (30) days' written notice to the other. University students scheduled to participate in the Social Services Field Practicum Placement at the time of any such termination shall be allowed to complete their assigned rotations.

III

SCOPE OF THE SOCIAL SERVICES FIELD PRACTICUM

Neither University nor Clinical Facility or Social Services Agency will incur any financial obligation to the other as a result of this Agreement. University and Clinical Facility or Social Services Agency acknowledge that the ultimate responsibility for all patient or client care remains with Clinical Facility or Social Services Agency, and students will not provide services apart from its educational value.

IV.

RESPONSIBILITIES OF UNIVERSITY

University agrees to:

1. Select students for the participation in Generalist/Advance Clinical Field Practicum Placement, selecting only those students with a satisfactory record in the Social Work Program and who have met University requirements;
2. Be responsible for deciding to exclude or remove students from the Clinical Facility or Social Services Agency;
3. Provide Clinical Facility or Social Services Agency with copies of the course outline and course objectives, evaluation criteria as requested, and a tentative list of course instructors and their qualifications before the beginning of each Field Practicum Placement;
4. Maintain full responsibility and control for planning and execution of the Social Work Program, including curriculum, evaluation of students, administration, instructor appointments, and other matters which are normally reserved as University functions, such as granting degrees and advising students;
5. Make representatives of University available to Clinical Facility or Social Services Agency for assistance and consultation as the need arises and when possible;

6. Appoint in writing one or more representatives of University to communicate with the Clinical Facility or Social Services Agency representative(s) during planning for student placement at Clinical Facility or Social Services Agency;
7. Provide Clinical Facility or Social Services Agency instructors and/or preceptors during times that students are at Clinical Facility or Social Services Agency and provide proof of having a degree in Social Work Degree from a CSWE accredited Social Work Program for all University faculty;
8. Advise students of their responsibilities regarding participation in the Field Practicum, including the responsibility to exhibit professional conduct and to follow all rules and standards set by Clinical Facility or Social Services Agency;
9. Ensure students attend Social Services Field Practicum Placement orientation if required by Clinical Facility or Social Services Agency;
10. Provide Clinical Facility or Social Services Agency with written Social Services Field Practicum Program objectives for each level of students assigned to Clinical Facility or Social Services Agency;
11. Prepare Field Practicum Program schedules; ensure that Clinical Facility or Social Services Agency receives the student schedule before their assignment;
12. Provide to Clinical Facility or Social Services Agency, when requested, the following information regarding students:
 - a) Proof of personal liability insurance coverage to be carried by each student;
 - b) Proof of each student's current immunizations as required; an
 - c) Proof of current basic life support (b/s) for health care providers;
13. Educate students on communicable disease reporting guidelines; and
14. Notify student, staff, and faculty that Clinical Facility or Social Services Agency requires a criminal history background check on every student, staff, and faculty member as a condition for participation in the Social Services Field Practicum Program. The student, staff, or faculty member will be required to personally obtain the criminal background check. Clearance information will be provided to Clinical Facility or Social Services Agency by University. Should the background check disclose adverse information, the student, staff, or faculty member shall immediately be removed from participation in the Social Services Field Practicum Program at Clinical Facility or Social Services Agency.

RESPONSIBILITIES OF CLINICAL FACILITY OR SOCIAL SERVICES AGENCY

Clinical Facility or Social Services Agency agrees to:

1. Provide an on-site educational experience that is pertinent and meaningful for students;
2. Designate and inform University of a liaison to schedule hours for students participating in the Social Services Field Practicum Program;
3. Accept from University a number of students appropriate to the staff, space, and operations of Clinical Facility or Social Services Agency;
4. Allow authorized representatives of the University to participate in the Social Services Field Practicum Program planning;
5. Make representatives of Clinical Facility or Social Services Agency available to University for assistance and consultation as the need arises and when possible;
6. Encourage and allow students to gain properly supervised Field Practicum experience appropriate to each student's level of knowledge and training (Generalist or Advance Clinical);
7. Based on the availability of facilities allow student access to departments appropriate to each student's level of knowledge and training;
8. Immediately provide medical care in the event of acute injury or illness experienced by a student while participating in the Social Services Field Practicum Program, the cost of such health care to be the sole responsibility of the student;
9. Initiate the documentation process for student exposures as well as notifying University for further, follow up; draw and process baseline blood samples were appropriate for communicable disease exposures;
10. Be responsible for deciding to exclude students from individual patient care, and the University and students will adhere;
11. Be responsible for deciding to deny a student access to the Clinical Facility or Social Services Agency site by sending University written notice, and the University and student will adhere;
12. Provide adequate space for student-faculty conferences; and
13. Provide training to students regarding the confidentiality requirements of the Clinical Facility or Social Services Agency.

VI

STUDENT RESPONSIBILITIES

1. Personally responsible for the purchase of Malpractice Professional Liability Insurance and provision of proof to the Field Education Office and Clinical Facility or Social Services Agency .

2. Obtain all required vaccine and provide proof to the Field Education Office and Clinical Facility or Social Services Agency when applicable.
3. Obtain Background Check and provide proof to Field Education Office and Clinical Facility or Social Services Agency as needed.
4. Obtain CPR Certification and provide proof to Clinical Facility or Social Services Agency as necessary when applicable.

VII

JOINT RESPONSIBILITIES

University and Clinical Facility or Social Services Agency agree to act jointly as follows:

1. University and Clinical Facility or Social Services Agency will not discriminate, sexually harass, or retaliate against any employee, applicant or student enrolled in their respective programs because of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or any other basis protected by law. Should either University or Clinical Facility or Social Services Agency be given actual or constructive notice of discrimination, harassment, or retaliation based on any of these protected classes, the University and Clinical Facility or Social Services Agency will cooperate in an investigation to ascertain the facts; stop the discriminatory, harassing, or retaliatory conduct; remedy the effects of such conduct; and prevent the recurrence of such conduct. The University takes responsibility for training its students on its nondiscrimination policies and grievance procedures, and the Clinical Facility or Social Services Agency takes responsibility for training its employees on its nondiscrimination policies and grievance procedures.
2. For determination of the number of students to be assigned to the Agency site, Field Practicum Program shall be a joint decision based on staff and space available at Clinical Facility or Social Services Agency and eligible students enrolled in the Social Work Program who desire to be educated at Clinical Facility or Social Services Agency.
3. This Agreement does not prevent Clinical Facility or Social Services Agency from participating in any other program. Nor does this agreement prevent University from placing students with other licensed health care facilities.
4. University and Clinical Facility or Social Services Agency agree to assist each other in obtaining and maintaining approvals of regulatory agencies needed to conduct the Social Services Field Practicum under this Agreement.

There will be ongoing, open communication between University and Clinical Facility or Social Services Agency to promote understanding of the expectations and roles of both institutions in providing the appropriate Field Practicum experience for students. University and Clinical Facility or Social Services Agency **representatives** will meet as needed at the convenience of both parties to coordinate and improve the Social Services Field Practicum Program.

6. Either University or Clinical Facility or Social Services Agency may remove a student participating in the Social Services Field Practicum Program if, in the opinion of either party, the student is not making satisfactory progress. Any student who does not satisfactorily complete the Generalist or Advance Clinical Field Practicum Program or any portion of thereof may repeat the placement with Clinical Facility or Social Services Agency only with the written approval of both Clinical Facility or Social Services Agency and the University.
7. At no time shall University students be considered representatives, employees, or agents of the University or Clinical Facility, or Social Services Agency. University students are not eligible to receive payment for services rendered, replace or substitute for a University or Clinical Facility or Social Services Agency employee, or possess the authority to enter into any form of agreement, binding or otherwise, on behalf of Clinical Facility or Social Services Agency or University.
8. Clinical Facility or Social Services Agency **and** University each acknowledge that neither party assumes liability for actions taken by Social Work students during the time that they participate in the Social Services Field Practicum Program with Clinical Facility or Social Services Agency.
9. University is not responsible for providing personal liability or medical insurance covering students. It is the student's responsibility to provide proof of personal liability before starting the Social Work Internship Rotations.
10. Clinical Facility or Social Services Agency and University shall be responsible for training students regarding Bloodborne Pathogens in accordance with the Occupational Safety and Health Administration's (OSHA) Occupational Exposure to Bloodborne Pathogens (29 CFR Par1910.1030).
11. University, to the extent permitted by the laws and constitution of the State of Texas, and Clinical Facility or Social Services Agency agree to defend, indemnify and hold harmless the other party, and their respective agents, officers, and employees from and against any liability or damages incurred in connection with claims for damages of any nature resulting from bodily injury, death, personal injury or property damage arising from the negligent or willful acts or omissions of the indemnifying party, its agents or employees, except in all cases to the extent arising from the negligent or intentional misconduct of the indemnified party, or their respective agents, officers or employees. Under no circumstances shall either party be liable to the other party for any special, indirect or consequential damages, including without limitation lost profits or cost of capital.

VIII

FERPA

For purposes of this Agreement, according to the Family Educational Rights and Privacy Act of 1974 (FERPA), the University hereby designates the Clinical Facility or Social Services Agency as a school official with a legitimate educational interest in the

educational records of the students who participate in the Social Services Field Practicum Program to the extent that access to the records is required by the Clinical Facility or Social Services Agency to carry out the Social Services Field Practicum Program. The Clinical Facility or Social Services Agency agrees to maintain the confidentiality of the education records under the provisions of FERPA

IX

HIPAA

University and Clinical Facility or Social Services Agency agree that:

1. Clinical Facility or Social Services Agency is a covered entity for purposes of the Health Insurance Portability and Accountability Act (HIPAA) and subject to 45 CFR Parts 160 and 164 (“the HIPAA Privacy Regulation”);
2. University students participating in the Social Services Field Practicum Program and University faculty providing supervision at the Clinical Facility or Social Services Agency as part of the Social Services Field Practicum Program, such students and faculty members shall:
 - a) be considered part of Clinical Facility or Social Services Agency’s workforce for HIPAA compliance purposes under 45 CFR §160.103, but shall not be construed to be employees of Clinical Facility or Social Services Agency ;
 - b) receive training by Clinical Facility or Social Services Agency on, and subject to compliance with, all of Clinical Facility or Social Services Agency’s privacy policies adopted under the Regulations; and
 - c) not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to University which a student accessed through Program participation or a faculty member accessed through the provision of supervision at Clinical Facility or Social Services Agency that has not first been de-identified as provided in 45 CFR §164.514(a);
3. University will not access or request to access any Protected Health Information held or collected by or on behalf of Clinical Facility or Social Services Agency, from a student or faculty member who is acting as a part of the Clinical Facility or Social Services Agency’s workforce as outlined in subsection 2.a., above, or any other source, that has not first been de-identified as provided in 45 CFR §164.514(a).
4. No services are being provided to Clinical Facility or Social Services Agency by University under this Agreement and therefore this Agreement does not create a “business associate” relationship as that term is defined in 45 CFR §160.103

X

MISCELLANEOUS PROVISIONS

1. Execution and modification. This Agreement is binding only when signed by both parties. Any modifications or amendments must be in writing and signed by both parties
2. Assignment. This Agreement, with the rights and privileges it creates, is assignable only with the written consent of both parties.
3. Force Majeure. Each party shall be excused from any breach of this Agreement that is proximately caused by government regulation, war, strike, the act of God, or other similar circumstance normally deemed outside the control of well-managed businesses.
4. Entire Agreement. This Agreement contains the entire understanding of the parties concerning the Social Services Field Practicum Program and supersedes all other written and oral agreements between the parties pertaining to the Social Services Field Practicum Program. It is acknowledged that other contracts may be executed. Such other agreements are not intended to change or alter this Agreement unless expressly stated in writing.
5. Governing Law. This Agreement is construed under the laws of Texas. The venue is in Waller County, Texas.
6. Independent Contractor Status. This Agreement will not be construed as creating an employer/employee relationship between University and Clinical Facility or Social Services Agency or the students.
7. Headings. Headings appear solely for the convenience of reference. Such headings are not part of this Agreement and shall not be used to construe it.
8. Severability. If any provision or provisions of this Agreement shall be held to be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.
9. Notice. Any notices required by this agreement shall be delivered to the following address:

University: Prairie View A&M University
 P.O. Box 519 MS 1311
 Prairie View, Texas 77446
 Attention: Contracts Office
 Email: Contracts@pvamu.edu

Clinical Facility or Social Services Agency: [Full Name of Clinical Facility or Social Services Agency]

[Address]

[City, State Zip]

Attention: [Full Name], [Title]

[Telephone]

[Email address]

10. Non-Waiver. Clinical Facility or Social Services Agency expressly acknowledges that University is an agency of the State of Texas and nothing in this Agreement will be construed as a waiver or relinquishment by University of its rights to claim such exemptions, privileges, and immunities as may be provided by law.

11. Dispute Resolution. The dispute resolution process provided in Chapter 2260, *Texas Government Code*, and the related rules adopted by the Texas Attorney General under Chapter 2260, shall be used by University and Clinical Facility or Social Services Agency to attempt to resolve any claim for breach of contract made by Clinical Facility or Social Services Agency that cannot be resolved in the ordinary course of business. Clinical Facility or Social Services Agency shall submit written notice of a claim of breach of contract under this Chapter to the Vice President of Business Affairs at the University,

who shall examine Clinical Facility or Social Services Agency’s claim and any counterclaim and negotiate with Clinical Facility or Social Services Agency to resolve the claim.

EXECUTED in multiple originals this _____ day of _____, 20__ by University and Clinical Facility or Social Services Agency through their respective duly appointed officers.

PRAIRIE VIEW A&M UNIVERSITY

By: _____

Date: _____

Jackson De Carvalho, PhD, MSW
Director, MSW Social Work Program

By: _____

Date: _____

James Palmer, PhD
Interim Provost & Senior VP for Academic Affairs

[FULL NAME OF CLINICAL FACILITY OR SOCIAL SERVICES AGENCY]

By: _____

Date: _____

[Name]

[Title]

APPENDIX C: Field Placement



PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

Masters Social Work Education Program

FIELD PLACEMENT INFORMATION

Student Email: FALL 2021

Students name: _____

Emergency Contact Person: _____

Emergency Contact's Phone: _____

Agency Instructor's Name: _____

Agency Instructor's Phone: _____

Agency Name: _____

Agency Phone: _____

Agency Address: _____

City: _____ **State:** _____

Student Phone: _____ **Fax:** _____

APPENDIX D: Evaluation of Student Performance

<p style="text-align: center;">FIELD PLACEMENT EVALUATION</p> <p style="text-align: center;">Prairie View A&M University</p> <p style="text-align: center;">Department of Social Work</p> <p style="text-align: center;">The Social Work Education Program</p>
--

EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT

STUDENT

AGENCY

FIELD-INSTRUCTOR

FALL/SPRING/SUMMER SESSION

This form is used to evaluate the student's performance in her/his field placement in your agency. The evaluation should be based on the expectations outlined in the learning contract. Evaluation should reflect reasonable expectations for student performance based on a generalist social work perspective. Evaluation of the student 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 scale to evaluate the student's ability to perform the tasks outlined in this evaluation:

4 (SA) Strongly Agree

3 (A) Agree

2 (D) Disagree

1 (SD) Strongly Disagree

Competency 1: Demonstrate Ethical and Professional Behavior

<i>Student intern demonstrated potential to:</i>	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	1	2	3	4
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4
Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication.	1	2	3	4
Use technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4
Use supervision and consultation to guide professional judgment and behavior.	1	2	3	4

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

<i>Student intern demonstrated potential to:</i>	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1	2	3	4
Engage in practices that advance social, economic, and environmental justice.	1	2	3	4

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

<i>Student intern demonstrated potential to:</i>	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
Use practice experience and theory to inform scientific inquiry and research.	1	2	3	4
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	1	2	3	4
Use and translate research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4

Competency 5: Engage in Policy Practice

<i>Student intern demonstrated potential to:</i>	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1	2	3	4
Assess how social welfare and economic policies impact the delivery of and access to social services.	1	2	3	4
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4

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

<i>Student intern demonstrated potential to:</i>	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1	2	3	4
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4

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

<i>Student intern demonstrated potential to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree

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

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

<i>Student intern demonstrated potential to:</i>	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	1	2	3	4
Facilitate effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4

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

<i>Student intern demonstrated potential to:</i>	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
Select and use appropriate methods for evaluation of outcomes.	1	2	3	4
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1	2	3	4
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1	2	3	4

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	4
--	---	---	---	---

SIGNATURES

Certify that student has read and received a copy of this evaluation and has been informed of her/his right to disagree. In cases in which student is in disagreement with the evaluation, she/he is entitled to write a statement under student comment above, or attach a written statement to evaluation.

Field Supervisor/Instructor

Date

Student

Date

Please mail or return to:

Department of Social Work Education
 Prairie View A&M University
 W.R. Banks Building, Suite 231
 Prairie View, TX 77446-0519

APPENDIX E: Student Evaluation of Field Placement

FIELD PLACEMENT EVALUATION

Prairie View A&M University

Department of Social Work

The Social Work Education Program

STUDENT EVALUATION OF FIELD PLACEMENT

STUDENT:

AGENCY:

A. Please rate your practicum agency experiences in reference to each of the following criteria using the scale provided. Provide more details as needed in the space below each criteria.

4 Strongly Agree

3 Agree

2 Disagree

1 Strongly Disagree

0 Uncertain or Not Applicable

Your Practicum Agency Overall Provided:

- | | | | | | | | | |
|----|--|---|---|---|---|---|---|---|
| 1. | Adequate orientation to agency/services | 0 | 1 | 2 | 3 | 4 | | |
| 2. | Adequate work facilities (e.g. office space, work material, telephone, etc.) | | | | | | 0 | |
| | | 1 | 2 | 3 | 4 | | | |
| 3. | Variety of learning experiences | 0 | 1 | 2 | 3 | 4 | | |
| 4. | Opportunities to function independently | 0 | 1 | 2 | 3 | 4 | | |
| 5. | Acceptance and inclusion of student by agency staff | | | | 0 | 1 | 2 | 3 |
| | | | | | 4 | | | |
| 6. | Accessibility of support and consultations from field instructor and other staff | | | | | | | |
| | | 0 | 1 | 2 | 3 | 4 | | |

7.	Adequate time for quality consultation	0	1	2	3	4
8.	An atmosphere conducive for learning	0	1	2	3	4
9.	Satisfactory field instruction experience	0	1	2	3	4

B. Please rate your practicum instructor experiences in reference to each of the following criteria using the scale provided. Provide more details as needed in the space below each criteria.

4 Strongly Agree

3 Agree

2 Disagree

1 Strongly Disagree

0 Uncertain or Not Applicable

Your Practicum Agency Instructor Overall Provided:

1.	Included you in decision making	0	1	2	3	4
2.	Encouraged discussion and interaction	0	1	2	3	4
3.	Provided constructive criticism	0	1	2	3	4
4.	Scheduled weekly supervision session	0	1	2	3	4
5.	Encourage critical thinking in problem solving	0	1	2	3	4
6.	Advocated on your behalf when necessary	0	1	2	3	4
7.	Supported your participation in setting learning goals and objectives	0	1	2	3	4
8.	Provided you with knowledge of community resources	0	1	2	3	4
9.	Provided me with a satisfactory learning experience	0	1	2	3	4

C. Summarize your main activities in the agency.

D. Discuss any changes or improvements you recommend.

E. Please identify any information regarding this placement which was not covered and would be important to the placement of future students.

F. Field supervisor's reaction to evaluation:

Signature of Student

Date

Signature of Field Supervisor

Date

APEENDIX F: Student Employability

EMPLOYABILITY POTENTIAL ASSESSMENT OF MSW STUDENT

Please complete the following survey of the employability potential of MSW candidates based on your observation of the student in the internship. Your feedback is very important and will assist the Social Work Program at Prairie View A&M University in the ongoing assessment of our curriculum.

MSW CANDIDATE:

EVALUATOR:

AGENCY:

YEAR:

Please rate the candidate in reference to each of the following employability criteria using the scale provided. Provide more details as needed in the space below each criteria.

- 4 Strongly Agree
- 3 Agree
- 2 Disagree
- 1 Strongly Disagree
- 0 Uncertain or Not Applicable

Knowledge (Liberal Arts Perspective)

In your setting, Prairie View A&M students are:

- | | | | | | | | |
|----|--|---|---|---|---|---|--|
| 1. | Writing at an acceptable level? | 0 | 1 | 2 | 3 | 4 | |
| 2. | Required to write reports of interviews? | 0 | 1 | 2 | 3 | 4 | |
| 3. | Competent in recording and record keeping? | 0 | 1 | 2 | 3 | 4 | |

- | | | | | | | | |
|----|---|---|---|---|---|---|--|
| 4. | Able to communicate effectively with clientele? | 0 | 1 | 2 | 3 | 4 | |
| 5. | Able to demonstrate empathy and caring appropriately? | 0 | 1 | 2 | 3 | 4 | |
| | | 3 | 4 | | | | |
| 6. | Prepared to respond effectively to diversity? | 0 | 1 | 2 | 3 | 4 | |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 7. | Able to demonstrate cultural competency? | 0 | 1 | 2 | 3 | 4 |
| 8. | Respectful of various racial/cultural traditions? | 0 | 1 | 2 | 3 | 4 |
| 9. | Professional in responding to criticism? | 0 | 1 | 2 | 3 | 4 |
| 10. | Appearing to manage time appropriately? | 0 | 1 | 2 | 3 | 4 |
| 11. | Appropriately uses help in services provisions? | 0 | 1 | 2 | 3 | 4 |
| 12. | Able to easily demonstrate a “professional self”? | 0 | 1 | 2 | 3 | 4 |

- | | | | | | |
|-----|---|---|---|---|---|
| 13. | Easily able to grasp the elements of case management? | 0 | 1 | 2 | 3 |
| | 4 | | | | |
| 14. | Able to utilize the settings’ organizational structure? | 0 | 1 | 2 | 3 |
| | 4 | | | | |

15. Displaying respect for clientele?

Knowledge, Values, and Skills (The Professional Foundation)

Prairie View A&M students: 0 1 2 3 4

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 16. | Dress appropriately for your setting and clientele? | 0 | 1 | 2 | 3 | 4 |
| 17. | Behave as beginning professionals? | 0 | 1 | 2 | 3 | 4 |
| 18. | Demonstrate familiarity with agency policy and guidelines? | 0 | 1 | 2 | | |
| | 3 4 | | | | | |
| 19. | Speak clearly and audibly in discussions? | 0 | 1 | 2 | 3 | 4 |
| 20. | Engage in follow up studies of clientele? | 0 | 1 | 2 | 3 | 4 |
| 21. | Work effectively within the constraints of this setting? | 0 | 1 | 2 | 3 | |
| | 4 | | | | | |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 22. | Have access to setting-related training? | 0 | 1 | 2 | 3 | 4 |
| 23. | Utilize the generalist/problem solving method effectively? | 0 | 1 | 2 | 3 | |
| | 4 | | | | | |
| 24. | Integrate human concerns and social environments appropriately? | 0 | 1 | | | |
| | 2 3 4 | | | | | |

25. Generally define selves as Social Workers?

Prairie View Student has potential use of:	0	1	2	3	4
26. Small group process skills?	0	1	2	3	4
27. Community resources skills?	0	1	2	3	4
28. Professional social work values?	0	1	2	3	4
29. Their academic preparation for agency practice?	0	1	2	3	4
30. Social justice matters and social action?	0	1	2	3	4
31. Their professional self, as related to authority figures?	0	1	2	3	4
32. Their ability to conceptualize and implement planning?	0	1	2	3	4
33. Their ability to function effectively under stress?	0	1	2	3	4
34. Confidentiality	0	1	2	3	4
35. Displaying a nonjudgmental attitude?	0	1	2	3	4

Summer 2021

APPENDIX G: Field Placement at Employment Agreement

AGREEMENT FOR PRACTICUM AT PLACE OF EMPLOYMENT

To be approved for “Place of Employment Practicum,” the following criteria must be followed:

1. The practicum hours and activities are separate from those of the employment.
2. The practicum field supervision is different from employment supervision.
3. The work being done during the practicum isn't part of your current employment tasks. I understand that by not following these guidelines I am subjected to being reassigned to another field location or dismissed from the MSW program. My signature on this form verifies that I understand and agree to the above terms and stipulations.

(Please indicate your schedule of employment hours' vs field practicum hours.)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Field Hours

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Student Name (print):

Signature

Date: _____

Field Instructor Name (p rint):

Field Instructor

Signature: _____ Date: _____

_____ Agency
Supervisor Name (print):

_____ Agency
Supervisor

Signature: _____ Date:

_____ Faculty Field

Liaison Name (print):

_____ Faculty Field
Liaison

Signature: _____ Date:

_____ Director of

Field Instruction Name (print):

_____ Director of
Field Instruction Signature: _____ Date:

APPENDIX H: Application for Field Placement



Prairie View A&M University
Department of Social Work
Master of Social Work Program

Application for Field Placement

The completion of the Master of Social Work degree at Prairie View A&M University requires field practice experience for foundation and advance clinical years. The Field Practicum consists of a total of 400, 450, and 500 clock hours as it may apply. This requirement meets the Council on Social Work Education's (CSWE) criteria for field placement. Field Practicum/Integrative Seminar (SOWK 5308; SOWK 5351; SOWK 5450; SOWK 6601; SOWK 6451; SOWK 6602; SOWK 6452) 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 at both generalist and advanced clinical 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 MSW Program does not grant field credit for previous work or life experiences

Student's Name: _____
Last First Middle

DOB : _____ SID : _____

Permanent Address:

City State Zip

Local Address: _____

(If different from permanent)

City State Zip

Permanent Telephone: (_____) _____
Area Code Number

Local Telephone: (_____) _____ Mobile: (_____) _____
Area Code Number Area Code Number

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 the 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 a 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 licensure. 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. The 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", please 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

The Social Work Education Program
P.O. Box 519, Mail Stop 2203

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 major 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
- Advocacy
- Case Management
- Child Care
- Hospice Care
- Housing
- Information and *Referral*
- Legal Aid

- Counseling
- Crisis Intervention
- Education
- Employment

- Protective Services
- Residential
- Skills Training
- Temporary/Emergency
- Transportation

cont'd

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

1. _____

2. _____

3. _____

Indicate your status in the following Social Work courses by marking “ER” for all courses in which you are currently enrolled and the letter grade for those completed.

List grades for each professional foundation and Social Work elective completed

SOWK 5300, 5205, 5215, 5301, 5302, 5207, 5207, 5206, 5303, 5303, and completed prior to enrolling in Field Practicum and Integrative Seminar (SOWK 5308, 5351, 6601, 6602).

Prefix and Number	Required/Core Course Title	GRADES
*SOWK 5300	Human Behavior in the Social Environment (HBSE)	
*SOWK 5205	Social Work Research I	
*SOWK 5215	Social Welfare Policy	
*SOWK 5301	Social Work Practice with Individuals and Families	
*SOWK 5308	Social Work Practicum and Seminar I	
*SOWK 5302	Social Work Practice With Groups, Organizations and Communities	
*SOWK 5207	Diversity, Oppression, and Inclusion	
*SOWK 5206	Social Work Research II	
*SOWK 5303	Clinical Assessment & Diagnosis	
*SOWK 5351	Social Work Practicum and Seminar II	
*SOWK 5450	Social Work Practicum and Seminar II (Advanced Standing)	
*SOWK 5304	Clinical Practice in Medical and Behavioral Healthcare	

*SOWK 5305	Public Health and Mental Health Policy & Analysis	
*SOWK 5306	Advanced Africentric Theory and Interventions in Healthcare	
*SOWK 6601	Social Work Practicum and Seminar III	
*SOWK 6451	Social Work Practicum and Seminar III (Advanced Standing)	
*SOWK 5307	Advanced Clinical Practice in Medical and Behavioral Healthcare	
*SOWK 6602	Social Work Practicum and Seminar IV	
	SOWK ELECTIVE	
	SOWK ELECTIVE	
	SOWK ELECTIVE	

What are your career plans immediately after graduation?

What are your long-term career goals?

Current Social Work Grade Point Average: _____

(Minimum SOWK GPA required 2.5)

Name of Advisor:

If other, specify name: _____

Has your faculty advisor:

Discussed field practicum with you? No Yes Questions or
comments: _____

Evaluated completion of all prerequisites for Field Practicum? No Yes Questions
or comments: _____

If the answer to either of the above is “NO” you must make an appointment with your faculty advisor to discuss Field Practicum and/or evaluate your degree plan.

Signatures

Student (*print*)

Signature

Date

Faculty Field Coordinator/Liaison

Signature

Date

Director of MSW Social Work Program

Signature

Date

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 understand that it and subsequent interview(s) will be utilized to determine the best placement for me. I also understand that any false information deliberately included in this application will disqualify me from field placement.

Student (print)

Signature

Date

Statement of Purpose Essay

The Social Work 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 required that you submit 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. You will receive written notification from the Social Work Faculty Admission Committee regarding admission to the program.

Please include the following areas in your essay:

- A. Your volunteer and/or paid experience pertaining to social work
- B. A list of persons and experiences that influenced you to choose social work as a major and career choice
- C. Qualities you possess that can contribute to the social work profession
- D. Your long term goals
- E. Discuss a contemporary social problem outlining how you will contribute to its solution

Prairie View A&M University and any of its sponsored programs are open to qualified individuals regardless of race, color, sex, creed, age, national origin, or educationally unrelated disabilities.

Statement by the Applicant

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 will be relied upon by the officials of the Social Work Program in determining my admission and residence status for tuition purposes and that submission of false information is grounds for rejection of my application, withdrawal of an offer of acceptance, cancellation of enrollment and/or disciplinary action. I also authorize the university to electronically access my Texas Academic Skills Program test results.

Student Signature

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/National Identity:

African American
Asian American
Hispanic American
Multiracial American
White American, Non-Hispanic

Other _____
Please specify

DO NOT WRITE BELOW THIS LINE (OFFICIAL USE ONLY)

Application:

Received on _____
Date

Reviewed on _____
Date

Transcript/transfer credits evaluated on _____
Date

Cum GPA _____ Number of Hours Completed _____

Review Decision:

Approved _____ Approved Conditionally _____ (*List conditions below*)

Disapproved _____ (*List reasons below*)

Placement Information:

_____ is assigned to the following site:
Student Name

_____ Agency/Program Name

Address _____

Street / P.O. Box

City County State Zip

Field Instructor _____ Date _____

Field Coordinator _____ Date _____

APPENDIX I : Field Supervisor Profile

PRACTICUM AGENCY & FIELD SUPERVISOR PROFILE

Student Name: _____

PVFEO Number: _____ Daate: _____

Agency Information

Agency Name:

Phone: _____ Fax: _____

Website _____

Agency Address:

City,

State,

Zip

Agency Director:

Agency Mission:

Program within Agency (if different from above):

Client Populations:

Services Provided:

References

Council on Social Work Education (CSWE) Commission on Educational Policy. (2015). Educational policy and accreditation standards: For baccalaureate and master's social work programs. Retrieved from <http://www.cswe.org/Accreditation/EPASRevision.aspx>