

Our Lady of the Lake University Worden School of Social Service San Antonio, Texas



Field Education Manual MSW Program

Worden School of Social Service

MSW Field Education Manual

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Worden School of Social Service¹

MSW Field Education Manual

Prologue

This manual is intended as a resource document for students, field instructors, faculty, agencies serving as field placement sites, and other Worden School of Social Service constituencies. Included in the manual are policies and procedures specific to the field education component of the MSW social work education program.

Additional information about the MSW program, Worden School or University policies is available in the [MSW Student Handbook](#), the [OLLU Student Handbook](#), the **OLLU Graduate Bulletin**, and the **University website** (www.ollusa.edu). Students are strongly encouraged to seek guidance and assistance from the Field Education Office for questions regarding field education.

The Director of Field Education is particularly interested in knowing whether this handbook provides necessary information and if there are topics students believe should be included in the next publication. Any feedback about gaps or inaccuracies in this document should be submitted in writing or via email to the Director of Field Education.

The policies, procedures, statements and guidelines contained herein are subject to continued review and evaluation by the Worden School's Field Education Office. The Field Education Office reserves the right to modify, mend or revoke such policies, procedures, statements and guidelines without notice or obligation. The Field Education Manual is reviewed annually and placed on the Worden School website for constituents to read and become familiar with.

Our Lady of the Lake University believes in equal access to education and does not discriminate against members of any group because of their race, color, religion, sex, gender, national origin, disability, sexual orientation, gender identity, or gender expression. The University follows the Department of Education guidelines: Executive Order 11246 of October 1, 1972; Title IX of the Educational Amendments of 1972; and subsequently issued federal guidelines and regulations.

¹ Also known as, and referred to throughout this manual as, "The Worden School."

OLLU Mission

As a Catholic university sponsored by the Sisters of Divine Providence, Our Lady of the Lake University is a community whose members are committed to serve students by:

- Ensuring quality, innovative undergraduate and graduate learning experiences;
- Fostering spiritual, personal, and professional growth; and
- Preparing students for success and continued service.

OLLU Vision Statement

Inspired by Catholic values and the heritage of the founding Congregation of Divine Providence, Our Lady of the Lake University is a community called to transform individuals as they discover their purpose in life.

We aspire to be nationally recognized for our distinctive programs, our expertise in Mexican American culture, and our diverse graduates who lead and serve with faith and wisdom to improve the world.

OLLU Core Values

Our Lady of the Lake University is a Catholic community with a faith in a Provident God at its roots. The quality of our relationships defines our work toward the Mission and the Vision. Our core values reflect what we believe and live in our daily lives as Board of Trustees, faculty, staff and administration of Our Lady of the Lake University:

COMMUNITY: We are a community who values and expects:

- Respect for diversity of experience, thought and expression;
- Transparency and accountability; and
- Productivity, creativity and innovation.

INTEGRITY: We engage in consistent, professional practice through our relationships that involve:

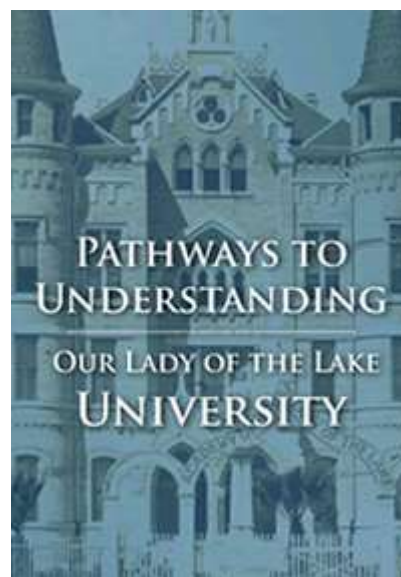
- Honesty, openness, and ethical behavior; and
- Congruence between ideals and behavior.

TRUST: We recognize our individual and collective roles and responsibilities. As loyal and contributing members of the University, we demonstrate:

- Conscientiousness in performing our duties;
- Accountability to one another; and
- Responsibility for University resources.

SERVICE: We are each called to share our resources through:

- Use of our personal skills and knowledge for the benefit of others; and
- Promotion of the common good of the University and external communities.



Worden School of Social Service

At OLLU, the Master of Social Work (MSW) program is offered under the auspices of the Worden School of Social Service, the oldest graduate social work school in Texas. Upon successful completion of the program, the MSW degree is awarded.

The program is fully accredited to award the MSW degree by the Council on Social Work Education (CSWE). Graduates are eligible for social work licensure examination by the State of Texas; and for full membership in the National Association of Social Workers. Online students outside of Texas, please refer to page 16 for details.

The social work education curriculum at the master's degree level is built upon a liberal arts foundation, and includes both the MSW foundation and a concentration: Services to Hispanic Children and Families. The content related to the MSW foundation, as well as the concentration in the Master's degree program, prepares students for advanced social work practice with Hispanic children and families.

Worden School of Social Service Mission

Revised and adopted by the Worden faculty on December 8, 2014

In accordance with the catholic teachings of social justice and the philosophy and purposes of Our Lady of the Lake University, and in adherence to the purposes of social work education articulated by the Council on Social Work Education, the mission of the Worden School of Social Service is:

- a. To develop competent social workers for specialized intervention in direct practice with Hispanic / Latin@ children and families;
- b. To prepare social workers for professional practice in culturally diverse settings, especially agencies that serve clients from economically disadvantaged backgrounds; and
- c. To generate and disseminate knowledge that advances social and economic justice; enhances human wellbeing; and promotes effective practice with emphasis on Hispanic / Latin@ children and families.

Accreditation

The Worden School offers programs accredited by the Council on Social Work Education (CSWE) leading to the degree of Bachelor of Social Work (BSW) and the degree of Master of Social Work (MSW). The CSWE Educational Policy and Accreditation Standards, which help guide the Worden School MSW degree program, are included in [Appendix A](#). The complete document is available at <http://www.cswe.org/file.aspx?id=13780>.

As the oldest school of social work in Texas, the Worden School began offering a Master's of Social Work in October 1942, and was first accredited in 1945 by the CSWE. The baccalaureate program in social work (BSW) was accredited by the CSWE in 1975.

In 1923, OLLU became the first institution in San Antonio to receive regional accreditation. Our Lady of the Lake University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, masters and doctoral degrees.

The Worden School is named after Mrs. A.H. Worden, who generously supported the Worden School and remembered the Worden School in her will.

MSW Program Goals
Approved by Faculty, December 8, 2014

MSW Program Goal

To prepare professionally trained social workers for specialized intervention in advanced social work direct practice with Hispanic/Latin@ children and families in a way that fosters commitment to culturally competent practice with diverse populations.

Learning Outcomes for all Programs

- 1—Identify as a professional social worker and conduct oneself accordingly.
- 2—Apply social work ethical principles to guide professional practice.
- 3—Apply critical thinking to inform and communicate professional judgments.
- 4—Engage diversity and difference in practice.
- 5—Advance human rights and social and economic justice.
- 6—Engage in research-informed practice and practice-informed research.
- 7—Apply knowledge of human behavior and the social environment.
- 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- 9—Respond to contexts that shape practice.
- 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Generalist Social Work Practice

Students who have completed the foundation or first year of the graduate social work curriculum are capable of generalist practice at a beginning professional level. ‘Generalist practice’ is defined by the Council on Social Work Education (CSWE) in its Educational Policy and Accreditation Standards (EPAS) (2009) as:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. MSW practice incorporates all of the core competencies (EPAS 2.1).

Consistent with the Worden School of Social Service Mission, generalist practice for students includes a commitment to serving the needs of oppressed populations, especially Hispanic children and families, as well as a commitment to seek social and economic justice for oppressed populations.

This approach takes into account that our students will encounter client systems whose needs require intervention with more than one type of system; having a generalist approach to practice at the Worden School means that our students will be client-centered in their approaches to interventions. This means that our students will determine with the client system, based upon the unique needs of that client system, at which systemic level or levels to intervene.

Non-Discrimination Policies

Equal Access to Education

Our Lady of the Lake University (OLLU) believes in equal access to education. The University does not discriminate against members of any group because of their race, color, religion, sex, gender, national origin, sexual orientation, gender identity, gender expression or disability in accordance with the Department of Education guidelines: Executive Order 11246 of October 1, 1972; Title IX of the Educational Amendments of 1972; the Americans with Disabilities Act of 1990; and subsequently issued federal guidelines and regulations.

Americans with Disabilities Act (ADA)

Our Lady of the Lake University provides reasonable accommodations to enable students who have qualified disabilities covered by the Americans with Disabilities Act to participate in and benefit from all university educational programs and activities. For more information on eligibility and accommodations, please contact the OLLU Disability Coordinator.

The OLLU Student Success Center provides students requiring accommodations provision of a wide variety of services tailored to each student's documented needs. To qualify for services, students must provide the OLLU Disability Coordinator the appropriate documentation of his or her disability at the time accommodations are requested. Upon completion of the verification process, the Center staff will prepare a letter that lists the services and accommodations that are deemed reasonable. A copy of the letter is distributed to the student, relevant campus offices that provide services, the administrator who oversees the division in which courses are taken, and professors who teach courses in which the student is enrolled. The Center may be reached at (210) 431-4010 or through the OLLU main line at (210) 434-6711.

If you plan to request accommodations for your field placement, you must work with the OLLU Disability Coordinator to present the letter noting specific accommodation requests for field placement. If ADA accommodations are prescribed and a student wishes to request them for field placement, the student is strongly encouraged to provide a copy of the letter to the Director of Field Education or the prospective Field Instructor so consultation can occur prior to placement. Students with disabilities are invited to discuss their needs early on to help with timely field placement and the development of an appropriate field placement site, if needed.

Collaboration efforts between the student and Field Education Office can help to assure that a student's field education is successful. Examples of accommodations that may be applicable to a variety of disabilities include:

- Field placement in sites in accessible locations.
- Availability of public transportation in proximity to the field placement site.
- Placement in sites that have flexible attendance requirements.
- Orientation to the placement site for interns having visual impairments.
- Placement in sites that can afford interns extended time to complete documentation.
- Placement in sites that can afford the intern to participate in group activities.
- Placement in sites that have uncluttered work areas and wide aisles.

Reasonable accommodations do not negate requirements or expectations for successful completion of field education.

Sexual and Other Harassment Policy and Field Education Professional Expectations

(Adapted from [Westminster College](#) and [Point Loma Nazarene University](#))

Harassment is discriminatory behavior that a reasonable person would perceive as demeaning, aggressive, and/or threatening. It is not just the actions of others; it is how these actions affect a person personally, and affect a person's performance, workplace or placement site setting, assignments and other areas.

The Worden School is committed to partnering with placement sites and learning environments free from unlawful discrimination and harassment. Students have the right to expect professional conduct from everyone in the placement site, including field instructors, others in an instructional-staff role, peers, staff, and clients.

Reciprocally, during Field Education, you are representing yourself, Our Lady of the Lake University, the Worden School of Social Service, its students, faculty, staff, and alumni as well as your placement site and its staff. Your performance and attitude will have implications beyond you and beyond your internship.

In addition to the MSW Student Handbook, OLLU Policy Manual, and OLLU Student Handbook, you are governed by the [Worden School Code of Conduct](#) and the policies stated in this manual. These policies apply to conduct that takes place off campus as part of Field Education or at events associated with your placement site. In addition, you are governed by the placement site's policies, procedures, and standards of conduct. Therefore, the Worden School expects students completing Field Education to inform themselves of the sexual harassment policy of the field placement site and to follow it. It is highly recommended that you obtain clear guidelines about [sexual harassment](#) and other forms of harassment in the workplace from your placement site either before you begin your internship or by the end of the first week of placement. If the student interprets the policy as unclear or ambiguous, the student should consult with the field instructor and demonstrate behaviors that would hold up to scrutiny and strict interpretations of the policy.

The Worden School of Social Service and the NASW Code of Ethics do not tolerate any form of harassment, intimidation or discrimination based on gender, race, national or ethnic origin, religion, sexual orientation, gender identity, gender expression or disability. This applies to field instructors and staff employed by the placement site **as well as students toward their field instructors, other interns, placement site staff, and placement site clients.**

Sexual harassment is especially serious when it threatens the relationship between the student and field instructor or staff serving in an internship instructional role. In these circumstances, sexual harassment unfairly exploits the power inherent in a field instructor's or supervisor's position. A field instructor can have a decisive influence on a student through recommendations needed to pass field education, for graduate study, for employment after graduation, and the like.

According to the [U.S. Department of State](#), unwelcome actions and inappropriate behaviors that may constitute sexual harassment include (but are not limited to) the following and, "depending on the circumstances, may in and of themselves meet the definition of sexual harassment or contribute to a hostile work environment."

1. Pressure for sexual activity
2. Repeatedly standing too close to or brushing up against a person
3. Touching (e.g. Supervisors, in particular, touching a subordinate in a manner that causes undue comfort, e.g. hugging the subordinate.)
4. Disparaging remarks about a person's gender, gender identity, or gender expression
5. Sexual innuendos, teasing, or persistent use of sexually suggestive or offensive language, in person or via email
6. Making or posting sexually demeaning or offensive pictures, cartoons or other materials in the workplace, in person or via email
7. Verbal abuse disguised as humor
8. Obscene gestures

9. Repeatedly asking a person or making a person feel pressured to socialize during off-duty hours when the person has said no or has indicated she or he is not interested
10. Offensive, uninvited, or unwelcome remarks about a person's clothing, appearance, body part, or activities
11. Giving gifts or leaving objects that are sexually suggestive
12. Making an educational or placement setting decision or benefit based on submission to sexual conduct, including the ability to receive a passing recommendation, a recommendation for employment, graduate school, or scholarship

Any student who believes she or he has experienced or witnessed sexual harassment should do the following:

1. When possible, inform the harasser that the conduct is unwelcome and must stop.
2. Document all facts such as date, time, persons involved or present, and the situation as you observed or experienced it.
3. Report it as soon as possible to your field instructor and your faculty liaison, allowing both the Worden School and the placement site the opportunity to promptly respond.

In addition to policies described in OLLU and Worden School handbooks and manuals, sexual harassment policies are included in every Worden School course outline. As a student in Field Education, engagement in speech and behaviors that constitute sexual harassment are considered egregious in light of the social work's professional code of ethics and the vulnerability these behaviors would create for clients, especially those who are vulnerable. If it is the judgment of an agency that an intern has engaged in sexual harassment, the agency has the right to terminate the placement at will.

In all of its activities, the Worden School adheres to the University's policy and procedures on harassment, including sexual harassment. Again, it is the student's responsibility to be familiar with University policies regarding harassment. To fulfill these expectations, you should refer to the [MSW Student Handbook](#), [OLLU Policy Manual](#), and the [OLLU Student Handbook](#) which are available online. If sexual harassment occurs among members of the University community, University policies and procedures covered in these handbooks will be used.

It is the responsibility of supervisory personnel and, if appropriate, higher administration to take effective and immediate action to correct the situation. Sanctions for proven cases of sexual harassment will be appropriate to the severity of the offense and may include a warning, a letter of discipline, or dismissal from the Worden School, and possible expulsion from the University. The procedure for students to file a grievance is found in the [OLLU Student Handbook](#). This resource is available online by visiting the OLLU website.

Family Educational Rights and Privacy Act (FERPA)

Student records at Our Lady of the Lake University of San Antonio are subject to provisions of the [Family Educational Rights and Privacy Act](#) of 1974 (PL 93-380), as amended, and to regulations interpreting the Act.

This *Act* provides that students shall have access to their official “education record” and shall have the opportunity to challenge such records if they deem them inaccurate, misleading, or otherwise in violation of their privacy or other rights. Except for directory information, the University may not release personally identifiable data from student records to other than a specified list of exceptions without the student’s written consent. **Note that even a release of information to parents or spouse requires the student’s written consent.**

Available upon request from the Registrar’s Office are copies of the *Act*, a list of types of records maintained, names and titles of responsible officials and of personnel having access, procedures for reviewing or challenging records, forms for requesting copies, releasing restricted information, or prohibiting release of directory information. Policies and procedures governing student records are also published in the [*OLLU Student Handbook*](#).

Opportunities for Student Participation/Feedback

Students have the right to participate in governance of the Worden School through student representatives. A member of the Worden Social Work Organization (comprised of BSW and MSW students) may be invited to serve on faculty committees, representing students in school governance. The WSWO student representative(s) report to faculty regarding student concerns, as well as convey official information from faculty meetings to students through the WSWO meetings.

Students are highly encouraged to convey individual perspectives and concerns regarding Worden School policies and procedures by either meeting with the Director via appointment (e.g. in person, virtually, and/or telephone).

At least once annually, students meet with the Director as a group in order to provide student perspectives on Worden policies and procedures. The meeting is not confidential or anonymous; however, the Director facilitates a safe meeting for students to openly discuss their concerns. For online option students, a Worden webinar or meeting using conference technology will be held once a semester so they, too, may be able to provide perspectives on Worden School policies and procedures.

OLLU and Worden School Policy

Students with Criminal Records

As a condition of taking field education courses, all students are required to be enrolled in the group professional liability policy that the Worden School carries. Students are required to answer a number of questions, one of which asks about conviction for criminal acts. If a student has been convicted of a crime, the insurance company may refuse to enroll the student in the policy. Should this occur, the student would not be permitted to engage in field education courses required for completion of the degree. Also, students should be aware that, increasingly, a number of sites require a criminal background check in order to carry out a field placement at the site. **If a field placement location requires fingerprinting and/or a criminal history**

background check, it is the student's responsibility to obtain and incur any costs associated with these.

In addition, in accordance with Article 6252-13a, Texas Civil Statutes, the Texas State Board of Social Work Examiners may suspend or revoke a social work license or refuse to issue a social work license to a person who has been convicted of a felony or misdemeanor for a crime which is directly related to the duties and responsibilities of the social work profession (See Article 50.02 and 781.31 of the Texas Professional Social Work Act and Chapter 50 Human Resources Code). Other state codes of licensing boards are likely to have similar policies and rules. Students should check with the state board in their area for more information.

Email Use Policy

University offices including Communications and Marketing, the Registrar's Office, Financial Aid, the Student Business Office and staff and faculty use OLLU email as the official means of communicating with all students. It is important that all students check their OLLU email regularly by logging into the OLLU system, any campus lab, kiosk or residence hall room, or any home, office or public computer with an Internet connection.

This account is also required to access OLLU dial-up networking in San Antonio, to access the main campus wireless network, and to access the Library's online databases from dial-up, cable modem or DSL services to which off-campus students may subscribe on their own. All students are assigned an email network access account as part of their acceptance package. Current students who may not have an account should apply for one at the Information Technology (IT) Service Division Help Desk or online from the ITS section of the University website. Email network access accounts are free of charge and remain active for the duration of the student's enrollment at the University. Students who graduate may continue accessing their email account for a period of 90 days after graduation, after which the account will be closed.

Other basic instructions and policies are available on the ITS web pages. While using this account, students agree to abide by the current "Policy for Acceptable Use of University Computer and Communication Resources," found later in this handbook and also on the ITS web page under "ITS Policies." Students should also be aware that their OLLU email address is considered "directory information." Though not encouraged, offices may release that information without a student's consent, unless the student has followed the Registrar's procedures to withhold the release of directory information. See the Registrar's Family Educational Rights and Privacy Act (FERPA) information web page for details.

APA Writing Style

The Worden School has adopted the American Psychological Association (APA) style for all student papers. Students are strongly advised to purchase:

American Psychological Association. (2013). *Publication manual of the American Psychological Association*. (6th ed. 2nd printing). Washington, DC: Author.

It is expected that all students' papers will conform to the APA writing style including a title page and if necessary a *References* page. The APA Manuals are available for purchase at the OLLU bookstore, online, and most bookstores. Each course syllabus includes specifics about the writing assignments for the class – if in doubt, students should ask their instructor.

Worden School Attendance Policy for Campus Students

The Worden School policy is that students must attend 80% of scheduled class sessions in order to receive a passing grade for a course. Tardiness and/or partial attendance is unacceptable and is typically treated as an absence. The syllabus for each course has detailed expectations about class attendance. As a form of professional courtesy, students are encouraged to notify through the method prescribed by the instructor of an absence, late arrival, or early departure from class in advance of class.

Worden School Attendance and Participation Policies for Online Students

Attendance means that the student has logged into the class. Logging in DOES NOT credit the student with *participating in the class*. Students are required to log in to the class weekly. If a student does not log in for any two weeks, she or he may be dropped from the class at the instructor's discretion.

Participation in an online course is mandatory and may include but is not limited to online discussions, team collaborations, individual assignments, quizzes, individual and group presentations, individual and group final exams. This means that all assignments, readings, lecture materials, and other learning materials must be completed by the time assigned. Students are advised to examine their course syllabi carefully as instructors may have specific criteria related to how participation is defined and graded in their individual courses.

Financial Aid

It is the student's responsibility to consult with the Financial Aid Office about matters, including deviations from policies and the standard sequencing of Field Education coursework, which may impact financial aid or veteran benefits eligibility and funding.

Student Professional Development Opportunities

State of Texas Licensure for Social Workers

Graduates of the MSW Program are eligible for licensure by the State of Texas. The [Texas State Board of Social Worker Examiners](#) (TSBSWE) regulates the profession of Social Work in Texas. The TSBSWE is the State agency with rule-making authority governed by a nine member board appointed by the Governor, and is administratively attached to the Texas Department of Health.

Texas Law requires licensure of social workers. For information on state licensure, visit the Board's web page or contact them at:

Texas State Board of Social Work Examiners
 1100 West 49th St.
 Austin, TX 78756-3183
 (800) 232-3162
 (512) 719-3521

MSW online students are obligated to check with their own state's licensing board to determine procedures and requirements for licensing in their state of residency.

Social Work Licensure Requirements: A State-by-State Guide

SocialWorkLicensure.org provides state specific social work licensure and certification requirements including education requirements, exam requirements, reciprocity licensure information, and professional organization contacts. Click on the map to find out about state licensing requirements.



National Association of Social Workers

The [National Association of Social Workers](http://www.naswtx.org) (NASW) is the largest professional social work organization in the United States. The NASW offers networking opportunities, continuing education opportunities, scholarship opportunities, and job announcements. The NASW also provides opportunities for advocacy on behalf of the social work profession and social work clientele to create fair and equitable laws and policies. Students are eligible for membership in NASW at a reduced rate before graduation. For campus students, information about joining NASW can be found in the Worden School Student Lounge and on the NASW-TX web page at www.naswtx.org.

MSW online students, in particular, are encouraged to join NASW and to become active in their local chapter upon admission. By doing so, students will become part of a rich network of social workers in their local community who may be able to assist them when they begin the process of identifying a potential field placement site.

Phi Alpha National Honor Society

“Through knowledge, the challenge to serve” is the motto of the Phi Alpha National Honor Society for social work students. Membership in the Worden School Delta Delta chapter of Phi Alpha is open to graduate and undergraduate social work students who have demonstrated excellence in academic achievement and are willing to promote social work goals and ideals

through volunteer activities in the local San Antonio community. The Delta Delta chapter accepts applications for membership twice per academic year. See the Worden School Phi Alpha web page for additional information. Master of Social Work students are eligible for active membership after achieving:

- a. A minimum of nine credit hours of course work.
- b. A grade point average of 3.5 on a 4.0 scale.

MSW students entering the program may apply for *provisional membership* for the first semester, until such time they meet the membership requirements or are deemed ineligible due to failure to meet eligibility requirements.

Online students will receive the email address of the Phi Alpha Honor Society's Faculty Advisor who they are encouraged to contact if interested in joining the Honor Society.

The Worden Student Social Work Organization (WSWO)

The Worden Student Social Work Organization (WSWO) is the organization of social work graduate and undergraduate students officially recognized by the University. Every student who has been admitted to the MSW and BSW program is automatically a member. Other students, including self-declared majors and those having an interest in social work, are welcome to participate.

Typical activities include: feedback on curriculum and policies of the School, fundraising projects, holiday parties, collection of canned goods for needy families, and other social and civil activities. The WSWO Constitution is on file in the OLLU Student Leadership and Development Office. The officers are elected by students each year. Officers include: President, Vice-President, Secretary, Treasurer, and Student Government Representatives. A list of individual officer responsibilities is described in the Constitution of the Organization. Officer meetings are held bi-monthly and meetings are arranged according to the time that best fits all schedules involved. For additional information, interested students should email WSWO@ollusa.edu.

The Center for Service-Learning and Volunteerism (CSLV)

The Center for Service-Learning and Volunteerism promotes student success and personal development by cultivating meaningful service-learning partnerships between Our Lady of the Lake University students, faculty, staff members and the community. The office advocates for University-wide participation in community service and other socially-responsible activities. Acting as a resource clearing house on community agencies, service opportunities, service-learning and other means of public service, the office empowers the University community to become leaders in affecting social change and to develop a lifelong commitment to service.

One of the services provided by the CSLV is maintaining an official transcript of a student's volunteer, community service, and service-learning hours and experiences which can be submitted to a resume, application for scholarships or graduate school as well as the (U.S.) [President's Volunteer Service Award](#).

MSW Field Education Curriculum

Overview of MSW Curriculum Content: Field Education

Field education performs an essential function in integrating conceptual and theoretical content from all curricula.

- The Foundation field education courses provide students, in their first year of graduate studies, experience in generalist social work practice and as such enables students to acquire beginning direct practice skills in observing, interacting, and working with individuals, families, small groups, as well as with organizations and communities which impact the client systems served. It also provides opportunities for students lacking a social work degree to begin to internalize the core values and ethics of the social work profession through practice.
- The Advanced field education courses, required of students who have completed their concentration level coursework, provide opportunities for students to gain in-depth knowledge and skills for direct practice with Hispanic children and families.

Field Education coursework is designed as both concurrent and block models. The table below describes the length in semesters or terms for the foundation and concentration level field education courses and internship experiences according to on-campus or online delivery formats.

MSW FIELD EDUCATION CURRICULUM	
Foundation Level (9 credits)	
450 hour internship consecutively over two semesters (On-Campus) or three terms (Online)	
ON-CAMPUS	ONLINE
SOWK 6151, Foundation Integrative Seminar I SOWK 6152, Foundation Integrative Seminar II	SOWK 6157, Foundation Integrative Seminar I (Term 1) SOWK 6158, Foundation Integrative Seminar II (Term 2) SOWK 6159, Foundation Integrative Seminar III (Term 3)
SOWK 8351, Foundation Field Education I SOWK 8352, Foundation Field Education II	SOWK 8251, Foundation Field Education I (Term 1) SOWK 8252, Foundation Field Education II (Term 2) SOWK 8253, Foundation Field Education III (Term 3)
Advanced Level, interchangeably referred to as Concentration (10 credits)	
500 hour internship over one semester (On-Campus) or three consecutive terms (Online)	
ON-CAMPUS	ONLINE
SOWK 7356, Advanced Integrative Seminar Block	SOWK 7157, Advanced Integrative Seminar I (Term 1) SOWK 7158, Advanced Integrative Seminar II (Term 2) SOWK 7159, Advanced Integrative Seminar III (Term 3)
SOWK 8757, Advanced Social Work Field Education Block	SOWK 8255 (formerly 8356), Advanced Social Work Field Education I (Term 1) SOWK 8256, Advanced Social Work Field Education II (Term 2) SOWK 8257, Advanced Social Work Field Education III (Term 3)

Foundation Field Education Curriculum

The Foundation Field Education curriculum consists of a sequence of Field Education courses, which are each taken concurrently with their respective Foundation Integrative Seminars.

The table below illustrates the Foundation sequence of course work by program delivery method:

- For on-campus students, field placement is completed over the academic year in the Fall and Spring semesters. Students are in the same field placement site for both semesters for 225 hours a semester for a minimum of 450 clock hours.
- For online students, field placement follows successful completion of all coursework required at the foundation level (with the exception of the courses noted in the table below). For online students, field placement is completed over three consecutive 8 week terms at the same placement site for 150 hours per term for a minimum of 450 clock hours.

FOUNDATION FIELD EDUCATION CURRICULUM			
450 hour internship taken in consecutive semesters in the same placement site			
CONSECUTIVE SEMESTERS/TERMS	ON-CAMPUS STUDENTS		
	FALL SEMESTER	SPRING SEMESTER	
Foundation Integrative Seminars I, II	SOWK 6151 ^a Grade assigned	SOWK 6152 ^b Grade assigned	
Foundation Field Education I, II	SOWK 8351 Pass/Fail assigned	SOWK 8352 Pass/Fail assigned	
CONSECUTIVE SEMESTERS/TERMS	ONLINE STUDENTS		
	TERM 1	TERM 2	TERM 3
Foundation Integrative Seminars I, II, III	SOWK 6157 ^c Grade assigned	SOW 6158 ^d Grade assigned	SOWK 6159 ^e Grade assigned
Foundation Field Education I, II, III	SOWK 8251 Pass/Fail assigned	SOWK 8252 Pass/Fail assigned	SOWK 8253 Pass/Fail assigned

^a SOWK 6151 and SOWK 8351 must be taken concurrently.

^b SOWK 6152 and SOWK 8352 must be taken concurrently.

^c SOWK 6157 and SOWK 8251 must be taken concurrently.

^d SOWK 6158 and SOWK 8252 must be taken concurrently.

^e SOWK 6159 and SOWK 8253 must be taken concurrently.

Field Education culminates with completion of the 450 hour internship and completion of the "All-in-One Education Plan and Assessment Form" by the student's MSW, LMSW, or LCSW field instructor, or equivalent in a state other than Texas. On that form the field instructor will

make a recommendation of Pass or Fail in consultation with the student's faculty liaison. Since the internship is a continuous experience which the student either passes or fails, until the student is assigned a "Pass" or "Fail" at the end of the placement. Once the student has completed the full internship, then the recommendation of Pass or Fail will be assigned to all courses in the Field Education sequence. Students earn a total of six (6) credit hours on a Pass-Fail grading basis for successfully completing the requirements of the Field Education courses.

Learning Outcomes of the Foundation Field Placement

In the MSW foundation field education courses, students will:

1. Demonstrate understanding, acceptance, and adherence to NASW Code of Ethics, the Texas Social Work Code of Ethics, and agency based code of ethics.
2. Demonstrate sensitivity to the need for advocacy specific to human rights, and social and economic justice at multiple levels.
3. Recognize and monitor personal and professional values in a way that allows for effective social work practice with various constituencies.
4. Recognize the role of the environment in understanding the behavior of individuals and families to include the impact of oppression and discrimination.
5. Demonstrate effective oral, written, and technological skills necessary to work effectively with various constituencies.
6. Demonstrate cultural competence in generalist social work practice, with emphasis on Hispanics.
7. Apply critical thinking skills to include the selection and use of theories and perspectives that inform generalist social work practice in a diverse society.
8. Apply current research, policy, and theory-driven practice within the agency setting.
9. Apply core generalist social work practice skills to include engagement, assessment, intervention, and evaluation.

Concentration or Advanced Field Education Curriculum

The Concentration Field Education (used interchangeably with Advanced) curriculum is taken by MSW students who have completed ALL course work required for completion of the MSW degree (with the exception of the courses noted in the table below). To assure the integration of classroom and field placement content, the MSW Advanced Field Education curriculum consists of a series of Advanced Field Education courses taken concurrently with a series of Advanced Integrative Seminars.

For both on-campus and online students, the Field Education coursework involves a 500 hour internship. This is an ongoing experience that culminates with completion of the 500 hour internship and completion of the assessment part of the "*All-in-One Education Plan and Assessment Form*" by the student's LMSW or LCSW field instructor, or equivalent if in a state other than Texas. At the end of placement, on that form the field instructor will make a recommendation of Pass or Fail in consultation with the student's faculty liaison.

The table below illustrates the advanced sequence of coursework by program delivery method. Completion of all coursework required for the degree, with the exception of the coursework noted in the table below, is required to begin the internship

- For on-campus students, the field education internship is completed as a one semester block in either the Fall semester or the Spring semester at the same placement site.
- For online students, the field education internship is completed over three (3) consecutive terms at the same placement site.

ADVANCED, ALSO KNOWN AS CONCENTRATION, FIELD EDUCATION CURRICULUM (500 HOUR INTERNSHIP)			
ON-CAMPUS STUDENTS			
ONE SEMESTER BLOCK	FALL OR SPRING SEMESTER ONLY		
Advanced Integrative Seminar	SOWK 7356 ^a Grade assigned		
Advanced Field Education 500 hour internship	SOWK 8757 Pass/Fail assigned		
CONSECUTIVE TERMS (OFFERED YEAR ROUND)	ONLINE STUDENTS		
	TERM 1 (8 WEEKS)	TERM 2 (8 WEEKS)	TERM 3 (8 WEEKS)
Advanced Integrative Seminars I, II, III	SOWK 7157 ^b Grade assigned	SOWK 7158 ^c Grade assigned	SOWK 7159 ^d Grade assigned
Advanced Field Education I, II, III 500 hour internship in same placement site	SOWK 8255 Pass/Fail assigned	SOWK 8256 Pass/Fail assigned	SOWK 8257 Pass/Fail assigned

^a SOWK 7356 and SOWK 8757 must be taken concurrently.

^b SOWK 7157 and SOWK 8255 must be taken concurrently.

^c SOWK 7158 and SOWK 8256 must be taken concurrently.

^d SOWK 7159 and SOWK 8257 must be taken concurrently.

Learning Outcomes of the MSW Advanced/Concentration Field Placement

In the Advanced/Concentration MSW Field Placement, students will:

1. Apply social work values and principles of the NASW Code of Ethics, the Texas Social Work Code of Ethics (or for online students, comparable state of residency code of ethics), and agency based code of ethics.
2. Demonstrate professional behavior in a way that allows for effective social work practice with various constituencies.

3. Demonstrate an understanding of how cultural factors, diversity, and societal structures impact client identity and social work practice, with emphasis on Hispanic children and families.
4. Apply critical thinking skills to ensure effective oral, written, and technological communication.
5. Demonstrate the ability to critically apply relevant policy, specific theories and empirically supported models in social work practice with children and families, with emphasis on Hispanics.
6. Apply enhanced social work practice skills to include engagement, assessment, intervention, and evaluation, with emphasis on Hispanic children and families.

MSW Field Education Program Policies and Procedures

Field placement is an integral part of graduate social work education. Field placements in a wide range of social service settings allow students to apply and integrate knowledge, skills and values acquired in the classroom.

Field education courses require completion of the All-in-One Education Plan and Assessment Form and submission of supervisory logs. Whereas, integrative seminars involve graded papers, course discussions, and process recordings.

The Worden School is responsible for ensuring that the field placement site provides opportunities for the student to achieve field placement learning outcomes. In addition, field placement sites must meet standards established by the Council on Social Work Education. In order to meet all of these requirements, the Field Education Office does an educational assessment of each student based on application materials submitted by the student. A thorough review of each field placement site is done to insure the agency and field instructor meet standards of the Council on Social Work Education.

The placement process occurs with the active participation of the student, the prospective field instructor/agency, and the Worden School Field Education Office. The placement process begins by asking the student to identify fields of practice and populations with which he or she is interested in working. For on-campus students and online students who complete Field Education internships in the San Antonio/Bexar County metropolitan area, this information becomes the basis for the Field Education Office to begin the process for placing students. For online students, with the exception of online students who complete Field Education internships in the San Antonio/Bexar County metropolitan area, this information helps pre-screen potential placement sites for the MSW Online Field Education Coordinators to contact (see following sections for additional details).

On-campus students and online students completing placements in the San Antonio area will be directed to interview with the field instructor at a potential placement. The final decision about a placement is made by the student and field instructor. If the first placement referral is determined by the student and/or field instructor to not be a good match, then the student is referred to another placement site for a second interview. If, after three interviews, a student has still not found a good match, the Field Education Office does an assessment with the student and may

consult with faculty to determine why a good match has not been found. The Director of Field Education may refuse the student entry into field education at this point and/or recommend action based upon field instructor and faculty input. Students should also make certain they are familiar with the Worden School's policies for termination from the MSW Program.

San Antonio Placements Only: Students Planning to Complete Field Placement in San Antonio or the Bexar County Area (For online students who live in Bexar County, this information applies to you so please disregard the application guidelines that apply to online students who are not completing field placement in Bexar County)

All students planning to enter field placement in the upcoming semester need to register early for field education courses. Students need to be in good academic standing to enroll in field education (GPA of 3.0) and have completed all required prerequisite coursework. Students newly admitted to the Worden School will register during the regular registration period.

Applying for field involves the following processes:

1. Application:
 - On-campus students will receive an [application](#) and resume template from the Field Education Office in the first half of the semester prior to planned field placement.
 - Online students can access the application through the Engage Field Education Workgroup page and should watch for a message/email announcing application due dates.
2. Information Sessions (Attendance/participation required prior to starting field education):
3. On-campus students and online students who will complete their field placement (internship) in the San Antonio TX area are required to attend the *Field Education Information Session* the semester prior to starting field education. Students will submit the application, a resume, and unofficial transcript by the indicated due date:
 - a. On-campus students submit through Lake Online "Social Work - Field Education"
 - b. Online students will submit documents in an email to WordenFieldEdSA@ollusa.edu
4. Students should watch for communication (email, announcement, or phone) from the Field Education Office in order to comply or respond in a timely manner.

Newly admitted on-campus MSW foundation students will receive an application for field placement sent from the Worden School after accepting admission to OLLU. This application should be returned to the Field Education Office as soon as possible.

Students need to take responsibility for obtaining as much information as possible about potential placement sites. Students applying for Field Education in the San Antonio area are manually enrolled in a Field Education Lake Online course which has hyperlinks to internet websites of potential placement sites. Students should review these links to learn as much as possible about potential placement sites. If there are any questions or special circumstances, an appointment should be scheduled with the Director of Field Education.

On campus, once the student's application and resume have been received by the Field Education Office, the preliminary matching process will begin. The Director of Field Education will share information from the application and resume with the prospective field instructor. Students will

receive a preliminary match through a referral email. Students are to immediately schedule an interview at the prospective placement site.

The student will notify the Director of Field Education of the results of the interview. If a student is unsure about accepting the placement, an appointment should be made with the Director of Field Education to discuss concerns.

Notifications will be sent to students and field instructors as placements are confirmed. These notifications contain important dates related to the field education calendar and due dates.

Placements Outside of San Antonio Only: Students Planning to Enroll in Field Education Courses – Online Students Applying for a Placement Site Outside of San Antonio/Bexar County

Students need to be in good academic standing to enroll in field education (GPA of 3.0) and have completed all required prerequisite coursework.

Students need to join the foundation or concentration Field Education groups located within Engage early. The field group pages contain detailed information, handouts, and forms that pertain specifically to students earning their MSW degree through the online program. This includes a schedule of deadlines for submitting the Field Education Application. These deadlines are approximately two-months in advance of starting field education.

MSW online program students should participate in the [Field Education FAQs Webinar](#) offered every other month which provides a detailed overview of the field education placement process. The webinar is facilitated by the Field Education Coordinators and is an excellent opportunity to ask questions far in advance about Field Education processes and expectations.

MSW online program students are responsible for identifying a potential placement site along with a qualified field instructor. A handout for screening potential placement sites is available on the Engage Field Education Workgroup website. The [full contact information](#) of the potential field instructor must be included on the Field Education Application Form. *Identification of a potential field instructor is the first step in the process and **does not constitute approval of the placement site.***

Once the student's [complete application](#) has been received by the Field Education Office, the process to develop a partnership will begin. This process involves (1) developing an educational affiliation agreement (referred to as an MOA), (2) confirming the necessary social work credentials of the potential field instructor, (3) confirming the potential placement site will afford the student learning opportunities that will meet Field Education expectations, and (4) confirming a potential field instructor's ability to comply with weekly supervision requirements, collaborate with the student to develop the educational learning contract, and provide support with assignments that will require the Field Instructor's involvement, e.g. the process recording. It is only through the completion of this process that a placement can be confirmed. Students will receive an email confirmation from the Field Education Office once a placement has been officially approved.

If there is a lengthy gap between approval of a placement site and when the student will begin field placement at that site, the student is strongly encouraged to maintain contact with the site to remain aware of any changes that could impact the placement. It isn't uncommon for social workers to change employment. When this occurs, the agency may or may not inform the Field Education Office. Therefore, it is the student's responsibility to notify the Field Education Office if a change occurs that may require additional screening to ensure the continued presence of an eligible social worker who can provide formal supervision. Additionally, if there are specific immunizations, trainings, background checks, etc. required by a field placement location it is the student's responsibility to obtain and incur any costs associated with these requirements.

Criteria for Accepting Field Placement

Suggested criteria for students to consider when making a choice of field placement include:

4. Does the placement offer opportunities to develop new knowledge and skills consistent with the Worden School and the student's objectives, as outlined in the All-In-One Education plan?
5. Does the placement offer sufficient structure and direction?
6. Is the professional background and style of the field instructor at the placement site compatible with the student's learning style?
7. Given other personal commitments, is the student able to meet the expectations for days and times for the placement?

Changing Field Placement Site Before Placement Begins

The Worden Field Education Office attempts to place students in a field placement of their choice. Once the student has accepted a field placement they are discouraged from changing their field placement before beginning placement. Field placement is a competitive process so doing so may result in a semester or term delay in the ability to enter field.

For online students, creating a partnership may also be a lengthy process. If a student desires a change after an educational affiliation agreement has been completed, a request to change a placement site may prevent the student from starting placement in the term originally intended. Consequently, this will delay a student's projected completion date.

In an effort to be student centered, the Field Education Office realizes that there are circumstances in which the student may need to change field placement. A change in placement is considered if the student's situation changes in ways that do not match the placement requirements. Should this situation occur, the student will make an appointment with the Director of Field Education or MSW Online Field Education Coordinator to discuss the situation. The Director of Field Education or the MSW Online Field Education Coordinator will make a decision about whether or not to change the student's placement.

Requesting an Evening and Weekend Field Placement – Applicable only to students in the San Antonio on-campus program who are completing a placement in the San Antonio area

It is a challenge for students to be successful if they work full time and are also in field placement full time. For students in San Antonio who are completing a block placement, the combination of fulltime employment and fulltime placement approximates a schedule of 11 hour days, 7 days a week. This does not include time for commuting, eating, caregiving, and the other typical demands and commitments in a student's life. Therefore, it is strongly recommended that students explore other options such as work hour flexibility, reduction in work hours, or use of accrued leave time.

For students completing a full-time block placement, if these options are not possible, a request may be made for an evening and weekend field placement. The Worden School cannot guarantee the availability of weekend or evening field placement opportunities. In San Antonio, students completing an evening or weekend field placement are required to be available during some weekday hours (Monday-Friday, 8:00 a.m.-5:00 p.m.) which will be arranged in consultation with the field instructor. Often, weekend/evening internships involve supervision by a non-SW task supervisor. Some availability during normal business hours affords some direct observation of the MSW field instructor. It also ensures exposure to the full range of activities and services of the placement site, participation in staff meetings and weekly supervision which is often conducted during business hours. It is critical that the student discuss this possibility with their employer before beginning a night and weekend field placement.

Students seeking a night and weekend placement need to indicate this need on the field placement application and provide a detailed schedule of hours and days available for field placement.

In San Antonio, evening and weekend placements are extremely limited and highly competitive. The Field Education Office will explore all avenues to find an evening and weekend placement. As mentioned previously, there is no guarantee that an evening and weekend placement can be located for every student who makes this request. Consequently, if an evening and weekend placement is not available, a student's graduation may be delayed.

Work Life Experience Policy

Credit for work life experience is **NOT** awarded for any field education courses.

Policy and Procedures for Work-Related Field Placement

Employment-based field placements are undertaken at the student's place of employment. Using the "*Application to Use Student's Place of Employment as Field Education Site*" form which is included in the application to apply for field education, students are required to prepare a formal written proposal requesting permission to undertake a an employment-based field placement. That proposal will determine whether the proposal is acceptable and will give written notice to the student, field instructor, and work supervisor.

Once an employment-based proposal has been approved and the student, agency, work supervisor and field instructor have committed to the plan, no changes may be made in the plan

unless the student submits a written request for changes to the Director of Field Education and the Director approves the changes in writing.

Policies governing employment-based placements:

- The student may undertake the field placement within the same agency, but only in a different department or unit if the field placement responsibilities allow the student to meet learning outcomes of the field placement course in which the student is enrolled.
- The student may not undertake a field placement in the same work unit of his/her employment as the field placement responsibilities must be *substantially different and separate* from the student's work responsibilities.
- The role of the field instructor and work supervisor must be two separate roles, i.e. the work supervisor cannot also serve as the field instructor.
- The field placement hours must be regularly scheduled and different than employment hours in order to clearly distinguish field placement and work responsibilities. It is the student's responsibility to work out with the employer whether or not he/she will be paid for the field placement hours.
- To ensure that the student has diversity in the field placement, students may have an employment-based placement for only one set of field placement courses taken at The Worden School.
- To ensure that employment is secure and will not endanger placement stability, students must have one year of employment and not be on probationary status at the place of employment.

Students in an employment-based placement must adhere to the hour requirements noted in the sequence of integrative seminar and field education courses based on the normal timeline. Hours accrued at an accelerated rate are not waived from this policy. If the hour requirement is met before permissible, the student still must remain in placement as required by the Field Education courses and to obtain the benefits associated with longevity-supervised direct practice.

Criteria for Approval of Work-Related Field Placements

1. The proposed placement offers the student the opportunity to develop new knowledge and skills and to meet the learning outcomes of the field placement courses.
2. A field instructor has been identified who has his/her LMSW and at least two years of post-MSW direct practice experience.
3. A field instructor has been identified who has agreed to provide no less than one hour of formal supervision a week and to be available to the student on an ongoing basis during field placement hours. The field instructor will also need to attend Worden School's educational seminars for field instructors.
4. The agency director or unit director has agreed to the proposed field placement plan including the proposed hours.
5. A Memorandum of Agreement has been signed by the agency in which the student proposes to do the field placement.

Paid Placements

For San Antonio area students, stipends (in varying amounts) are provided by specific agencies. The number of stipends available is limited. More information about stipends can be obtained from the Director of Field Education.

Students Offered Employment by Their Field Placement Agency

Students interested in obtaining and initiating paid employment in their field agency setting prior to completion of their required field hours will be assessed on a case-by-case basis. While many factors will be considered when making the decision, the student's educational and professional development is of primary importance and must be protected.

In the event that students are either approached by the field agency or they inquire with their field agency about initiating gainful employment in their field agency, the following procedures should be followed:

- The student should contact the Director of Field Education to explain the situation and request prior to making any commitment to the agency;
- The field instructor will be required to provide detailed information about the proposed employment opportunity;
- The Field Director will consult with the MSW Program Director and possibly other affiliated persons prior to making a decision whether or not a student can accept employment in the field agency;
- The Field Director will notify the field instructor and the student as to the decision that has been made;
- The decision will be made expeditiously as possible, but there is no standard timeline.

Factors to be considered in the decision making process include:

- Agency standing with the program;
- Proposed structure of the employment opportunity and its association with the current structure of the placement;
- Number of placement hours to be completed;
- Student's educational goals and progress toward said goals;
- Student status in the program

Professional Practice Insurance

When students register for the field education courses, they enroll in the Worden School's professional practice liability insurance policy. This mandatory insurance must be taken even if the student has other insurance. Students complete the application for insurance during the field placement process and cannot enter the field placement unless the application has been completed. This is not health insurance. It is strongly recommended that students in field placement carry personal health insurance.

Safety and Health Policy

The Worden School of Social Service is committed to providing students with field placement experiences of high quality in placements that offer maximum learning opportunities and minimal risk of physical and emotional harm. **If there are specific immunizations required by a field placement location it is the student's responsibility to obtain and incur any costs associated with these immunizations.** The Worden School policy is to work cooperatively with students, field instructors, and placement agencies to prevent or minimize danger to students because of exposure to infectious diseases or physical violence. It is the responsibility of the student to be familiar with and comply with the specific agency policies related to safety and infection control. Guidelines for enhancing safety and minimizing risk in field are reviewed in the required preparations for field placement seminars.

If there is a specific safety concern at the agency, the student is to consult immediately with the field instructor and the faculty liaison. Situations which warrant orientation or discussion are policies regarding visiting clients at home, transporting clients, responding to client outcries of abuse or suicide. Students should ask questions about safeguards related to any of these situations which may impact the student's or client's safety.

Attendance and Sick Leave Policy

Field placement students do not accrue leave of any kind. Students should follow agency and field instructor policies for reporting an absence. It is the student's responsibility to be familiar with and adhere to these policies.

If a student experiences a short-term illness and is absent from field placement making up the missed hours should be negotiated between the field instructor and student. If a student is absent from or anticipates being gone from the placement site for an extended period of time (more than one week), then the faculty liaison should be notified by the student. The faculty liaison will then discuss with the student and field instructor the impact the absence will have on the student achieving the learning outcomes and completion of hours.

Field Placement Activity/Hours

The student will negotiate with the field instructor days and times the student will be at the placement site. The student is able to observe university, agency, and religious holidays but does not accrue hours to observe said time off. In other words, it is the student's responsibility to adhere to the field placement hour requirement so unlike agency employees, students must make up hours that are missed due to agency holidays. The student is also responsible for documenting activities and number of hours in field placement. The specifics of what needs to be documented are found in the appendix.

Students are not to miss classes to participate in field activities. On-campus students need to arrive on time to the integrative seminar and other classes. Scheduling field placement hours that might hinder full participation in the integrative seminar is prohibited.

Other Opportunities for Accrual of Hours (Trainings, Conferences, CEU Workshops)

During Field Education students have the opportunity to attend trainings approved for social work professionals (e.g. CEU workshop on strategies for managing aggressive clients) and social work conferences (e.g. statewide NASW annual meeting). When these events are external to the placement site, the student must receive their field instructor's permission to attend if these occur during a student's internship hours. The student may seek advance approval from their faculty liaison for these to count towards their hours.

Field Placement Student Assignments

Assignments due to the faculty liaison while in the field education course are the supervisory logs and the *All-in-One Education Plan and Assessment Form*. To successfully complete the field education course all assignments must be submitted to the faculty liaison.

There are, however, assignments due to the course instructor in the companion integrative seminar (foundation or advanced) that are completed in field placement, e.g. the process recording. Refer to these course syllabi for the details of assignments.

Standards and Methods for Evaluating and Assessing Student Learning in Field Education

- The *All-in-One Education Plan and Assessment Form* contains the learning outcomes, practice behaviors and learning activities to accomplish the learning, the criteria for meeting the learning outcomes as well as the student's unique learning outcomes and who will assess the degree to which the outcomes have been met. **The student is responsible for bringing the education plan to completion, with assistance from the field instructor and faculty liaison.**
2. Structured means for evaluating student learning and performance in the field placement are maintained through the following:
 - The field instructor completes a written evaluation of the student, which the student reads and responds to, and the faculty liaison reviews. This evaluation becomes a permanent part of the student's record with the Worden School.
 - Final responsibility for assigning field education course grades resides with the faculty liaison.
 3. Field instructor and student evaluations document that at least 50% of the student's time in field placement is spent in direct practice which reflects the Worden School's emphasis on direct practice.
 1. The Worden School's emphasis on culturally competent services to groups who experience social and economic oppression is assessed through the field instructor and student evaluations which document that at least 50% of client systems with whom the student works are people who are members of minority ethnic/racial groups, and/or are at risk due to gender, age, religion, poverty, sexual orientation, or physical or mental handicap.

2. At the MSW advanced or concentration level, the focus is on direct practice with Hispanic populations. Therefore, field placement and integrative seminar assignments will focus on direct practice with Hispanic children and families. In addition, the All-in-One Education Plan at the advanced level will identify learning activities that reflect the concentration specialization.

The Worden School is committed to ongoing evaluation of the Field Education Program to maintain quality. At the end of each semester, students and field instructors are asked to evaluate the program. [Evaluation forms](#) can be found in the appendix of this manual.

Grading System

All field education courses are graded Pass/Fail. All integrative seminars are assigned a letter grade.

Performance Issues for Students in Field Placement

Field placement courses are distinct from most other University courses in that field placement in the community entails not only educational objectives for the student, but also professional responsibilities to clients, social service agencies and their employees, and the community. When students engage clients and assume service responsibilities, there are ongoing professional, educational, and ethical responsibilities and courtesies to be considered. It is important to recognize and respond to performance issues of students early in placement.

These performance issues may be evidenced behaviorally by inappropriate or unethical behavior, excessive absences, noncompliance with agency policy, or competence and skill deficits, or attitudinally by qualities that are contradictory to good practice or not conducive to professional relationships such as combativeness or defensiveness. These issues usually present an interrelated set of concerns, which require monitoring, communication, and professional judgment on the part of faculty and field instructors. The concerns are: the rights of clients to adequate service and professional care, the educational needs of the students, the "gatekeeper" role of the University and professional community, and the provision of supportive and corrective services for the student. Faculty liaisons, field instructors, the Field Education Coordinator, and the Director of Field Education have the option and responsibility to discuss students' field and classroom performance in the execution of their educational duties. The following are guidelines for faculty liaisons and field instructors:

1. While all students should have ongoing supervisory review and consultation, early recognition and feedback of performance issues is especially important. Field instructors and faculty liaisons should communicate their observations and concerns to each other as soon as they are identified. Students, as well as clients, are better served by early recognition of performance issues. Field instructors and faculty are both in a position to detect these kinds of issues, and each has the responsibility to initiate communication with each other. The Director of Field Education and Field Education Coordinator are available for consultation.

2. When students perform poorly in placement, the treatment and service needs of clients become the higher priority. In these situations, field instructors and faculty liaisons should act to protect the needs of the client and ensure appropriate service provision.
3. Faculty liaisons and field instructors need not, and should not, be therapists or social workers to students. Field education does not permit automatic access to students' private lives or personal problems. There is, however, the right and the obligation to expect quality performance and professional behavior, to evaluate and provide feedback on the field performance, and especially, to bring to the attention of the student serious performance issues or goodness-of-fit concerns. It is important that this personal information be treated confidentially and that students be provided with guidance, resource information, and concerned support. At the same time, students may need to be relieved of their client responsibilities, based on the collective judgment of field instructor and faculty liaison.

During training with field instructors, they are asked to weigh the following compelling questions that guide them as gatekeepers and field instructors:

1. If this student applied for a social work position with this agency, would I recommend her/him for hiring? If not, what would prevent me from doing so and what would make the difference?
2. Would I be comfortable referring a loved one who needed a social worker to the student for services? If not, how come and what would make the difference?
3. If a student is released from my agency and supervision during field placement due to performance concerns or incompatibility with the social work profession, would their reassignment to another agency without action and correction of performance concerns be acceptable?

To ensure students are given adequate time to correct or self-monitor concerns, the field instructor is strongly urged to consult with the faculty liaison when an issue surfaces in field practice to complete the [Field Education Improvement Plan](#). This plan documents concerns and outlines a series of expectations and activities that will be required of the student to successfully address concerns.

In summary, two important principles emerge when considering performance problems of students in the field placement: assurance of quality service to the clients of the agency and supportive and corrective services to the student.²

Policy on Failure of Field Education Integrative Seminar

Failure of an integrative seminar may prompt the following actions:

- a. Retaking integrative seminar courses based on the current configuration of the MSW program. For example, if failure of the integrative seminar resulted in Enforced Scholastic Withdrawal or program termination, a student would need to complete the integrative seminars based on the degree plan in effect at the time of re-enrollment.
- b. The student is required to identify a volunteer or employment agency-based setting that will:

¹ The wording for this section has been drawn from the University of Wisconsin social work field policies with the generous consent of the Social Work Field Office.

- a. Provide opportunities for the student to engage in social work practice that will allow the student to draw on practice experiences that may be central to completion of integrative seminar assignments, e.g. process recordings.
- b. The agency setting must have an MSW-level social worker who is willing to review, provide feedback, and sign-off on the process recording assignments required for the course. The student will provide this person's contact information to the Field Education Office.
- c. Because the student will not be registered for concurrent Field Education courses, the student will not be covered by the Worden School of Social Service professional liability policy. Therefore, the student will need to make personal arrangements for professional liability insurance.
- d. The student must successfully pass the integrative seminar courses with a "B" grade or better in the established timeframe.
- e. The student will submit written understanding and verification of the above noted items prior to re-enrolling in the integrative seminar courses to the Director of Field Education.

Policy on Early Termination of Field Placement

Early termination of a field placement for a student in good standing may occur when the student follows university policy and timetable and drops the field placement course. Major reasons for such action may include personal health, reconsidering social work as a profession, or unanticipated changes in the student's family or household.

Early termination of field placement for a student who loses good standing can occur under several circumstances (but not limited to):

- * Lack of educational progress.
- * Failure to follow ethical or behavioral standards of the field placement setting or the profession of social work.
- * Field placement personnel **may** use the University's WI (Faculty Initiated Withdrawal Form) procedure.
- * Personal issues that impair the student's ability to provide appropriate services to clients.

Students who drop the field placement course following substantial performance problems as noted by the field instructor or faculty liaison will not be allowed to re-enroll in the field placement course in the following semester without special review and permission of the Director of Field Education. Usually, students will take time off from field to address underlying causes which impaired their performance such as knowledge deficits, interpersonal skill challenges, personal issues, personality or maturity factors, attendance problems, or situational or circumstantial factors, as noted by faculty liaisons or the Director of Field Education.

The review criteria for early termination of field placement will focus on the likelihood of successful performance in the field placement course based on criteria such as: the nature and

severity of the performance problem, ability to integrate the content and develop the skills required in the field placement course, the student's motivation toward corrective action, judgment of the student's ability to hear and use feedback constructively, availability and use of educational, career advising, and therapeutic resources.

Field Education Improvement Plan Procedures

- ☑ The field instructor (and other agency representatives such as a task supervisor) consult with the faculty liaison to document concerns with a timeline for successfully demonstrating corrective actions and self-monitoring by the student.
- ☑ Copies of the written accounts are provided to each of the parties for review and written comment.
- ☑ The field instructor and the faculty liaison then schedule a meeting with the student to review concerns, solicit student input, and then finalize the plan for corrective action.
- ☑ A follow-up review will occur based on the timeline specified in the plan. If expectations described in the plan are unmet or emerging, the field instructor and faculty liaison will consult to determine the next course of action, including further monitoring or the possibility of termination from the placement.
- ☑ If the Improvement Plan results in termination from the placement, early termination procedures will be implemented.

Early Termination Procedures – These procedures apply to any student being terminated from field placement.

1. The field instructor (and other agency representatives such as a task supervisor) and the faculty liaison prepare written accounts of the facts and circumstances which bring the tenability of the field placement into question and forward these to the Director of Field Education, including completion of the assessment part of the All-in-One Education Plan and Assessment Form
2. Copies of the All-in-One Education Plan and Assessment Form are provided to each of the parties for review and written comment.
3. If the student disagrees with the assessment and proposed termination of the field placement, the student is invited to provide a written narrative expressing reasons for disagreement.
4. If warranted, the Director of Field Education convenes a meeting with the student, the faculty liaison, and the field instructor at the field instructor's discretion. At the conclusion of this meeting, the Director of Field Education prepares a recommendation regarding termination or continuance of the field placement.
5. If the student disagrees with this recommendation, the student may follow the University's policy on Protection Against Improper Academic Evaluation, which is found in the [*OLLU Student Handbook*](#). This is the student's recourse if she or he has good reason to suspect prejudice or capriciousness that has adversely affected an official final evaluation of performance in a course or program. Prejudice here refers to "bias against the student as an individual or as a member of a group or class." Capriciousness refers to "unjustifiable deviation from generally acceptable academic standards or procedures or from explicit understandings established for the course or program."

6. When a placement site or the Field Education Office have initiated the termination process for concerns that have surfaced during field education, the student may not preempt the process by resigning from the placement or dropping field education courses.
7. If issues surfaced that suggest the student is not ready to be placed immediately in a new placement, the student may be withdrawn from Field Education courses (Field Education and Integrative Seminar) until reinstatement occurs by completing the Faculty Initiated Withdrawal Form. Reinstatement will be contingent on successful completion of a corrective course of action.

There are certain behaviors that may result in immediate termination from field placement such as ethical violations, sexual harassment, threats against clients or agency personnel, criminal convictions. In these types of circumstances, a student may be terminated from the MSW Program.

Re-entry to Field Education

To reenter Field Education, students must initiate a request in writing. In most cases, students will be expected to take at least a semester to address their educational needs and performance problems. Only in exceptional cases will a student be allowed to resume Field Education coursework in the next semester following a drop, and only if the Director of Field Education has been provided evidence or documentation that the student has demonstrated improved readiness to perform adequately in field.

If a student is readmitted to Field Education after significant performance problems have occurred, information will be shared on a "need to know" basis with prospective field placement agencies and field instructors. This policy has the dual purpose of protecting the well-being of the agency and its clientele as well as assuring the student an adequate opportunity and resources to improve his or her performance.

In initiating the request for reentry, students will be expected to document their efforts towards growth and change that supports the likelihood of satisfactory performance in the field placement. The Director of Field Education will conduct a review and will make the decision. Since this is a major decision that affects a student's ability to complete the MSW program, students may request that the Director of the Worden School reconsider an adverse decision by the Director of Field Education.³

Grievance Procedures/Grade Appeal Procedures

Students are protected by University policy from unfair practices. These policies are published in the *OLLU Student Handbook and MSW Student Handbook*. A student with a complaint or grievance in field placement should first discuss the matter with the field instructor. If the issue is not resolved then the student should discuss the matter with the faculty liaison. Unresolved field placement issues/complaints should be brought to the attention of the Director of Field Education. If the

² A major portion of this section has been drawn from the University of Wisconsin social work field program with permission granted by the Field Office.

issue/complaint is still not resolved then it will be brought to the attention of the MSW Program Director and the Director of the Worden School.

A student may receive a failing grade for the field placement if it is determined by the faculty liaison and the field instructor that the student fails to meet the expectations of one or more of the learning outcomes for the particular Advanced Field Education course. In addition, a student may receive a failing grade for Worden School Code of Conduct violations including inappropriate or unethical behavior, excessive absences, noncompliance with agency policy, or competence and/or skill deficits.

Students who disagree with the grade have the opportunity to take the following steps:

1. The student should meet with the faculty liaison and possibly the field instructor and provide evidence as to why a failing grade should not be given.
2. If the student is not satisfied with the decision of the faculty liaison, the student should appeal to the Director of Field Education to reconsider the failing grade.
3. If the student is not satisfied with the decision of the Director of Field Education, the student should appeal to the MSW Program Director to reconsider the failing grade.
4. If the student is not satisfied with the decision of the MSW Program Director, the student should appeal to the Director of the Worden School to reconsider the failing grade.
5. If the student is not satisfied with the decision of the Director, the student should appeal to the Dean of the School of Professional Studies and Worden School of Social Study (SPS/WSSS).

Termination from MSW Program

Termination from the MSW Program may occur under any of the following conditions:

1. Failure of student to maintain satisfactory grades.
2. Failure to meet expectations in social work field education. When a student fails to meet expectations in field education, the Director of Field Education will review the situation. Based on the findings, the student may continue in field education or be dropped from field education and placed on Enforced Scholastic Withdrawal.
3. Violations of the University or Worden School Student Codes of Conduct. See the [OLLU Student Handbook](#).
4. Behavior or attitudes incongruent with the values of social work or in violation of the *Code of Ethics* of the NASW. (See Texas State Board Code of Ethics in Appendix D.)
5. Failure to maintain satisfactory standards of health (e. g. danger to self or others).
6. A critical incident which includes any of the above may result in action taken to terminate the student **as late as the day prior to graduation.**

Appropriate documentation of satisfactory standards of mental/physical health may be required as a condition for continuing in the program if, in the judgment of the Director of the Worden School, a student may be a danger to themselves or others.

Exceptions to Field Education Policies and Procedures

Start and Completion Date Changes

Field placement courses begin and end according to the University's semester or term schedules. With permission of the Director of Field Education, on-campus students **may** be able to begin before the semester officially begins. This is usually related to agency training or orientation.

Since a weekend divides the end and start of online terms, online students are unable to start placement early because clearance is not available in advance. The exception to this is students who have taken a break between terms and are eligible or cleared to begin Field Education coursework. In this case, if a student's placement has been approved, a student may participate in advance in indirect activities in preparation for the internship such as agency training, orientation, and shadowing.

Field courses may extend past the end of the semester or term in special circumstances. In these cases, an "X" grade is recorded. Field placement courses **cannot** be extended beyond one semester or term.

Explicit written permission must be obtained from the Director of Field Education to change start or completion dates for field placement.

Early Completion of Placement: The expectation is that students will remain in the internship through the end of the term or semester. Therefore, a student may not accelerate completion of hours without express permission of their assigned faculty liaison in consultation with the student's field instructor. A student is allowed to complete field placement up to ten working days prior to the student's last day in the final term or semester of the overall sequence for reasons such as military reassignment that mandates a move or a pregnancy due date that could prevent a student from effectively terminating with clients and a placement site. Given the already condensed time of a block placement, students completing a block placement are prohibited from early completion of field placement.

Change of Placement Once Placement has Begun

Consultation among student, field instructor, faculty liaison, and the Director of Field Education or MSW Online Field Education Coordinator occurs before such changes are approved. The Director of Field Education must approve all placement changes. Changes must have a clear educational rationale.

Standards for Field Placement Sites

Qualification for Agencies

The Worden School has a set of principles that are used to qualify agencies as social work field placement sites. The standards adopted by the Worden School are noted below.

1. Policies and practices must be consistent with the Worden School education mission, goals, and objectives.
2. The agency provides learning experiences consistent with field placement learning outcomes.
3. The agency provides a field instructor who emphasizes education of the student in field placement.
4. The agency articulates student learning outcomes in tasks assigned.
5. The agency provides release time for the field instructor to engage in field placement instruction with the student and to participate in continuing education activities sponsored by the Worden School that support field placement education.
6. The agency's nondiscriminatory policies and practices cover clients, personnel, board members, and students.
7. The agency provides appropriate equipment and space for students performing field placement assignments.
8. The agency maintains a current Memorandum of Agreement between the agency and the Worden School, agreeing to all conditions in the memorandum.
9. The agency has on file with the Worden School a current agency/program profile for field placement.
10. The agency's policies and practices adhere to the Americans with Disabilities Act, follow explicit definitions of sexual harassment, adhere to federal affirmative action and non-discrimination practices, and promote student and employee safety and health.

Policy for Discontinuing the Use of a Field Placement Site

The relationship between the field placement agency/program and the Worden School is a very important one. Every effort is made to strengthen and deepen relationships with field placement agencies. Nonetheless, there are some instances in which the Worden School may decide to disassociate with an agency or program. Some possible reasons for discontinuing the use of an agency as a field placement are the following:

1. The agency's documentation with the Worden School is not up to date or is incomplete. Students will not be placed at an agency unless there is a signed Memorandum of Agreement on file. When repeated attempts have been made by the Field Education Office to obtain required paperwork and the agency has not responded, the agency will be notified in writing of the discontinuance as a placement site until the documentation is received.
2. The agency loses accreditation or is placed on probation by its regulating body.
3. There are violations of the NASW Code of Ethics, the Americans with Disabilities Act, or tolerance of sexual harassment.
4. The agency is unable to comply with the Memorandum of Agreement.

The decision to discontinue a relationship with the agency is made by the Director of the Worden School and the Director of Field Education. The agency will be notified in writing of this decision and can appeal to the Director of the Worden School.

Expectations and Roles in Field Education

Expectations for Students in Field Placement

1. Field placement students provide their own transportation to and from the agency.
2. Field placement students notify the field instructor if unable to come to field placement on days when expected, and to make up hours missed due to illness or other emergencies.
3. Field placement students take responsibility for becoming a part of the field instructional setting and participate as responsible members of the staff.
4. Field placement students are expected to meet with the field instructor for a minimum of one hour each week, bringing to these conferences an agenda of concerns, thereby taking an active part in the learning process.
5. Field placement students are to complete and turn in all learning assignments in a timely manner.
6. Field placement students adhere to the code of conduct and professionalism of the agency, and to professional social work ethics and values, particularly with respect to issues of confidentiality, interagency communication, referral policies, and client contact.
Violation of this responsibility may result in termination of the field education and failure of the field placement course.
7. Students are expected to abide by the dress code of the agency and dress professionally.
8. Field placement students take responsibility for bringing to the attention of the field instructor or faculty liaison any confusion or conflict that may exist relative to class assignments and agency practices.

Expectations for Field Instructors

1. The field instructor's practice philosophy and framework is compatible with the Worden School's mission, goals and objectives.
2. The field instructor has earned an MSW from a CSWE-accredited institution and has at least two years of post-MSW social work practice experience.
3. The field instructor has a state social work license or certification (this may be waived by the Director of Field Education in special circumstances).
4. The field instructor completes required field instructor seminars, or the equivalent from a CSWE-accredited social work program, and participates in other continuing education activities related to field placement and required by the Worden School.
5. The field instructor maintains a professional relationship with the student.
6. The field instructor engages in the development of an education plan with the student at the beginning of the field placement. At the end of each semester the field instructor completes an evaluation of the student that is submitted to the faculty liaison.
7. The field instructor is routinely and regularly available to the field placement student and shares a contingency plan with the student when not available.
8. The field instructor provides a formal one-hour weekly meeting with the student for the purpose of educational supervision throughout the field placement.
9. The field instructor articulates social work concepts/theories and practice approaches used in services in which the student has learning assignments.

10. The field instructor has responsibility for the learning activities in which the student(s) will engage.
11. The field instructor has a current field instructor profile on file with the Worden School.
12. The field instructor provides enrichment of the student's learning opportunities through carefully selected educational experiences.
13. The field instructor assists the student to integrate theory from his or her coursework into practice in the field placement.
14. The field instructor discusses serious issues with the faculty liaison as they arise. If such issues are likely to result in a failing rating on the student's evaluation, notify the student and faculty liaison well enough in advance so that efforts can be made to clarify performance expectations and, if possible, remedy the situation.
15. Field instructors of non-San Antonio based students will be automatically enrolled into an online field instructor training course designed to be a resource, guiding field instructors through key assignments our social work students experience throughout field.

Expectations for Faculty Liaisons

The faculty liaison serves as educational consultant to the field placement field instructor and, along with the field instructor, as instructor for the field placement student. Expectations for faculty liaisons are the following:

1. The faculty liaison has an appointment as a faculty member or as a faculty associate in the Worden School of Social Service.
2. The faculty liaison has an earned a MSW in social work and at least two years of practice experience.
3. The faculty liaison provides field instructors with information about the curricula content and processes of the Worden School's MSW program.
4. The faculty liaison consults with field instructors who have questions about field placement procedures, policies, developing field placement education plans, educational activities available in field placement settings, problems between field instructors and students, evaluations of student's progress, and special issues which may arise in specific placement settings or with students or field instructors.
5. The faculty liaison mediates issues that may come up among specific students, field instructors, or field placement settings.
6. The faculty liaison schedules visits with each student and their faculty liaison as follows:
 - a. San Antonio block placements: Initial and End-of-Placement
 - b. San Antonio two-semester placement: Initial, Mid-point Review (end of first semester), End-of-Placement
 - c. Non-San Antonio: Initial (1st term), Mid-Point Review (2nd term), End-of-Placement (3rd term).

For online students, visits are completed using Skype or another face-to-face virtual platform upon approval of the Faculty Liaison. The purpose of these visits is to review and evaluate progress of students' work toward specific learning outcomes in their education plans and to suggest to students and field instructors ways they might link field instruction

experiences with classroom experiences in the curriculum areas of practice, human behavior and the social environment, social policy, and research.

7. The faculty liaison participates with the student and field instructor in constructing the Education Plan.
8. The faculty liaison reviews end-of-course evaluations of field instructor and student.
9. The faculty liaison submits a grade of Pass or Fail for the course.
10. The faculty liaison notifies the Field Education Office immediately if there are any issues with a student in field placement.
11. The faculty liaison will reach out to new field instructors within the first two weeks of the student's start date to provide an introduction and respond to questions.

Role of the Worden School Field Education Office

The role of the Worden School Field Education Office is:

1. To network with community resources for potential student placements.
2. To provide consultation on learning activities for students and field instructors.
3. To acquaint field agencies with the educational goals for students and current course content, and to solicit suggestions for ways in which the social work faculty can better prepare students for their responsibilities in community agencies.
4. To initiate pre-placement contact with agencies and maintain standards for this vital segment of the educational experience of social work students.
5. To provide educational seminars for field instructors to increase their instructional knowledge and skills; to provide support to the field instructors and recognition of the importance of their instructional role.
6. To provide support to faculty liaisons through workshops and individual consultation.
7. To develop and monitor the effectiveness of the policies and procedures governing the Field Education Program.
8. To maintain ongoing evaluation processes for the various components of the Field Education Program.

Role of the Practice Advisory Council

The Practice Advisory Council is comprised of field instructors and Worden School faculty. The Council's mission is to enhance integration of field and academic teaching through enhance communication, providing agency feedback to the School, and developing opportunities for the School to support field instructors as a group.

The Practice Advisory Council to be involved in a myriad of activities to include making recommendations and advisement to the Worden faculty on various policies and procedures. They also assist in the design and development of field instructor orientation and training activities, including the development of continuing education activities for field instructors. These constitute important avenues of curriculum renewal for the Worden School. The Practice Advisory Council provides a vital link for the Worden School to the practice community.

Social Media and Ethics: Considerations for Social Work Students

Source: [School of Social Work, University of Wisconsin-Madison Student Media Guidelines and School of Social Work, University of North Carolina at Chapel Hill](#)

For a fuller discussion about social work and ethics concerning the use of social media, please read [Appendix L](#). The University of North Carolina School of Social Work has taken a leadership role in developing guidelines related to the use of social media by social work students. It is strongly advised that you read [these guidelines](#) and apply them to your own use of social media. With rapidly changing technology and expansion of ever-changing social media, students have grown accustomed to openly sharing and revealing an enormous amount of information about their lives. As a social work professional-in-training, your online persona should be managed as carefully as you would mind your actions, speech, and dress in formal or professional settings.

Professional social workers must be mindful of social media use because information shared on social media platforms can be used by clients, professionals, your peers and future colleagues, and the general public to shape opinions about you, social workers and the profession as a whole. Maintaining primary social work values related to professional boundaries, client privacy, and confidentiality are of utmost importance, and upholding one's reputation is critical to competent, successful practice.

During field placement students should not use social media for personal reasons. Use of social media as a part of the placement experience (e.g. agency event recruitment) should be with the full knowledge and approval of the field instructor.

Social workers' professional behavior is guided by the [National Association for Social Worker's Code of Ethics](#). As closely as possible, students in the Worden School are expected to model professional standards of behavior as they conduct themselves in any public forum, whether it be online or off. Students are also expected to abide by the Worden School Student Code of Conduct. If a serious violation of ethical expectations and core values occurs as a result of social media (e.g. violating a client's confidentiality through posting in social media, publicly gossiping about a field placement agency or publicly mocking a faculty member on Facebook), procedures to terminate a student from the Worden School may be considered.

Appendix A

CSWE Educational Policy and Accreditation Standards Core Competencies

Educational Policy and Accreditation Standards Core Competencies⁴

CSWE (2010). Educational Policy and Accreditation Standards Core Competencies. Retrieved from <http://www.cswe.org/file.aspx?id=13780>

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

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

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 of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe 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 Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) 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.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic,

⁴ CSWE (2010). Educational Policy and Accreditation Standards Core Competencies. Retrieved from <http://www.cswe.org/file.aspx?id=13780>

social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

- 1.0.1** *The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*
- 1.0.2** *The program identifies its goals and demonstrates how they are derived from the program's mission.*

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil

rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Appendix B

NASW Code of Ethics Summary

Appendix B

NASW CODE OF ETHICS SUMMARY OF CORE VALUES AND ETHICAL PRINCIPLES⁵

Value: *Service*

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

Social workers place service to others above self-interest and use their knowledge and skills to help people in need and to address social problems.

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change that is needed to bring about change that improves the quality of life particularly for vulnerable and oppressed individuals and groups of people.

Value: *Dignity and Worth of the Person*

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

Social workers treat each person in a manner which reflects respect for their individual differences and cultural and ethnic diversity.

Value: *Importance of Human Relationships*

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

Social workers understand that relationships between and among people are an important vehicle for change and use these relationships as a means of bringing needed change about.

Value: *Integrity*

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

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them.

Value: *Competence*

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

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice.

⁵ NASW (2010). NASW Code of Ethics. Retrieved from <http://www.socialworkers.org/pubs/code/default.asp>

Appendix C

Texas State Board Code of Ethics

Appendix C

Texas State Board of Social Work Examiners Code of Conduct and Professional Standards of Practice⁶

- (a) A social worker must observe and comply with the code of conduct and standards of practice set forth in this Subchapter. Any violation of the code of conduct or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.
 - (1) A social worker shall not refuse to do or refuse to perform any act or service for which the person is licensed solely on the basis of a client's age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.
 - (2) A social worker shall truthfully report or present her or his services, professional credentials and qualifications to clients or potential clients.
 - (3) A social worker shall only offer those services that are within his or her professional competency, and the services provided shall be within accepted professional standards of practice and appropriate to the needs of the client.
 - (4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.
 - (5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.
 - (6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.
 - (7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.
 - (8) A social worker shall be responsible for setting and maintaining professional boundaries.
 - (9) A social worker shall not have sexual contact with a client or a person who has been a client.
 - (10) A social worker shall refrain from providing service while impaired due to the social worker's physical or mental health or the use of medication, drugs or alcohol.
 - (11) A social worker shall not exploit his or her position of trust with a client or former client.
 - (12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.
 - (13) A social worker shall refer a client for those services that the social worker is unable to meet and terminate service to a client when continued service is no longer in the client's best interest.
- (b) The grounds for disciplinary action of a social worker shall be based on the code of conduct or standards of practice in effect at the time of the violation.

⁶ Texas Administrative Code, Part 34, Chptr 781, Subchptr D, Rule §781.401 Retrieved from http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

Appendix D

Student Code of Conduct

In order to fulfill its Mission, the Worden School of Social Service matriculates students who show the greatest academic and social work professional promise to actualize the Mission in the classroom and the community. In order to assist students to achieve their maximum potential as both student and future social worker, the Faculty enforces this Student Code of Conduct as an enhancement of the OLLU Student Handbook policies. Students are expected to act ethically, morally, and honestly in all facets of their life as a student. The Faculty therefore set out the following codes of behavior:

Readiness and Willingness to Learn: Students must engage in learning in all coursework, and all assignments within courses, in a manner that demonstrates a willingness and readiness to acquire new knowledge and skills deemed vital to professional social work practice by the Faculty. Accepting differences and new ways of seeing the world is part of this readiness and is based on the NASW Code of Ethics. This includes, in particular, the readiness to serve all people, regardless of race, ethnicity, national origin, gender, sexual orientation, gender identity, gender expression, disability, religion, creed, age, or socioeconomic status.

Academic Performance: Students must meet grade requirements, as established in the [BSW and MSW Student Handbooks](#) and [Manuals](#) and in the OLLU Undergraduate and Graduate Bulletins. Students not maintaining these requirements or engaging in academic misconduct, which includes but is not limited to plagiarism, are subject to immediate consequences which can result in dismissal from the School's academic programs. Plagiarism includes, but is not limited to: copying others' work and claiming it as one's own, failing to use citations properly, cheating on tests and homework assignments, using a single paper in multiple courses without explicit permission and copying or purchasing papers from the internet or other sources.

Chronic Absenteeism: Students must attend all academic functions prescribed in course syllabi. The Worden School of Social Service details its attendance policy in the [BSW and MSW Student Handbooks](#), as well as in each course syllabus, and in the [BSW and MSW Field Education Manuals](#). Attendance includes being present in class, prepared to learn and willing to engage in learning. In the classroom, electronic devices such as computer laptops and audio recorders are only to be used for educational purposes.

Professional Behavior: The Worden School of Social Service Faculty upholds the NASW Code of Ethics for themselves, field instructors, and students. Students are provided a copy of the [NASW Code of Ethics](#) and are expected to abide by its tenets. The NASW Code of Ethics includes, but is not limited to, honesty; acceptance; representing qualifications clearly; maintaining professional boundaries; avoiding conflicts of interests; and treating peers, agency staff, or faculty with respect, courtesy, fairness, and good faith. Students aspiring to join the profession of Social Work which is guided by the NASW Code of Ethics are expected to conduct themselves with respect and dignity, also applicable to the use of social media.

Students completing Field Education are expected to safeguard confidentiality of clients and agency information that is not public knowledge. This means students should not discuss information acquired as a result of their placement that would be deemed private or confidential by the agency without the express permission of their field instructor. This includes sharing or posting about clients and agencies on Facebook or other types of social media in which confidentiality could be breached or statements considered libelous.

Assaultive or Threatening Behavior: Assaultive or threatening behavior will not be tolerated at Worden, in classes, through email, on the phone or other virtual communication or on campus in any capacity. This is not acceptable whether it is directed at clients, colleagues, peers, staff members, instructors, or clients while in field. This includes verbal hostility, intimidation, abusive verbalization, profanity in all its forms, and any physical threats, intimidation, or abusive behaviors.

Behavior with Clients: Students are expected to interact professionally with clients at all times, maintaining confidentiality, and keeping appropriate boundaries in all capacities. This includes advocating for and supporting client civil or legal rights, respecting their right to self-determination, and honoring the worth and dignity of each individual or group being served.

Effective Work with Clients and Agencies: Students are expected to demonstrate minimal levels of effective performance and give evidence of progress in working with clients and agencies, including adherence to all Field Education and agency policies. Not maintaining such levels of effective performance will be addressed through conferences with the student, behavioral interventions, documented improvement plans and other means to help the student achieve and master the necessary skills for interpersonal and professional helping.

As a social work student in the Worden School of Social Service, I will uphold and abide by this Student Code of Conduct and the NASW Code of Ethics, which I have been provided, read, and understand. Failure to abide by these codes or any sections therein may result in my being dismissed from the Worden School of Social Service and its academic programs.

For purposes of this application, checking items #20-21 is required. You will be required to sign and submit the most current Code of Conduct form when you begin your Field Education classes.

Student Signature

Date

Students are required to sign this Student Code of Conduct upon formal admission into the BSW or MSW degree program and when they begin Field Education.

The signed version of the Student Code of Conduct will be maintained in the student record.

Worden School Code of Conduct, November 15, 2014
411 S.W. 24th Street, San Antonio TX 78207

Appendix E

MSW Foundation/ 1st Year Field Placement Supporting Documents

Our Lady of the Lake University of San Antonio
Worden School of Social Service
Course Outline

Course Number: SOWK 8351/8352 (On campus) or SOWK 8251-8252-8253 (Online)
Course Title: Foundation Field Placement I/II
Course Time: As arranged by student and field instructor
Instructor: Director of Field Education, and designated Faculty Liaisons and Field Instructors
Office Number: To Be Determined
Telephone: To Be Determined
Fax Number: 431-4028
Email address: To Be Determined
Office hours: As posted or by appointment

Catalog Description: Field placement offered in human service organizations under the instruction and supervision of professional social work practitioners. Emphasis on development of foundation social work practice values, skills, and knowledge. Requires a total of 450 clock hours in the agency. For on-campus students, must be taken concurrently with SOWK 6315 and 6151 Foundation Integrative Seminar I in the Fall and 6325 and 6152 Foundation Integrative Seminar II in the Spring. Pass/Fail only. For online students, must be taken concurrently with SOWK 6157, SOWK 6158, and SOWK 6159. Prerequisites: Admission to the MSW Program. Good academic standing.

Student Academic Outcomes: (what the student who successfully and satisfactorily completes SOWK 8351 and 8352 should know or be able to do)

Consistent with the Worden School of Social Service *Mission* and the Council on Social Work Education (CSWE) *Educational Policy Standards*, the academic outcomes listed below include content specific to social work professional identity, values and ethics, diversity, human rights, social and economic justice, and cultural competence; with emphasis on Hispanic families and children

Values

1. Demonstrate understanding, acceptance, and adherence to NASW Code of Ethics, the Texas Social Work Code of Ethics, and agency based code of ethics.
2. Demonstrate sensitivity to the need for advocacy specific to human rights, and social and economic justice at multiple levels.
3. Recognize and monitor personal and professional values in a way that allows for effective social work practice with various constituencies.

Knowledge

4. Recognize the role of the environment in understanding the behavior of individuals and families to include the impact of oppression and discrimination.

Skills

5. Demonstrate effective oral, written, and technological skills necessary to work effectively with various constituencies.
6. Demonstrate cultural competence in generalist social work practice, with emphasis on Hispanics.
7. Apply critical thinking skills to include the selection and use of theories and perspectives that inform generalist social work practice in a diverse society.

8. Apply current research, policy, and theory-driven practice within the agency setting.
9. Apply core generalist social work practice skills to include engagement, assessment, intervention, and evaluation.

Means of Assessment: (how the student's achievement of the stated academic outcomes will be evaluated):

<u>Assessment instruments used</u>	<u>Outcomes assessed</u>
Student Weekly Supervision Log	all
All-in-One Education Plan & Assessment Form	all
Field Instructor End-of-Placement Evaluation of Student (Embedded in All-in-One Education Plan & Assessment)	all

Required Texts:

National Association of Social Workers. (2008). *Code of ethics*. Washington, DC: NASW.
 National Association of Social Workers. (2007). *Indicators for the achievement of the NASW standards for cultural competence in social work practice*. Washington, DC: NASW.
 Worden School of Social Service. (2010/2011). *Worden School of Social Service MSW Field Education Manual*. Worden School of Social Service, San Antonio, Texas.

Field Education: Field education is considered the signature pedagogy of social work education. As such, the field education experience is the opportunity for students to integrate and apply knowledge, values, and skills acquired in the classroom. For detailed information regarding demonstration of practice behaviors, please refer to the MSW Program field placement evaluation instruments found in the *Field Education Manual*.

Linkages to Other Courses and Content on Diversity: The field education experience provides opportunities for students to integrate and apply content on cultural competence, strengths perspective, and Hispanic content acquired during their program of study. Theoretical content, while context (agency) specific, will reinforce the ecological and general systems, social construction, and social learning material acquired in the MSW social work curriculum. Policy content, while also agency-specific, will highlight mezzo and macro issues impacting client systems and service provision. Generalist practice allows for application of practice skills to include engagement, assessment, intervention, and evaluation of practice.

_____ Instructor	_____ Date
_____ MSW Program Director	_____ Date

**Our Lady of the Lake University of San Antonio
Worden School of Social Service**

**MSW Foundation Level
ALL-IN ONE Field Placement Education Plan and Assessment**

Semester (Campus): Fall ____; Spring ____

Term (Online): Fall (Specify Term/Year) ____; Spring (Specify Term/Year) ____; Summer (Specify Term/Year) ____

Student's Name						
Telephone				Email:		
Field Placement Agency						
Field Education Agency Location						
City, State, Zip Code						
Student's Field Placement Phone Number						
Agency Fax Number						
Name of Field Instructor						
Name of Field Education Task Supervisor						
Field Agency Address						
Field Instructor Phone				Email:		
Name of Faculty Liaison						
Faculty Liaison's Phone Number				Email:		
Field Placement Schedule (Days of the Week and Hours)						
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
<p>PLAN FOR EDUCATIONAL SUPERVISION: The field instructor and student meet for a minimum of one (1) hour each week with additional contact planned as requested by the field instructor, faculty liaison, or student.</p> <p>The planned weekly supervision is on:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div><input type="checkbox"/>M</div> <div><input type="checkbox"/>T</div> <div><input type="checkbox"/>W</div> <div><input type="checkbox"/>T</div> <div><input type="checkbox"/>F</div> <div>Time: ____</div> <div><input type="checkbox"/>AM</div> <div><input type="checkbox"/>PM</div> </div>						

Our Lady of the Lake University of San Antonio
Worden School of Social Service
MSW Foundation Level Program:
Field Education Assessment of Student by Field Instructor

Signature Pedagogy

In social work MSW programs, field education is “signature pedagogy,” and as such, the knowledge, skills and values learned throughout the student’s academic career must be evaluated. The Council on Social Work Education (CSWE) identifies 10 core competencies and 41 corresponding practice behaviors that social work students are expected to demonstrate. The field education assessment of students allows Field Instructors to objectively measure the student’s mastery of the required competencies and practice behaviors as specified in the student’s education plan, which was developed at the beginning of the internship. The field education grade is Pass/Fail only. The ratings do not equate to the traditional letter grading scale. For additional guidance in completing this form, please contact your Worden School of Social Service Faculty Liaison or the Field Education Office.

Evaluation Process

The process of completing student performance assessment is undertaken by both the student and the Field Instructor. The Field Instructor completes this assessment and discusses it in supervision with the student. The Field Instructor submits her or his assessment to the Faculty Liaison.

If a student receives a rating of “1” from the Field Instructor on any of the practice behaviors or competencies they cannot pass the field education courses.

Rating Scale: Please use the scale below to rate the student’s current competency.

*If a rating of one (1) or two (2) is assigned to any competency or behavior, please give the reason for the rating in the space provided at the end of the assessment.

**Use whole numbers only. All items must be rated; NA is not an option.*

- 4 = Exceeds Competency:** The student has demonstrated practice behaviors at a very high level and well above the expected level for generalist social work practice.
- 3 = Meets Competency:** The student has demonstrated practice behaviors at the expected level for generalist social work practice.
- 2 = Emerging Competency:** The student has performed unevenly; is unable to demonstrate practice behaviors at an expected level of competency for generalist social work practice, but there is indication of possible improvement.
- 1 = Below Competency:** The student has performed practice behaviors below the expected level for generalist social work practice, and despite opportunities to improve does not give indications that she or he will do so in the near future.

4=Exceeds Competency

3=Meets Competency

2=Emerging Competency

1=Below Competency

Rating: To be completed by Field Instructor

Self-Rating: To be completed by Student

LEARNING OUTCOME 1: <i>Identify as a professional social worker and conduct yourself accordingly (EP 2.1.1)</i>		Rating	Self-rating
Required Practice Behaviors	Learning Activities	Final	Final
2.1.2a Advocate for client access to needed services.			
2.1.2b Practice personal reflection and self-correction to assure continual professional development.			
2.1.2c Attend to professional roles and boundaries.			
2.1.2d Demonstrate professional demeanor in behavior, appearance, and communication.			
2.1.2e Engage in career-long learning.			
2.1.2f Use supervision and consultation.			
OVERALL Assessment of Competency #1 (Add ratings for 2.1.1a-f, then divide total by 6 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 2: <i>Apply social work ethical principles to guide professional practice. (EP 2.1.2)</i>		Rating	Self-rating
Required Practice Behaviors	Learning Activities	Final	Final
2.1.3a Recognize and manage personal values to allow professional values to guide practice.			
2.1.3b Make ethical decisions by applying standards of the NASW Code of Ethics and other <i>Codes</i> as required for the agency setting.			
2.1.3c Tolerate ambiguity in resolving ethical conflict			
2.1.3d Apply strategies of ethical reasoning to arrive at principled decisions.			

4=Exceeds Competency

3=Meets Competency

2=Emerging Competency

1=Below Competency

Rating: To be completed by Field Instructor

Self-Rating: To be completed by Student

OVERALL Assessment of Competency #2 (Add ratings for 2.1.2a-d, then divide total by 4 to provide the average/mean)		
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>		

LEARNING OUTCOME 3: <i>Apply critical thinking to inform and communicate professional judgments. (EP 2.1.3)</i>		Rating	Self-rating
Required Practice Behaviors	Learning Activities	Final	Final
2.1.4a Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.			
2.1.4b Analyze models of assessment, prevention intervention, and evaluation.			
2.1.4c Demonstrate effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.			
OVERALL Assessment of Competency #3 (Add ratings for 2.1.3a-c, then divide total by 3 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 4: <i>Engage diversity and difference in practice. (EP 2.1.4)</i>		Rating	Self-rating
Required Practice Behaviors	Learning Activities	Final	Final
2.1.5a Recognize the extent to which cultural structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.			
2.1.5b Gain sufficient self-awareness to eliminate influence of personal biases and values in			

4=Exceeds Competency**3=Meets Competency****2=Emerging Competency****1=Below Competency****Rating: To be completed by Field Instructor****Self-Rating: To be completed by Student**

working with diverse groups.			
2.1.5c Recognize and communicate your understanding of the importance of difference in shaping life experiences.			
2.1.5d View themselves as learners and engage those with whom they work as informants.			
OVERALL Assessment of Competency #4 (Add ratings for 2.1.4a-d, then divide total by 4 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 5: Advance human rights and social and economic justice. (EP 2.1.5)		Rating	Self-rating
Required Practice Behaviors	Learning Activities	Final	Final
2.1.6a Understand the forms and mechanisms of oppression and discrimination.			
2.1.6b Advocate for human rights and social and economic justice.			
2.1.6c Engage in practices that advance social and economic justice.			
OVERALL Assessment of Competency #5 (Add ratings for 2.1.5a-c, then divide total by 3 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 6: Engage in research-informed practice and practice-informed research. (EP 2.1.6)		Rating	Self-rating
Required Practice Behaviors	Learning Activities	Final	Final
2.1.7a Use practice experience to inform scientific inquiry.			
2.1.7b Use research evidence to inform practice.			

4=Exceeds Competency

3=Meets Competency

2=Emerging Competency

1=Below Competency

Rating: To be completed by Field Instructor

Self-Rating: To be completed by Student

OVERALL Assessment of Competency #6 (Add ratings for 2.1.6a-b, then divide total by 2 to provide the average/mean)		
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>		

f

LEARNING OUTCOME 7: <i>Apply knowledge of human behavior and the social environment. (EP 2.1.7)</i>		Rating	Self-rating
Required Practice Behaviors	Learning Activities	Final	Final
2.1.8a Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.			
2.1.8b Critique and apply knowledge to understand person and environment.			
OVERALL Assessment of Competency #7 (Add ratings for 2.1.7a-b, then divide total by 2 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 8: <i>Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EP 2.1.8)</i>		Rating	Self-rating
Required Practice Behaviors	Learning Activities	Final	Final
2.1.9a Analyze, formulate, and advocate for policies that advance social well-being.			
2.1.9b Collaborate with colleagues and clients for effective policy action.			
OVERALL Assessment of Competency #8 (Add ratings for 2.1.8a-b, then divide total by 2 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

4=Exceeds Competency

3=Meets Competency

2=Emerging Competency

1=Below Competency

Rating: To be completed by Field Instructor

Self-Rating: To be completed by Student

LEARNING OUTCOME 9: Respond to contexts that shape practice. (EP 2.1.9)		Rating	Self-rating
Required Practice Behaviors	Learning Activities	Final	Final
2.1.10(a)a Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.			
2.1.10(a)b Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.			
OVERALL Assessment of Competency #9 (Add ratings for 2.19a-b, then divide total by 2 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. (EP 2.1.10 (a)-(d))		Rating	Self-rating
Required Practice Behaviors	Learning Activities	Final	Final
Engagement			
2.1.10(b)a Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.			
2.1.10(b)b Use empathy and other interpersonal skills.			
2.1.10(b)c Develop a mutually agreed-on focus of work and desired outcomes.			
OVERALL Assessment of Competency #10(a) (Add ratings for 2.1.10(a), then divide total by 3 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			
Assessment		Final	Final
2.1.10(c)a Collect, organize, and interpret client data.			

4=Exceeds Competency

3=Meets Competency

2=Emerging Competency

1=Below Competency

Rating: To be completed by Field Instructor

Self-Rating: To be completed by Student

2.1.10(c)b Assess client strengths and limitations			
2.1.10(c)c Develop mutually agreed-on intervention goals and objectives.			
2.1.10(c)d Select appropriate intervention strategies.			
OVERALL Assessment of Competency #10(b) (Add ratings for 2.1.10(b), then divide total by 4 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			
Intervention		Final	Final
2.1.10(d) Initiate actions to achieve organizational goals.			
2.1.10(e) Implement prevention interventions that enhance client capacities.			
2.1.10(f) Help clients resolve problems.			
2.1.10(g) Negotiate, mediate, and advocate for clients.			
2.1.10(h) Facilitate transitions and endings.			
OVERALL Assessment of Competency #10(c) (Add ratings for 2.1.10(c), then divide total by 5 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			
Evaluation		Final	Final
I. Critically analyze, monitor, and evaluate interventions			
OVERALL Assessment of Competency #10(d) (the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

FIELD EDUCATION PLAN AGREEMENT

(To be signed at the Initial Site Visit meeting)

By signing below, I acknowledge the following requirements are part of the field education internship for MSW Foundation students:

- ☐ Successfully complete the required 450 clock hours for the field placement.
- ☐ That at least 50% of student's time in field placement this semester will be spent in direct practice with individuals, families, and groups.
- ☐ That at least 50% of student's time in field placement this semester will be spent in work with people who are economically disadvantaged, people who are members of ethnic or racial minority groups, women, or other populations who have been marginalized or oppressed.

Signatures of parties agreeing to the above stated plan:

Field Instructor:	Date:
Student:	Date:
Faculty Liaison:	Date:
Additional Comments:	

FIELD EDUCATION ASSESSMENT OF STUDENT BY FIELD INSTRUCTOR

(To be completed at the Final Evaluation meeting)

1. By signing below, as the Field Instructor, I verify that the student has:

- ☐ Successfully completed the required 450 clock hours for the field placement. Total hours documented on final weekly log _____
- ☐ That at least 50% of the student's time in field placement this semester has been spent in direct practice with individuals, families, and groups.
- ☐ That at least 50% of the student's time in field placement this semester has been spent in work with people who are economically disadvantaged, people who are members of ethnic or racial minority groups, women, or other populations who have been marginalized or oppressed.

2. Student Strengths (Please describe student's strengths.)

--

3. Recommendations for Continued Student Development (Please describe areas for student's continued professional development.)

--

4. Additional Comments: (If needed to further elaborate on student's learning.)

--

Field Instructor's Recommended Grade for Field Placement:

☐

Pass

☐

Fail

If the student does not agree with the above grade recommendation, the student is encouraged to submit a narrative explaining the reason(s) for the disagreement.

Field Instructor:	Date:
Student:	Date:
Faculty Liaison:	Date:

Appendix F

MSW Advanced Standing/ 2ND Year Supporting Documents

For other examples of practice behavior learning activities, go to:
<http://www.socialwork.buffalo.edu/msw/field/activities.asp>

**Our Lady of the Lake University of San Antonio
Worden School of Social Service
Course Outline**

Course Number: SOWK 8757 (On-campus) or SOWK 8255-8256-8257 (Online)
Course Title: Advanced Social Work Field Education
Course Time: As arranged by student and field instructor
Instructor: Director of Field Education and designated faculty liaison and field instructors
Office Number: To Be Determined
Telephone: To Be Determined
Fax Number: 210-431-4028
Email address: To Be Determined
Office hours: As posted or by appointment

Catalog Description: Field placement offered in human service organizations under the instruction and supervision of professional social work professionals. Advanced social work practice with families and children, with emphasis on Hispanics. Requires a total of 500 clock hours in the agency. Must be taken concurrently with SOWK 7356 (On-campus) or SOWK 7157-7158-7159 (Online), Advanced Block Field Placement Integrative Seminar. Pass/Fail only.

Prerequisites: Completion of the foundation curriculum or Advanced Standing. Good academic standing.

Student Academic Outcomes: (what the student who successfully and satisfactorily completes this course sequence should know with emphasis or be able to do)

Consistent with the Worden School of Social Service *Mission* and the Council on Social Work Education (CSWE) *Educational Policy Standards*, the academic outcomes listed below include content specific to social work professional identity, values and ethics, diversity, human rights, social and economic justice, and cultural competence; on Hispanic families and children

Values

1. Apply social work values and principles of the NASW Code of Ethics, the Texas Social Work Code of Ethics, and agency based code of ethics.
2. Demonstrate professional behavior in a way that allows for effective social work practice with various constituencies.

Knowledge

3. Demonstrate an understanding of how cultural factors, diversity, and societal structures impact client identity and social work practice, with emphasis on Hispanic children and families.

Skills

4. Apply critical thinking skills to ensure effective oral, written, and technological communication
5. Demonstrate the ability to critically apply relevant policy, specific theories and empirically supported models in social work practice with children and families, with emphasis on Hispanics.
6. Apply enhanced social work practice skills to include engagement, assessment, intervention, and evaluation, with emphasis on Hispanic children and families.

Means of Assessment: (how the student's achievement of the stated academic outcomes will be evaluated):

<u>Assessment instruments used</u>	<u>Outcomes assessed</u>
Student Weekly Log	all
Student Education Plan	all
Field Instructor End of Semester Evaluation	all

Required Texts:

National Association of Social Workers. (2008). *Code of ethics*. Washington, DC: NASW.

National Association of Social Workers. (2007). *Indicators for the achievement of the NASW standards for cultural competence in social work practice*. Washington, DC: NASW.

Worden School of Social Service. (Spring 2012). *Worden School of Social Service MSW Field Education Manual*. Worden School of Social Service, San Antonio, Texas.

Field Education: Field education is considered the signature pedagogy of social work education. As such, the field education experience is the opportunity for students to integrate and apply knowledge, values, and skills acquired in the classroom. For detailed information regarding demonstration of practice behaviors, please refer to the MSW Program field placement evaluation instruments found in the *Field Education Manual*.

Linkages to Other Courses and Content on Diversity: The field education experience provides opportunities for students to integrate and apply content on cultural competence, strengths perspective, and Hispanic content acquired during their program of study. Theoretical content, while context (agency) specific, will reinforce the ecological and general systems, social construction, and social learning material acquired in the MSW social work curriculum. Policy content, while also agency-specific, will highlight mezzo and macro issues impacting client systems and service provision. Generalist practice allows for application of practice skills to include engagement, assessment, intervention, and evaluation of practice.

Instructor

Date

MSW Program Director

Date

**Our Lady of the Lake University of San Antonio
Worden School of Social Service**

**MSW Advanced Standing Program (Concentration)
ALL-IN ONE Field Placement Education Plan and Assessment**

Semester (Campus): Fall ____; Spring ____

Term (Online): Fall (Specify Term/Year) ____; Spring (Specify Term/Year) ____; Summer (Specify Term/Year) ____

Student's Name						
Telephone (including area code)			Email:			
Field Placement Agency						
Field Placement Agency Location						
City, State, Zip Code, Time Zone						
Student's Field Placement Phone Number						
Student Online ID (Skype, Facetime, etc.)						
Agency Fax Number						
Name of Field Instructor			Email:			
Name of Field Education Task Supervisor			Email:			
Placement Address, if different from agency						
Field Instructor Phone			Email:			
Name of Faculty Liaison						
Faculty Liaison's Phone Number			Email:			
Field Placement Schedule (Days of the Week and Hours)						
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
<p>PLAN FOR EDUCATIONAL SUPERVISION: The field instructor and student meet for a minimum of one (1) hour each week with additional contact planned as requested by the field instructor, faculty liaison, or student.</p> <p>The planned weekly supervision is on:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div> <input type="checkbox"/>M <input type="checkbox"/>T <input type="checkbox"/>W <input type="checkbox"/>T <input type="checkbox"/>F </div> <div> Time: ____ <input type="checkbox"/>AM <input type="checkbox"/>PM </div> </div>						

Our Lady of the Lake University
Worden School of Social Service
MSW Program: Advanced Standing (Concentration)
Field Education: Field Instructor's Assessment of Student

Signature Pedagogy

In social work MSW programs, field education is “signature pedagogy,” and as such, the knowledge, skills, and values learned throughout the student’s academic career must be evaluated. The MSW Program concentration builds on the core competencies and corresponding practice behaviors required by the Council on Social Work Education (CSWE). The field education end-of-semester assessment of students allows Field Instructors to objectively measure the student’s mastery of the required concentration competencies and practice behaviors.

The field education grade is Pass/Fail only. The ratings do not equate to the traditional letter grading scale. For additional guidance in completing this form, please contact the Worden School Field Education Office.

Evaluation Process

The process of completing student performance assessment is undertaken by both the student and field instructor. Both the student and the field instructor independently complete this evaluation and discuss it in supervision. The field instructor submits the assessment to the faculty liaison.

If a student receives a rating of “1” from the Field Instructor on any of the practice behaviors or competencies they cannot pass the field education courses.

Rating Scale: Please use the scale below to rate the student’s current competency.

*If a rating of one (1) or two (2) is assigned to any competency or behavior, please give the reason for the rating in the space provided at the end of the assessment.

**Use whole numbers only. All items must be rated; NA is not an option.*

- 4 = Exceeds Competency:** The student has demonstrated practice behaviors at a very high level and well above the expected level for generalist social work practice.
- 3 = Meets Competency:** The student has demonstrated practice behaviors at the expected level for generalist social work practice.
- 2 = Emerging Competency:** The student has performed unevenly; is unable to demonstrate practice behaviors at an expected level of competency for generalist social work practice, but there is indication of possible improvement.
- 1 = Below Competency:** The student has performed practice behaviors below the expected level for generalist social work practice, and despite opportunities to improve does not give indications that she or he will do so in the near future.

4=Exceeds Competency

3=Meets Competency

2=Emerging Competency

1=Below Competency

Rating: To be completed by Field Instructor

Self-Rating: To be completed by Student

LEARNING OUTCOME 1: <i>Identify as a professional social worker and conduct yourself accordingly (EP 2.1.1)</i>		Rating	Self-rating
Required Concentration Practice Behaviors	Learning Activities	Final	Final
Attend trainings, educational workshops or conferences that focus on service to Hispanic children and families.			
Through supervision and consultation, seek guidance and support that leads to increased bicultural abilities in social work practice with Hispanic children and families			
OVERALL Assessment of Competency #1 (Add ratings for 2.1.1, then divide total by 2 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 2: <i>Apply social work ethical principles to guide professional practice. (EP 2.1.2)</i>		Rating	Self-rating
Required Concentration Practice Behaviors	Learning Activities	Final	Final
Articulate how personal culture impacts social work practice with Hispanic children and families.			
Seek supervision to understand and respond to specific ethical dilemmas that arise from direct practice with Hispanic children and families.			
OVERALL Assessment of Competency #2 (Add ratings for 2.1.2, then divide total by 2 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 3: <i>Apply critical thinking to inform and communicate professional judgments. (EP 2.1.3)</i>		Rating	Self-rating
Required Concentration Practice Behaviors	Learning Activities	Final	Final

4=Exceeds Competency

3=Meets Competency

2=Emerging Competency

1=Below Competency

Rating: To be completed by Field Instructor

Self-Rating: To be completed by Student

Use critical thinking to explain the features of culture, identity, difference, and social context in social work practice with Hispanic children and families.			
Recognize and respond to the critical role of language in working with dual language families.			
OVERALL Assessment of Competency #3 (Add ratings for 2.1.3, then divide total by 2 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 4: Engage diversity and difference in practice. (EP 2.1.4)		Rating	Self-rating
Required Concentration Practice Behaviors	Learning Activities	Final	Final
Explain within group diversity among Hispanics and its impact in social work practice with Hispanic children and families.			
Recognize and acknowledge the impact of historical and ongoing oppression in the lived experiences of Hispanic children and families.			
OVERALL Assessment of Competency #4 (Add ratings for 2.1.4, then divide total by 2 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 5: Advance human rights and social and economic justice. (EP 2.1.5)		Rating	Self-rating
Required Concentration Practice Behaviors	Learning Activities	Final	Final
Recognize ideologies that give rise to ethnocentric practices perpetuating oppression and discrimination towards Hispanic children and families.			

4=Exceeds Competency

3=Meets Competency

2=Emerging Competency

1=Below Competency

Rating: To be completed by Field Instructor

Self-Rating: To be completed by Student

Demonstrate leadership in advocacy for human rights, and social and economic justice for Hispanic children and families.			
OVERALL Assessment of Competency #5 (Add ratings for 2.1.5, then divide total by 2 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 6: Engage in research-informed practice and practice-informed research. (EP 2.1.6)		Rating	Self-rating
Required Concentration Practice Behaviors	Learning Activities	Final	Final
Locate, analyze and utilize existing research specific to social work practice with Hispanic children and families.			
Identify gaps in social work research and practice literature on Hispanic children and families.			
Understand and analyze methods of program evaluation to determine effectiveness of interventions and services with Hispanic children and families.			
OVERALL Assessment of Competency #6 (Add ratings for 2.1.6, then divide total by 3 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 7: Apply knowledge of human behavior and the social environment. (EP 2.1.7)		Rating	Self-rating
Required Concentration Practice Behaviors	Learning Activities	Final	Final
Demonstrate knowledge of theories and models of evidence-based, culturally appropriate practice with Hispanic children and families.			

4=Exceeds Competency

3=Meets Competency

2=Emerging Competency

1=Below Competency

Rating: To be completed by Field Instructor

Self-Rating: To be completed by Student

Apply relevant conceptual frameworks of human behavior and social systems to guide practice with Hispanic children and families.			
Assess the environment, its resources, and its challenges as they impact and are impacted by Hispanic children and families.			
OVERALL Assessment of Competency #7 (Add ratings for 2.1.7, then divide total by 3 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 8: <i>Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EP 2.1.8)</i>		Rating	Self-rating
Required Concentration Practice Behaviors	Learning Activities	Final	Final
Drawing on theories from the MSW curriculum, evaluate social policies affecting Hispanic children and families, and articulate proposed policy action.			
OVERALL Assessment of Competency #8 (the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

LEARNING OUTCOME 9: <i>Respond to contexts that shape practice. (EP 2.1.9)</i>		Rating	Self-rating
Required Concentration Practice Behaviors	Learning Activities	Final	Final
Contextualize social work practice with Hispanic children and families by utilizing federal, state, and local demographic databases and reports that analyze population trends.			
OVERALL Assessment of Competency #9 (the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

4=Exceeds Competency

3=Meets Competency

2=Emerging Competency

1=Below Competency

Rating: To be completed by Field Instructor

Self-Rating: To be completed by Student

LEARNING OUTCOME 10: <i>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. (EP 2.1.10 (a)-(d))</i>		Rating	Self-rating
Required Concentration Practice Behaviors	Learning Activities	Final	Final
Engagement			
Intentionally prepare for practice with Hispanic children and families, including engaging with key informants that impact the client system.			
In engaging Hispanic children and families, demonstrate awareness and utilization of intergenerational cultural differences.			
OVERALL Assessment of Competency #10(a) (Add ratings for 2.1.10a, then divide total by 2 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			
Assessment		Final	Final
Apply family-centered theories to assessment with Hispanic children and families.			
Incorporate strengths perspective to assessment with Hispanic children and families.			
Understand laws and policies impacting Hispanic children and families that have mixed immigration status.			
OVERALL Assessment of Competency #10(b) (Add ratings for 2.1.10b, then divide total by 3 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			
Intervention		Final	Final
Apply client-centered, evidence-based interventions that are culturally appropriate in working with Hispanic children and families.			
Navigate community organizations necessary for			

4=Exceeds Competency

3=Meets Competency

2=Emerging Competency

1=Below Competency

Rating: To be completed by Field Instructor

Self-Rating: To be completed by Student

social work practice with Hispanic children and families.			
Throughout the intervention, utilize resources available from programs and agencies focused on health and well-being of Hispanic children and families.			
OVERALL Assessment of Competency #10(c) (Add ratings for 2.1.10c, then divide total by 3 to provide the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			
Evaluation		Final	Final
Evaluate the effectiveness of practice with Hispanic children and families.			
OVERALL Assessment of Competency #10(d) (the average/mean)			
<i>In the box below, elaborate on the rating of one (1) or two (2) on any practice behavior.</i>			

**4 = Exceeds
Competency**

**3 = Meets
Competency**

**2= Emerging
Competency**

**1= Below
Competency**

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FIELD EDUCATION PLAN AGREEMENT

(To be signed at the Initial Site Visit meeting)

By signing below, I acknowledge the following requirements are part of the field education internship for MSW Advanced Standing (Concentration) students:

- ☐ Successfully complete the required 500 total hours.
- ☐ That at least 50% of student's time in field placement this semester will be spent in direct practice with individuals, families, and groups.
- ☐ That at least 50% student's time in field placement this semester will be spent in work with people who are economically disadvantaged, people who are members of ethnic or racial minority groups, women, or other populations who have been marginalized or oppressed.

Signatures of parties agreeing to the above stated plan:

Field Instructor:	Date:
Student:	Date:
Faculty Liaison:	Date:
Additional Comments:	

4 = Exceeds
Competency

3 = Meets
Competency

2= Emerging
Competency

1= Below
Competency

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FIELD EDUCATION ASSESSMENT OF STUDENT BY FIELD INSTRUCTOR

(To be completed at the Final Evaluation meeting)

5. By signing below, as the Field Instructor, I verify that the student has:

- ☐ Successfully complete the required 500 total hours . Total hours documented on final weekly log _____
- ☐ That at least 50% of the student's time in field placement this semester has been spent in direct practice with individuals, families, and groups.
- ☐ That at least 50% of the student's time in field placement this semester has been spent in work with people who are economically disadvantaged, people who are members of ethnic or racial minority groups, women, or other populations who have been marginalized or oppressed.

6. Student Strengths (Please describe student's strengths.)

--

7. Recommendations for Continued Student Development (Please describe areas for student's continued professional development.)

--

8. Additional Comments: (If needed to further elaborate on student's learning.)

--

Field Instructor's Recommended Grade for Field Placement:

☐

Pass

☐

Fail

If the student does not agree with the above grade recommendation, the student is encouraged to submit a narrative explaining the reason(s) for the disagreement.

Field Instructor:	Date:
Student:	Date:
Faculty Liaison:	Date:

Appendix G

Weekly Activity/ Hour Log

Our Lady of the Lake University
WORDEN SCHOOL OF SOCIAL SERVICE
BIWEEKLY SUPERVISION LOG/NOTES for: Enter Name
Enter Field Instructor's Name

PURPOSE: The *weekly log* is a learning tool that allows for chronicling and documentation of activities, as well as intentional reflection about what was learned as a result of those activities. It is **not** just a mechanism for documenting hours or activities. **Do not repeat the same content week after week. Rather, be thoughtful when completing this log so you are purposefully connecting your experience in meaningful ways to the education plan!**

INSTRUCTIONS: (1) Below enter the date under each weekday (e.g. 08/30/14)
(2) Below, insert (a) time (e.g. 1:00-5:15) & (b) hours

Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.		
a. Time b. Hours	a. Time b. Hours	a. Time b. Hours	a. Time b. Hours	a. Time b. Hours	a. Time b. Hours	a. Time b. Hours	Rounded to nearest quarter hour (e.g. 16.25 h, 16.50 h, 16.75 h, 17.00 h)	
Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.	HOURS for week and total to date:	
a. Time b. Hours	a. Time b. Hours	a. Time b. Hours	a. Time b. Hours	<input checked="" type="checkbox"/> Time <input checked="" type="checkbox"/> Hours	<input checked="" type="checkbox"/> Time <input checked="" type="checkbox"/> Hours	1. Time 2. Hours	Prior Cumulative:	
							This Week:	
							Cumulative:	
INITIAL THE BOX TO THE LEFT to confirm that you met with your LMSW Field Instructor for one hour this week for the purpose of formal educational supervision.								

1. REVIEW OF CASES/CLIENTS/ACTIVITIES (Use pseudonyms only):

Type over this text and box will expand.

2. USE OF KNOWLEDGE – Provide an example illustrating use of theory, research, HBSE, Hispanic content, human rights.

Type over this text and box will expand.

3. USE OF SOCIAL WORK SKILLS – Generalist or advanced, micro/mezzo/macro, including culturally competent service delivery and practice with Hispanic clients

Type over this text and box will expand.

4. USE OF SOCIAL WORK VALUES – Issues related to professional identity, ethics, etc.

Type over this text and box will expand.

5. PERFORMANCE ISSUES: STRENGTHS/GROWTH

Type over this text and box will expand.

6. PERFORMANCE ISSUES: AREAS FOR IMPROVEMENT

Type over this text and box will expand.

7. AREAS TO WORK ON OVER THE NEXT WEEK: IN DISCUSSION, FIELD INSTRUCTOR AND STUDENT WILL DETERMINE WHO WILL COMPLETE THIS ITEM.

Type over this text and box will expand.

Student Signature:	Date:
Field Instructor Signature (LMSW/LCSW):	Date:

- National Association of Social Workers (2008). [Code of ethics](#). Washington, DC: Author.
- [NASW Standards](#) (Scroll down page for all NASW Standards publications – Downloadable as PDFs)

First Name Last Name LOG MMDDYYYY-MMDDYYYY

Appendix H

Student/ Field Instructor Assessment of Field Placement

**Worden School of Social Service
Student Assessment of Field Placement Program**

Field Placement Students: Please complete this assessment at the end of the semester.

Student's Name: _____ Semester: _____
Agency: _____ Date: _____

Field Instructor: _____ Faculty
Liaison: _____

I. To What Extent Did The Agency Provide A Positive Learning Environment?

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Prepared for your arrival	1	2	3	4
2. Useful orientation	1	2	3	4
3. Integrated you into the agency	1	2	3	4
4. Provided learning opportunities	1	2	3	4
5. Staff helpful	1	2	3	4
6. Adequate office space	1	2	3	4

II. The Field Instructor's Educational Activities with You.

	Strongly Agree	Agree	Disagree	Strongly Disagree
7. Frequent meetings				
with field instructor	1	2	3	4
8. Assistance integrating				
theory & practice	1	2	3	4
9. Assistance with the				
Education Plan	1	2	3	4

Continue on Next Page

III. Your Faculty Liaison's Activities

	Strongly Agree	Agree	Disagree	Strongly Disagree
10. Evaluations discussed in detail	1	2	3	4
11. Assistance with education plan	1	2	3	4
12. Generally accessible & supportive	1	2	3	4
13. Addressed special concerns/problems	1	2	3	4
14. Worked with agency & field instructor	1	2	3	4
15. Visited at the Placement at least twice a semester	1	2	3	4
16. Assistance integrating theory & practice	1	2	3	4

IV. What made you satisfied with your field placement experience this semester?**V. What would you like to have been different about your field placement experience this semester?****VI. Comments or Suggestions:**

Thank you for taking the time to complete this questionnaire!!

**Worden School of Social Service
Field Instructor Assessment of Field Placement Program**

To be completed by the field instructor at the completion of field placement.

Name: _____ Date: _____
 Faculty
 Agency: _____ Liaison: _____

Student's Field placement Level? BSW MSW Foundation
 MSW Concentration

I. The Faculty Liaison

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Provided information about Worden curriculum	1	2	3	4
2. Assisted with student's Education Plan	1	2	3	4
3. Consulted on field instruction methods	1	2	3	4
4. Made at least two site visit per semester	1	2	3	4
5. Responded to requests for assistance	1	2	3	4
6. Consulted on student progress in Field placement	1	2	3	4

Continue on Next Page

II. Field Placement Office Activities

	Very helpful	Help- ful	Somewhat helpful	Not helpful
1. Field Education Manual	1	2	3	4
2. Responds when called on	1	2	3	4
3. Support of field instructors	1	2	3	4
4. Procedures for placing students in Field Placement	1	2	3	4
5. Procedures for reviewing and evaluating student progress in Field placement	1	2	3	4

Comments and suggestions:

Appendix I

Worden School Field Education Improvement Plan

**Our Lady of the Lake University
WORDEN SCHOOL OF SOCIAL SERVICE
FIELD EDUCATION IMPROVEMENT PLAN**

This form is completed by the agency-based Field Instructor or the Worden School (WS) Faculty Liaison when concern is raised about the student's performance in the field placement. Each party must review and sign the document. A copy will be provided to the student, agency, Worden School Faculty Liaison and Director of Field Education.

Student:			
Program (Put an X by one):	BSW:	MSW Foundation:	MSW Concentration:
Agency & Program Name:			
Field Instructor:			
Faculty Liaison:			
Date of Plan:			

Narrative of Identified Concern: Document concerns by referencing the [Council on Social Work Education \(CSWE\) Educational Policies & Standards \(EPAS\)](#), [NASW Code of Ethics](#), [Worden School \(WS\) All-in-One Education Plan & Assessment Form \("Ed Plan"\)](#), [WS Student Code of Conduct Form](#), [WS Field Education Manual](#), agency policy manual, and other appropriate documents.

--

Previous Attempts to Address the Concern/Describe (Check all that apply)

<input type="checkbox"/>	Written Feedback Provided to Student	
<input type="checkbox"/>	Verbal Feedback Provided to Student	
<input type="checkbox"/>	Increased Supervision	
<input type="checkbox"/>	Changes in the Education Plan	
<input type="checkbox"/>	Other: (Describe)	

Outcome of Attempts:

--

Plan for Resolution (Describe in concrete, behavioral terms as appropriate)

By (date), student will:	
By (date), Field Instructor will:	
By (date), Faculty Liaison will:	
Projected date of evaluation:	

Plan for Evaluation (include concrete indicators of progress/problem resolution):

--

I have been provided a copy of the document:

Student Signature:	
Agency-Based Field Instructor Signature:	
Worden School Faculty Liaison Signature:	
This form completed by:	

Appendix J

Request for Exemption from Worden School Policy Form



Worden School of Social Service REQUEST FOR EXEMPTION FROM WORDEN SCHOOL POLICY FORM

Student Name:		OLLU ID #:	
Cell Phone:		GPA:	
Classification (Check One):	<input type="checkbox"/> BSW	<input type="checkbox"/> On-Campus MSW Foundation	<input type="checkbox"/> Online MSW Foundation
		<input type="checkbox"/> On-Campus MSW Concentration	<input type="checkbox"/> Online MSW Concentration

Specify the issue(s) that prompted this request:	<i>Type over this text and box will expand as needed.</i>
Specify the action requested:	<i>Type over this text and box will expand as needed.</i>

An exemption to Worden School policy can be made only if the exemption will not undermine the regulation itself by creating a dangerous precedent. Indicate the categories of reasons that might justify an exemption to Worden School Policy	
<input type="checkbox"/> Conflict between regulations <input type="checkbox"/> Misadvising by the academic advisor <input type="checkbox"/> Undue hardship on the student if the regulation is observed	<input type="checkbox"/> Problems in scheduling <input type="checkbox"/> Error on the part of University personnel <input type="checkbox"/> Other:
Explain the full reason(s) checked above: <i>Type over this text and box will expand as needed.</i>	

REQUIRED SIGNATURES

<i>I attest that I have completed this form, read the policy that may be applicable to the requested exemption & agree to stipulated requirements, and confirm my digital signature:</i>		
Student's Signature:	; OLLU email:	; Date:
Exemption	Signature	Date
<input type="checkbox"/> Approved <input type="checkbox"/> Approved with Conditions <input type="checkbox"/> Denied	Advisor / Online MSW Field Education Coordinator:	
	Director of Field Education:	
<input type="checkbox"/> Approved <input type="checkbox"/> Approved with Conditions <input type="checkbox"/> Denied	MSW or BSW Program Director:	
	<i>Not needed for Block placement:</i>	
	Director of Worden School of Social Service:	
<input type="checkbox"/> Approved <input type="checkbox"/> Approved with Conditions <input type="checkbox"/> Denied	<i>Not needed for Block placement:</i>	
	Director of Worden School of Social Service:	
<i>If approved with conditions – specify details:</i>		

Appendix K

Field Education Application Forms

1. **First application** to be completed by:

All on-campus students and
MSW Online Program students applying for a
placement site in the greater San Antonio/Bexar County
metropolitan area

Second application to be completed by online students
applying for a placement site outside of the San
Antonio/Bexar County area.

Application Addendum: to be completed by all students
who are applying to use their Place of Employment as
a Field Placement Site. This should be included with
either #1 or #2 application listed above.

The following application is to be completed by:

**All on-campus students and
MSW Online Program students applying for a
placement site in the greater San Antonio/Bexar County
metropolitan area**



WORDEN SCHOOL OF SOCIAL SERVICE

FIELD PLACEMENT APPLICATION – FILL IN ALL ITEMS WATCH FOR EMAIL “CALL FOR APPLICATIONS” DEADLINES

To be completed by (1) On-campus students and (2) MSW Online students applying for Bexar County area placement sites. Other MSW Online students, complete application on Engage Field Ed Workgroup page.

3. Contact information:

Name:		Gender:	Student ID#:
Mailing Address			
Telephone Numbers	Cell: <i>Can text?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No	Home:	Work:
OLLU Email:			
Other email Address (one you check frequently):			
Do you speak another language? If so, specify:	Conversational: Type “Yes” if fluent: Speak ; Read ; Write		

2. Field placement course applying for:

Type of Placement (Check only one)	Semester / Term & Year	Field Educ. SW Courses
BSW Block – 510 hours (One semester, either fall or spring semester)		
BSW Extended Exception - 510 hours (Two semesters, fall to spring only) – <i>Submit written request to Director of Field Education by start of semester</i>		4452, 4552, 5314
MSW On-Campus Foundation Level Concurrent/Standard – 450 hours (On campus students, fall through spring semesters.)		6151 w/8351 6152 w/8352
MSW Online Foundation Level Standard – 450 hours (Online students, 3 consecutive 8-week terms)		6157 w/8251
MSW Online Foundation Level Extended Exception – 450 hours (Online students, 4 consecutive 8-week terms) – <i>Submit written request to Director of Field Education prior to 1st 8-week term.</i>		6158 w/8252 6159 w/8253
MSW On-Campus Advanced/Concentration Level Block – 500 hours (Available to on-campus students only, either fall or spring semester)		7356 w/8757
MSW On-Campus Advanced/Concentration Level Extended Exception – 500 hours - (Available to on-campus students only as fall to spring option) – <i>Submit written request to Director of Field Education by start of semester</i>		(formerly 7156, 8456 and 8556)
MSW Online Advanced/Concentration Level Standard – 500 hours (Available to online students only; 3 consecutive 8-week terms-see SW Courses column)		7157 w/8356,
MSW Online Advanced/Concentration Level Extended Exception - 500 hours (Available to online students only, 4 consecutive 8-week terms) – <i>Submit written request to Director of Field Education prior to 1st 8-week term.</i>		7158w/8256, 7159w/8257
If you have completed other Social Work internships, identify the agency and when completed?	BSW:	
	MSW Foundation:	

☒ Graduate students only:

Please check all that apply:	Full time	Part time	Online Program
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MSW 54-hour Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MSW 31-hour Program/Advanced Standing Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ☒ **If working full-time, are you requesting consideration for a night or weekend placement?** *If yes, identify the hours and days you are available in the table below. If no, continue to next question.*

<input type="checkbox"/>	By checking the box I acknowledge my understanding of the following message and the action it warrants: <i>The Worden cannot guarantee a night/weekend placement because of very limited availability and the competitiveness of night and weekend opportunities. If you are working, it is your responsibility to begin planning accordingly. Completing some hours between 9 am-5 pm will be required.</i>					
Monday (am/pm):	Tuesday (am/pm):	Wednesday (am/pm):	Thursday (am/pm):	Friday (am/pm):	Saturday (am/pm):	Sunday (am/pm):
What accommodations are you making to adjust work hours in order to complete some internship hours between 9AM-5PM?						

	Yes	No
<input checked="" type="checkbox"/> Do you have a car available to you in placement?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Do you speak Spanish?	<input type="checkbox"/>	<input type="checkbox"/>
○ If yes, are you a Hogg Foundation Scholar?	<input type="checkbox"/>	<input type="checkbox"/>
○ If yes, are you earning the BSW degree with a biliterate certificate?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Are you requesting ADA accommodations for Field Education? <i>If yes, you must register with Disability Services at (210) 431-4010 and attach a letter with specific accommodation requests for Field Education with this application or note date request submitted to Disability Services.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Do you plan on applying for a work-based placement? <i>If yes, complete and submit the <u>Application to Use Student's Place of Employment as Field Placement Site</u> part of this form.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

- ☒ **Identify populations with which you would like to work or are curious about and why, for instance, specific age groups, social issues (e.g. homelessness, domestic violence, substance abuse, mental health, probation, HIV/AIDS, teen pregnancy, etc.), settings (e.g. school, hospital, community center, etc.), or specific agencies with which you would like to work? More information is better than less.**

Type OVER this text. Box will expand as needed. More information is better than less.

- ☒ **Identify people, ages, problems or settings with which you prefer NOT to work? Explain *why not*? More information is helpful.**

Type OVER this text. Box will expand as needed. More information is better than less.

- ☒ **Explain any issues/special conditions/limitations/circumstances which you think should be considered in arranging or fulfilling your field placement.**

Type OVER this text. Box will expand as needed. More information is better than less.

- ☒ **Identify and describe the strengths you will take into social work field placement.**

Type OVER this text. Box will expand as needed. More information is better than less.

- ☒ **If you have specific agencies you want to interview with, please list up to three agencies and prioritize from one to three:** *(Note: If unfamiliar with specific agencies, field director will draw from responses to questions 9-12 to determine placement referral)*

1.
2.
3.

<input checked="" type="checkbox"/> Is there any information pertinent to your field placement that has not been identified in this application, including requests for field placement where you or a family member have received services?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<input checked="" type="checkbox"/> Are you indicating a preference for placement at a location that is owned by a family member or a family friend?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A response of yes to either question may signal a dual relationship that could result in an ethical dilemma. If you responded yes, please discuss the information with the Director of Field Education or provide a written discussion here:		

<i>You may not start Field Education until the below mentioned documents have been read and your understanding of these are acknowledged in this application.</i>	Yes	No
<input checked="" type="checkbox"/> 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? <i>If yes, please explain:</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Field placement sites often require fingerprinting and completion of a criminal history background check. I acknowledge the need to discuss this with the Director of Field Education. Do you acknowledge your understanding that placement may be delayed for a term or semester until another placement can be confirmed should you choose non-disclosure that impacts a referral or results in the loss of a placement?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> I understand that I am financially responsible for the cost of any background checks, immunizations, TB check, drug test, etc. required by my field placement site.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Have you read the current NASW Code of Ethics ? Do you agree to abide by the NASW Code of Ethics in your field placement?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Are you aware that violations of the NASW Code of Ethics in field placement can lead to termination from Field Education courses and, if warranted, termination from your degree program?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Have you read the Worden School of Social Service Student Code of Conduct ? Do you agree to abide by it in field placement?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Are you aware that violations of the Worden School of Social Service Student Code of Conduct in field placement can lead to termination from Field Education courses, and if warranted, termination from your degree program?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> I understand that all computer hardware, software, network access, information and data provided to me as a social work student intern is the property of the agency in which I will be placed and should be used for official agency purposes only. I will not use the agency computer systems for personal or non-agency business related purposes. Do you agree to adhere to agency policy?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> I understand placement at a potential site isn't guaranteed for diverse reasons (i.e., terms of affiliation agreement not accepted by University, field instructor is not certified based on required credentials, site cannot take on students after all, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Digital Signature: By typing my name in the box below, I attest that I have completed this form, agree to the time length and hour commitment, and confirm my digital signature.	
Name:	Date:

If you do not follow the checklist on the next page, your application will be returned for correction.

CHECKLIST OF DETAILS: Submit by posted deadline

1. Proofread that all items have been completed.
2. Use the table below to name the application documents.
3. Per Question 7, if applying for ADA accommodations, letter from Disability Services (See table below)
4. Per Question 8, if applying for Field Education at your workplace, submit the *Petition to Use Student's Place of Employment as Field Education Site Form* (See table below)

WHERE TO SUBMIT APPLICATION DOCUMENTS (See table)

5. On-campus Students, upload the documents noted in the table below to the Lake Online "Social Work – Field Education" assignment dropbox named "Field Ed Application & Resume."
6. MSW Online Students, in a single email to clmedina@ollusa.edu, with email subject line reading "Application Documents, Indicate Start Date, e.g. FA14 Term B" attach the documents noted in the table below. Do **not** send multiple emails.

DOCUMENT	DOCUMENT FILE NAME
1. Application	<input checked="" type="checkbox"/> Campus Students: Ap FA14 <i>your first & last name</i> <input checked="" type="checkbox"/> Online Students: FA14 Term A or B (designate which term) <i>your first & last name</i>
2. Resume using Field Ed resume template	Resume <i>your first & last name</i>
3. Unofficial transcript off WebAdvisor	Transcript <i>your first & last name</i>
4. If applicable, Petition to Use Student's Place of Employment as Field Education Site Form	AP Employment-Based Placement <i>your first & last name</i>
5. If applicable, ADA accommodation letter from OLLU Disability Services	ADA Letter <i>your first & last name</i>

If you do not follow these detailed instructions, files will be returned to you for renaming as prescribed.

Questions? Contact your field education staff at 210-431-3969.

On Campus students email us at wordenfieldedsa@lake.ollusa.edu.

On-Line Students email us at fielded@ollusa.edu.



Worden School of Social Service STUDENT CODE OF CONDUCT

In order to fulfill its Mission, the Worden School of Social Service matriculates students who show the greatest academic and social work professional promise to actualize the Mission in the classroom and the community. In order to assist students to achieve their maximum potential as both student and future social worker, the Faculty enforces this Student Code of Conduct as an enhancement of the OLLU Student Handbook policies. Students are expected to act ethically, morally, and honestly in all facets of their life as a student. The Faculty therefore set out the following codes of behavior:

Readiness and Willingness to Learn: Students must engage in learning in all coursework, and all assignments within courses, in a manner that demonstrates a willingness and readiness to acquire new knowledge and skills deemed vital to professional social work practice by the Faculty. Accepting differences and new ways of seeing the world is part of this readiness and is based on the NASW Code of Ethics. This includes, in particular, the readiness to serve all people, regardless of race, ethnicity, national origin, gender, sexual orientation, gender identity, gender expression, disability, religion, creed, age, or socioeconomic status.

Academic Performance: Students must meet grade requirements, as established in the BSW and MSW Student Handbooks and Manuals in the OLLU Undergraduate and Graduate Bulletins. Students not maintaining these requirements or engaging in academic misconduct, which includes but is not limited to plagiarism, are subject to immediate consequences which can result in dismissal from the School's academic programs. Plagiarism includes, but is not limited to: copying others' work and claiming it as one's own, failing to use citations properly, cheating on tests and homework assignments, using a single paper in multiple courses without explicit permission and copying or purchasing papers from the internet or other sources.

Chronic Absenteeism: Students must attend all academic functions prescribed in course syllabi. The Worden School of Social Service details its attendance policy in the BSW and MSW Student Handbooks, as well as in each course syllabus, and in the BSW and MSW Field Education Manuals the BSW and MSW Field Education Manuals. Attendance includes being present in class, prepared to learn and willing to engage in learning. In the classroom, electronic devices such as computer laptops and audio recorders are only to be used for educational purposes

Professional Behavior: The Worden School of Social Service Faculty upholds the NASW Code of Ethics for themselves, field instructors, and students. Students are provided a copy of the [NASW Code of Ethics](#) and are expected to abide by its tenets. The NASW Code of Ethics includes, but is not limited to, honesty; acceptance; representing qualifications clearly; maintaining professional boundaries; avoiding conflicts of interests; and treating peers, agency staff, or faculty with respect, courtesy, fairness, and good faith. Students aspiring to join the profession of Social Work which is guided by the NASW Code of Ethics are expected to conduct themselves with respect and dignity, also applicable to the use of social media.

Students completing Field Education are expected to safeguard confidentiality of clients and agency information that is not public knowledge. This means students should not discuss

information acquired as a result of their placement that would be deemed private or confidential by the agency without the express permission of their field instructor. This includes sharing or posting about clients and agencies on Facebook or other types of social media in which confidentiality could be breached or statements considered libelous.

Assaultive or Threatening Behavior: Assaultive or threatening behavior will not be tolerated at Worden, in classes, through email, on the phone or other virtual communication or on campus in any capacity. This is not acceptable whether it is directed at clients, colleagues, peers, staff members, instructors, or clients while in field. This includes verbal hostility, intimidation, abusive verbalization, profanity in all its forms, and any physical threats, intimidation, or abusive behaviors.

Behavior with Clients: Students are expected to interact professionally with clients at all times, maintaining confidentiality, and keeping appropriate boundaries in all capacities. This includes advocating for and supporting client civil or legal rights, respecting their right to self-determination, and honoring the worth and dignity of each individual or group being served.

Effective Work with Clients and Agencies: Students are expected to demonstrate minimal levels of effective performance and give evidence of progress in working with clients and agencies, including adherence to all Field Education and agency policies. Not maintaining such levels of effective performance will be addressed through conferences with the student, behavioral interventions, documented improvement plans and other means to help the student achieve and master the necessary skills for interpersonal and professional helping.

As a social work student in the Worden School of Social Service, I will uphold and abide by this Student Code of Conduct and the NASW Code of Ethics, which I have been provided, read, and understand. Failure to abide by these codes or any sections therein may result in my being dismissed from the Worden School of Social Service and its academic programs.

For purposes of this application, checking items #20-21 is required. You will be required to sign and submit the most current Code of Conduct form when you begin your Field Education classes.

Digital Signature		ID #	
Handwritten Signature		Date	
OLLU Email			

Students are required to sign this Student Code of Conduct upon formal admission into the BSW or MSW degree program and when they begin Field Education.

The signed version of the Student Code of Conduct will be maintained in the student record.



**Worden School of Social Service
Field Education Office
RELEASE OF STUDENT INFORMATION
CONSENT FORM**

The Oldest School of Social Work in Texas – Educating the Next Generation of Social Workers

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of a student's financial and academic educational records by limiting release of student information without the student's explicit written consent.

The Field Education Office is often required to provide documentation and information about a student as part of the field placement process. Please review, complete and sign this form to authorize release of your educational records, information about your academic standing, and/or information required by an agency such as, but not limited to, proof of US citizenship or valid student visa, immunizations, and results of a drug screen or criminal history check.

STUDENT PERMISSION FOR RELEASE OF INFORMATION

Signature and Declaration: I understand information may be released orally or in written records, as preferred by the requestor. I acknowledge that this release is valid until I have completed my Field Education placement or until I revoke this release in writing by notifying the Field Education Office listed on this form. By signing this release, I authorize OLLU's Worden School of Social Service, Field Education Office to release any and all information for the purpose of Field Education.

Sign either the digital signature or the handwritten signature. Only one is required.

Digital Signature		ID #	
Handwritten Signature		Date	
OLLU Email			

The Following application is to be completed by:

**Online students applying for a placement site
outside of the San Antonio/Bexar County area.**



Worden School of Social Service

FIELD EDUCATION APPLICATION

MSW ONLINE PROGRAM (Non-San Antonio Placement)

As a student in the MSW Online Program, you are responsible for identifying an eligible site to complete your Field Education.

A missed application deadline will result in an automatic Transition to the following term and will delay graduation.

ELIGIBILITY REQUIREMENTS:

2.1.1a Minimum GPA of 3.0; and

2.1.1b Completion of required coursework (see #2 below); and

2.1.1c Have not exceeded allowable number of 'C' grades (see MSW Student Handbook)

4. Contact information:

Name:			Gender:	Student ID#:
Mailing Address, include city, state, zip code				
Telephone Numbers	Cell: <i>Can text?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No	Home:	Work:	
OLLU Email Address:				
Do you speak another language? If so, specify:	Conversational: Type "Yes" if fluent: Speak ; Read ; Write			

2. What term are you scheduled to start field?

Type of Placement	Terms and Year	Field Education Course Sequence		
MSW Foundation Level (450 hour internship completed after first year of coursework – 6000 level courses completed except for field education course sequence) – 3 eight-week terms totaling a 24 week period		6157 8251	6158 8252	6159 8253
MSW Advanced/Concentration Level (500 hour internship completed after ALL coursework – 7000 level courses – for the MSW degree has been completed except for field education course sequence) – 3 eight-week terms totaling a 24 week period		7157 8356	7158 8256	7159 8257
If you have completed other Social Work internships, identify the agency and when completed?	BSW:			
	MSW Foundation:			

<input checked="" type="checkbox"/> Are you requesting ADA accommodations for Field Education? <i>If yes, you must register with Disability Services at (210) 431-4010 and attach a letter with specific accommodation requests for Field Education with this application or note date request submitted to Disability Services.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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<input checked="" type="checkbox"/> Do you plan on applying for a work-based placement? <i>If yes, complete and submit the Application to Use Student's Place of Employment as Field Placement Site part of this form.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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- ☒ **List the pre-screened contact information of the MSW, licensed MSW if required in the state (i.e. LMSW), or LCSW who has tentatively consented to serve as your Field Instructor.**

Potential Field Instructor's Name:	
Potential Field Instructor's Credentials (LMSW/LCSW):	
Potential Field Instructor's Phone Number w/Area Code	
Potential Field Instructor's Email Address:	
Potential Field Education Agency:	
Potential Field Education Program within Agency:	
Potential Field Education Agency/Program Website URL:	
Date Contact Initiated:	Date of Last Contact:
Summarize your conversation with the Potential Field Instructor in the box below. Include key points and information that may be relevant to the Field Education Office when they make contact with the agency.	

<input checked="" type="checkbox"/> Is there any information pertinent to your field placement that has not been identified in this application, including requests for field placement where you or a family member have received services?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<input checked="" type="checkbox"/> Are you requesting placement at a location that is owned by a family member or a family friend?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A response of yes to either question may signal a dual relationship that could result in an ethical dilemma. If you responded yes, please discuss the information with the MSW Online Field Education Coordinator or provide a written discussion here:		

<i>You may not start Field Education until the below mentioned documents have been read and your understanding of these are acknowledged in this application.</i>	Yes	No
<input checked="" type="checkbox"/> 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? <i>If yes, please explain:</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Field placement sites often require fingerprinting and completion of a criminal history background check. I acknowledge the need to discuss this with the MSW Online Field Education Coordinator. Do you acknowledge your understanding that placement may be delayed for a term until another placement can be confirmed should you choose non-disclosure that impacts a referral or results in the loss of a placement?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> I understand that I am financially responsible for the cost of any background checks, immunizations, TB check, drug test, etc. required by my field placement site.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Have you read the current NASW Code of Ethics ? Do you agree to abide by the NASW Code of Ethics in your field placement?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Are you aware that violations of the NASW Code of Ethics in field placement can lead to termination from Field Education courses and, if warranted, termination from your degree program?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Have you read the Worden School of Social Service Student Code of Conduct ? Do you agree to abide by it in field placement?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Are you aware that violations of the Worden School of Social Service Student Code of Conduct in field placement can lead to termination from Field Education courses, and if warranted, termination from your degree program?	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> I understand that all computer hardware, software, network access, information and data provided to me as a social work student intern is the property of the agency in which I will be placed and should be used for official agency purposes only. I will not use the agency	<input type="checkbox"/>	<input type="checkbox"/>

computer systems for personal or non-agency business related purposes. Do you agree to adhere to agency policy?		
<input checked="" type="checkbox"/> Field Education requires you to have access to a computer having mini-camera functionality so your Faculty Liaison can conduct required face-to-face field placement site visits (using Skype) with you and your Field Instructor. I understand that I must have this capability ready by the time I start Field Education.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> <i>Applicable only to MSW Concentration Students:</i> The MSW concentration is practice with Hispanic children and families. I understand that if the agency I have identified cannot afford opportunities to gain culturally competent knowledge, skills, and values through practice with <i>some</i> Hispanic clients that it will not be approved as a field placement site.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> <i>Applicable only to MSW Concentration Students:</i> If Hispanic populations do not exist in my community, I understand that I may need to commute or relocate at my own expense to meet Field Education requirements or delay completion of Field Education until a suitable placement is approved.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> I understand that Field Education is limited to locations in the United States or DoD jurisdictions which adhere to the NASW Code of Conduct.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> I understand placement at a potential site isn't guaranteed for diverse reasons (i.e., terms of affiliation agreement not accepted by University, field instructor is not certified based on required credentials, site cannot take on students after all, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> I understand that Field Education must be completed under the supervision of a Field Instructor who has earned an MSW degree from a CSWE-accredited program, has two years of post-MSW direct practice experience, and if licensure is required by the jurisdiction in which the student is completing placement, is licensed.	<input type="checkbox"/>	<input type="checkbox"/>

☒ **Digital Signature: By typing my name in the box below, I attest that I have completed this form, agree to the time length and hour commitment, and confirm my digital signature.**

Name:

Date:

Incomplete Field Education Applications will be returned to student for completion.

CHECKLIST OF DETAILS: Watch for Engage Field Education Workgroup posted deadlines, announcements, and Q&A webinars

1. Proofread that all items have been completed and digitally signed.
2. Per Question 3, if applying for ADA accommodations, letter from Disability Services

WHERE TO SUBMIT APPLICATION DOCUMENTS:

- Address a single email to FieldEd@ollusa.edu.
- Attach this application and any required documentation to it. Do not send multiple emails.
- Type in the email subject line: "Ap Term (designate term, e.g. SP16 Term B) *your first & last name*"

Questions? Contact the Worden School of Social Service Field Education Office at FieldEd@ollusa.edu or 1-855-275-1082, Extension 2 (Mountain Standard Time)



**Worden School of Social Service
Field Education Office
RELEASE OF STUDENT INFORMATION
CONSENT FORM**

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Sign either the digital signature or the handwritten signature. Only one is required.

Digital Signature		ID #	
Handwritten Signature		Date	
OLLU Email			

Please mail, fax, or email completed form to:

Our Lady of the Lake University
WSSS Field Education Office
411 S.W. 24th Street
San Antonio TX 78207
Email: fielded@ollusa.edu
Fax: 1-855-275-1083

Our Lady of the Lake University of San Antonio, Texas



Worden School of Social Service STUDENT CODE OF CONDUCT

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Students completing Field Education are expected to safeguard confidentiality of clients and agency information that is not public knowledge. This means students should not discuss information acquired as a result of their placement that would be deemed private or confidential by the agency without the express permission of their field instructor. This includes sharing or posting about clients and agencies on Facebook or other types of social media in which confidentiality could be breached or statements considered libelous.

Assaultive or Threatening Behavior: Assaultive or threatening behavior will not be tolerated at Worden, in classes, through email, on the phone or other virtual communication or on campus in any capacity. This is not acceptable whether it is directed at clients, colleagues, peers, staff members, instructors, or clients while in field. This includes verbal hostility, intimidation, abusive verbalization, profanity in all its forms, and any physical threats, intimidation, or abusive behaviors.

Behavior with Clients: Students are expected to interact professionally with clients at all times, maintaining confidentiality, and keeping appropriate boundaries in all capacities. This includes advocating for and supporting client civil or legal rights, respecting their right to self-determination, and honoring the worth and dignity of each individual or group being served.

Effective Work with Clients and Agencies: Students are expected to demonstrate minimal levels of effective performance and give evidence of progress in working with clients and agencies, including adherence to all Field Education and agency policies. Not maintaining such levels of effective performance will be addressed through conferences with the student, behavioral interventions, documented improvement plans and other means to help the student achieve and master the necessary skills for interpersonal and professional helping.

As a social work student in the Worden School of Social Service, I will uphold and abide by this Student Code of Conduct and the NASW Code of Ethics, which I have been provided, read, and understand. Failure to abide by these codes or any sections therein may result in my being dismissed from the Worden School of Social Service and its academic programs.

For purposes of this application, check items 13-14 to acknowledge understanding.

Student Signature:

Date:

Students are required to sign this Student Code of Conduct upon formal admission into the BSW or MSW degree program and when they begin Field Education.

This signed Student Code of Conduct will be maintained in the Student File.

Worden School Code of Conduct, November 15, 2014
411 S.W. 24th Street, San Antonio TX 78207

Application Addendum: to be completed by:

All students who are applying to use their Place of Employment as a Field Placement Site. This should be included with either #1 or #2 application listed previously.

Application to Use Student's Place of Employment as Field Placement Site

All questions must be addressed & appendices submitted with the application.

Incomplete forms will be returned to the student.

INFORMATION ON STUDENT APPLYING FOR EMPLOYMENT-BASED INTERNSHIP			
Student Name:		Date of Application:	
Student Email:		Student Phone:	
Indicate Level of Internship:	BSW	<input type="checkbox"/>	
	MSW Foundation	<input type="checkbox"/>	
	MSW Concentration	<input type="checkbox"/>	
<i>I acknowledge that if this petition is approved, depending on the program noted above, that if a subsequent internship is required, I will be unable / ineligible to apply for the next internship at my place of employment.</i>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Proposed starting semester. <i>Online students only, also provide proposed term, e.g. FA15 Term B:</i>			
INFORMATION ON CURRENT PLACE OF EMPLOYMENT (Agency, Organization, etc.)			
<input checked="" type="checkbox"/> Include as Appendix A: Your Job Description (Official version on file with HR or responsible administrator, e.g. Executive Director's office)			
<input checked="" type="checkbox"/> Include as Appendix B: Organizational Chart - Highlight the following on the chart (a visual image showing the hierarchy):			
<input type="checkbox"/> Current work unit/program employed in			
<input type="checkbox"/> Proposed internship unit/program			
<input type="checkbox"/> Current employment supervisor's position in organizational hierarchy			
<input type="checkbox"/> Proposed field instructor's position in organization hierarchy			
<input checked="" type="checkbox"/> Name of employer (agency/organization):			
<input checked="" type="checkbox"/> Department within agency/Name of unit you work in:			
<input checked="" type="checkbox"/> Address (Street, City, State, Zip):			
<input checked="" type="checkbox"/> Internet URL/Website:			
<input checked="" type="checkbox"/> Telephone numbers (include area code):	For main office: To program:		
<input checked="" type="checkbox"/> Your current title/name of position:			
<input checked="" type="checkbox"/> Time in this position (e.g. 2 years, 4 months):		Date hired:	
<i>I acknowledge that I have been employed in this position for at least one year and am not on probationary status.</i>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>Are you aware of threats to your position, e.g. funding cuts that may result in elimination of your program or position? If yes, explain</i>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<input checked="" type="checkbox"/> In your words, provide a detailed description of your job duties (Also attach job description as Appendix A):			
<input checked="" type="checkbox"/> Are you on call outside of your normal working hours? If so, explain:		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<input checked="" type="checkbox"/> Name of supervisor:			
<input checked="" type="checkbox"/> Title of supervisor (Identify on Appendix B):			

<input checked="" type="checkbox"/> Supervisor's phone number:	<input checked="" type="checkbox"/> Email:	
<input checked="" type="checkbox"/> Supervisor's degree(s):	<input checked="" type="checkbox"/> License(s):	
<input checked="" type="checkbox"/> Average number of work hours each week:		
INFORMATION ON PROPOSED INTERNSHIP / FIELD PLACEMENT SITE		
<input checked="" type="checkbox"/> Include as Appendix C: Proposed Field Instructor Profile Form <input checked="" type="checkbox"/> Include as Appendix D: Proposed Field Instructor Job Description		
<input checked="" type="checkbox"/> Name of proposed program/unit:		
<input checked="" type="checkbox"/> Address of proposed site:		
<i>I understand that my proposed field instructor must be a licensed MSW/LCSW/PhD in social work who has two years of post-MSW direct practice experience.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<input checked="" type="checkbox"/> Name of proposed field instructor (Attach Appendix C so eligibility can be determined by the Worden School Field Education Office):		
<input checked="" type="checkbox"/> Title of proposed field instructor (Identify on Appendix B and attach Appendix D):		
<input checked="" type="checkbox"/> Proposed field instructor's phone:	<input checked="" type="checkbox"/> Email:	
<input checked="" type="checkbox"/> Address of proposed field instructor (if same as agency address, state "same"):		
<input checked="" type="checkbox"/> Is the proposed field instructor on-site?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I acknowledge that in my work position that I am not directly or indirectly supervised by the proposed field instructor.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I acknowledge that my proposed field instructor is not directly or indirectly supervised by my employment supervisor.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<input checked="" type="checkbox"/> Were you previously employed in the proposed program/unit? If yes, explain: a. Please describe your relationship with the proposed field instructor in your previous employment with the proposed unit:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<input checked="" type="checkbox"/> Does this plan include a non-MSW task supervisor? If so, provide the following: <ul style="list-style-type: none"> Name of proposed task supervisor: Title of proposed task supervisor: Degree(s)/licenses of proposed task supervisor: Phone number: ; Email: 	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<input checked="" type="checkbox"/> Are any friends and/or relatives working at your proposed field placement site? A. If yes, please explain: B. What is their relationship to your proposed field instructor? C. Is this a family business? If yes, please explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
RATIONALE FOR REQUEST (NARRATIVE RESPONSES)		
a. Please respond to these questions in essay form. b. Narrative needs to clearly and thoughtfully respond to each question. c. There is no space limit so it is better to provide more, rather than less, detail.		
<input checked="" type="checkbox"/> What is your rationale for requesting a work-based field placement, i.e. describe your need for completing your internship at your place of employment?		
<input checked="" type="checkbox"/> If your proposed field instructor were to leave the agency, what plan is in place to ensure		

accreditation and Worden requirements will be met, e.g. supervision by eligible MSW?										
<i>I understand that any change in field instructor must be approved by the Field Education Office and that absence of this or an approved proxy may result in interruption of the employment-based placement.</i>								Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>I understand that if the Field Education Office was not informed in advance of a change in the approved field instructor that hours accrued during the absence of the approved field instructor (or approved proxy) may be voided.</i>								Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>I understand that if a new field instructor cannot be identified that the employment-based placement may be terminated and could result in a delay of my graduation.</i>								Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<input checked="" type="checkbox"/> Please describe the learning opportunities and activities you will be afforded during your proposed field placement:										
<input checked="" type="checkbox"/> Explain how these practice opportunities will be significantly different from your employment responsibilities.										
<input checked="" type="checkbox"/> What is the relationship between your work supervisor and the proposed LMSW/LCSW field instructor? Please indicate if one supervises the other.										
<input checked="" type="checkbox"/> Please describe your prior relationship with the proposed LMSW/LCSW field instructor, and if applicable, task supervisor (e.g., friend, colleague, former supervisor, etc.).										
<input checked="" type="checkbox"/> If the on-site supervisor is an LMSW, explain the need for a task supervisor. Describe the rationale for the task supervisor arrangement.										
SCHEDULING INFORMATION, INTERNSHIP TIME, & COMMITMENT TO LEARNING ROLE										
As an Employee		As an MSW Intern (<i>In a Supported Learning Role</i>)								
Specify hours, e.g. 8:30am-4:30pm Time Zone:		Specify semester and term			Specify semester and term			Specify semester and term		
		Fall Spring Summer	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Term: A <input type="checkbox"/> B <input type="checkbox"/>	Fall Spring Summer	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Term: A <input type="checkbox"/> B <input type="checkbox"/>	Fall Spring Summer	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Term: A <input type="checkbox"/> B <input type="checkbox"/>
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										
Saturday										
Sunday										
<i>I pledge that during the hours I will be in my intern role that I will refrain from</i>								Yes <input type="checkbox"/>	No <input type="checkbox"/>	

engaging in my work responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
<i>I pledge that during the hours I will be in my intern role that my primary focus will be on learning, that is, to be engaged in the learning activities and practice behaviors that will demonstrate the learning outcomes (i.e. CSWE EPAS core competencies) that will be approved by my Worden Faculty Liaison as described in my education plan.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>On my honor, and in compliance with the three Field Education guiding documents noted below, I pledge to exercise integrity by consulting with my field instructor and/or Worden Faculty Liaison if issues surface that violate the standards, values, principles, and expectations of these, especially if issues, concerns, and practices compromise the quality of my learning and ability to perform in a learning role as an intern</i> <ul style="list-style-type: none"> ○ CSWE Educational Policies and Standards; ○ National Association of Social Workers Code of Ethics; and ○ Worden School of Social Service Student Code of Conduct 	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<input checked="" type="checkbox"/> Do your responsibilities include being on call outside of the business hours noted in your schedule? If yes, please explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<input checked="" type="checkbox"/> What accommodations will be in place to prevent work duties from derailing or violating field hours agreed upon in this proposal? Please specify a plan.		
<input checked="" type="checkbox"/> My work supervisor has read and supports this plan.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I understand that failure to maintain these pledges and expectations may result in termination from Field Education, and if warranted, termination from the MSW program.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
SIGNATURES COMMITTING SUPPORT TO STUDENT'S PLAN FOR COMPLETING FIELD EDUCATION INTERNSHIP AT PLACE OF EMPLOYMENT The MSW Field Education Coordinator or Director of Field Education may contact all involved to discuss the proposal.		
By signing below, I verify that: 21. This proposal is accurate and true. 22. I have fully coordinated this proposal with my supervisor, proposed field instructor and (if needed) task supervisor. 23. I understand the requirements of completing my field internship at my place of employment. 24. I agree to inform the Office of Field Education of any changes in this proposal, e.g. change in field instructor, shift from on-site to off-site supervision, etc. Digital Signature of Student: _____ ; Date: _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> • For questions about applying for placement in the San Antonio or Bexar County, Texas area, contact the Field Education staff at: On Campus Students: wordenfieldedsa@lake.ollusa.edu. On-Line Students: fielded@ollusa.edu 		

STATUS OF PETITION: TO BE COMPLETED BY FIELD EDUCATION OFFICE

Director of Field Education has reviewed this petition to complete your Field Education internship at your place of employment. Your petition is:

- ☐ Approved (Copies of this petition are maintained in the student's file.)
- ☐ Disapproved for the following reason(s):
- ☐ Conditionally approved, based upon the following:

Digital Signature of Field Education Representative: ; Date:

Appendix L

Social Media and Ethics: Considerations for Social Work Students

Social media considerations for social work students

Source: School of Social Work, University of Wisconsin-Madison, Madison WI
<https://socwork.wisc.edu/using-social-media-social-work-student>

Posted Friday, August 16, 2013

While it is common in our culture to tweet day-to-day experiences, check in on Foursquare throughout the day, and Instagram memorable events, it is easy to get used to openly sharing a great deal of information about daily life. However, as a professional-in-training, your online persona should be managed as carefully as you would mind your actions, speech, and dress in the workplace.



Professional social workers must be mindful of social media use because information shared on social media platforms can be used by clients, other professionals and the general public to shape opinions about you and social workers as a whole. Maintaining primary social work values like client privacy and confidentiality are of utmost importance, and upholding one's reputation is critical to competent, successful practice.

Social workers' professional behavior is guided by the [National Association for Social Worker's Code of Ethics](#), the State of Wisconsin Conduct Statutes found in the Marriage & Family Therapy, Counseling and Social Worker Administrative Code ([Chapter MPSW 20](#)), and general business practices. As closely as possible, students in the School of Social Work are expected to model professional standards of behavior as they conduct themselves in any public forum, whether it be online or off. Students are also expected to abide by the [School of Social Work's Student Rights and Responsibilities Handbook](#).

We have distilled those standards down to a few key practices that should be kept in mind when using social media or dating websites. The following guidelines can be used to help protect yourself and the clients who seek your services, along with your reputation and future livelihood as a social worker:

Assume that anything said or done online is public. Do not post any content that you would be uncomfortable sharing with the entire world. There have been instances where private user data has become unintentionally visible to all users during a service upgrade or change. Users have also reported the reappearance of deleted data on some sites.

Negative comments about clients, your field placement or work environment are inappropriate and disrespectful.

Discussions about clients are always off-limit, even when speaking generally. Such discussions are a breach of confidentiality, a primary professional value of social workers. Additionally, your group of friends could easily include an acquaintance of your client, especially in our increasingly inter-connected world.

Avoid posting photographs or content that imply unprofessional behavior, such as photographs that could suggest to the viewer binge drinking, gambling, sexual behavior, etc.

Avoid using social media during class or in field settings, unless part of the curriculum

Privacy is also of utmost importance when using social media as a professional. It is highly recommended that students who choose to utilize social media sites take precautions to keep personal information private, out of a concern for both professionalism and personal safety. Precautions can include:

Limit social media account settings to share content with only vetted friends and family

Never "friend" or add a client to your network; Avoid digital communication with clients outside of the workplace

Use a pseudonym for online accounts to mask your identity

Refrain from listing personal information, such as home address, cell phone number, or intimate details about your personal life

Turn off automatic location information on social media posts

Limit or avoid check-in platforms like Foursquare that make it easy to find a person's location.

Following these guidelines can help to avoid consequences ranging from negative impact on the reputation and career of individual students, to undermining the reputation of the School of Social Work or public trust in social workers.

The following guidelines are used with permission from Rebecca B. Brigham, MSW, Director of Field Education and Clinical Associate Professor, The University of North Carolina at Chapel Hill, Tate Turner Kuralt, School of Social Work, Phone: (919)962-6532, Email: brigham@email.unc.edu

Guidelines for the Use of Social Media UNC –CH School of Social Work Field Education Program (2012-2013)

Social media channels, such as Facebook, Twitter, YouTube, Flickr, Second Life and various blog sites are just a few examples of new and exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity versus using these sites to maintain contact with friends and family. Your *professional image*, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office. As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm,” it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the School of Social Work, and the profession.

As you get started in your field placement, it may be helpful to explore the following questions with your field instructor and/or task supervisor.

- Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?

How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?

What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

To help facilitate these conversations, consider the following topics for discussion with your field instructor and/or task supervisor.

What are the agency guidelines regarding the use of Facebook and who can you friend?

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy

settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates and see who you've friended. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

What privacy and confidentiality concerns should I consider when texting, emailing and/or using Twitter?

With the proliferation of hand held devices such as smart phones, iPhones and Blackberries, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email and Twitter are quick and effective ways to communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools. There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussion information about your field placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas.

Can I check my personal social media accounts during field hours?

In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

I can't find anything in the Code of Ethics that specifically mentions social media, so does that mean the Code of Ethics does not apply?

Absolutely not! The NASW Code of Ethics provides a variety of standards that social workers should consider when engaging in the use of social media. Here are a few examples of the Codes applicability to social media.

- Standard 1.06 states that “social workers ***should not engage in dual or multiple relationships***...in which there is a risk of exploitation or potential harm to the client...and social workers...are responsible for setting clear, appropriate, and culturally sensitive boundaries” (1.06c) The Code goes on to note that “dual or multiple relationships can occur simultaneously or consecutively” (1.06c) Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.
- Standard 1.07(i) states that “social workers ***should not discuss confidential information in any setting unless privacy can be ensured.***” We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don't post in advance when you plan to be on vacation or away from home for an extended period of time. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.

- Standard 4.03 states that “social workers *should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.*” Social media channels provide an excellent means to build community; however, as you navigate these channels, do no harm to yourself, your field site, your clients, the School of Social Work or to the social work profession in the process. Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.

What should I do next?

Take some time to review these guidelines with your field instructor and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Field instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

Appendix M

Acknowledgement of Worden School Policies, Procedures, and Expectations for Course Work and Field Education



Worden School of Social Service ACKNOWLEDGEMENT OF POLICIES, PROCEDURES & EXPECTATIONS FOR COURSE WORK & FIELD EDUCATION

The Oldest School of Social Work in Texas – Educating the Next Generation of Social Workers

Please initial each of the boxes below to acknowledge you read and understand the Worden School of Social Service policies in fulfillment of the MSW course work and Field Education Internship requirements.

		Initials
1.	54-hour credit program students are required to complete two internships: <input checked="" type="checkbox"/> The first as a foundation-level student at 450 hours (See Item 3); and <input checked="" type="checkbox"/> The second as a concentration-level student at 500 hours (See Item 4)	
2.	31-hour credit program students are required to complete a 500 hour concentration internship (See Items 4 and 5).	
3.	The MSW foundation year emphasizes social work practice with Hispanic children and families. Course work and your foundation internship in the 54-hour program require students to have some engagement in practice with Hispanic populations. <i>Before matriculating into the Field Education component of the MSW Program, it is the student's responsibility to identify an agency that will afford opportunities to gain culturally competent knowledge, skills, and values through practice with Hispanic clients.</i>	
4.	The MSW concentration is practice with Hispanic children and families. Course work and concentration internships for both the 54-hour and 31-hour programs require students to engage in practice with Hispanic populations. <i>Therefore, before matriculating into the Field Education component of the MSW Program, it is the student's responsibility to identify an agency that will afford opportunities to gain culturally competent knowledge, skills, and values through practice with Hispanic clients.</i>	
5.	If Hispanic populations do not exist in the student's community, the student may need to commute or relocate at her/his own expense to meet Field Education requirements or delay completion of Field Education until a suitable placement is approved.	
6.	Field Education is limited to locations in the United States or DoD jurisdictions.	
7.	Field Education must be completed under the supervision of a Field Instructor with the following credentials. 1. Has earned an MSW degree from a CSWE-accredited program; 2. Has two years of post-MSW direct practice experience; and 3. Is social work licensed or certified by the state in which the student completes Field Education.	
		Initials

8.	When the student reaches Field Education, it is her/his responsibility to provide the Field Education Office with the name of a potential field education site and Field Instructor. Submission of this information must meet established deadlines.	
9.	Students will be required to engage in virtual site visits and are required to have the technology needed to do so, e.g. a minicam for Skype, FaceTime, etc.	
10.	Requirements for professional social work licensing vary by individual state. It is the applicant's responsibility to research licensing requirements within their own state of residence to ensure that a degree from Our Lady of the Lake University's Worden School of Social Work's MSW program will satisfy all the criteria to be licensed.	
11.	A criminal background check is required of all students for Field Education in order to be enrolled in the group professional liability policy carried by the Worden School. Students having a criminal history may be denied: enrollment in the policy by the insurance company. Should this occur, the student will not be permitted to engage in field placement courses required for completion of the MSW degree; an internship based on the placement site's own restrictions and policies.	
12.	Students who have qualified disabilities covered by the Americans with Disabilities Act who desire accommodations are required to contact OLLU's Center for Student Success. To ensure accommodations are available on the first day of class, students who are eligible or have questions of eligibility are strongly advised to contact the Disability Office immediately upon admission to the program as the process can take time. The Disability Office Hours are Monday thru Friday: 8:00 AM - 5:00 PM or by appointment at 210-431-4010.	

As a student, I acknowledge that I have read and understand the policies, procedures and expectations required for course work and Field Education and agree not to hold the University liable when they cannot be met.

Type in Name		Email	
Signature		Date	

Please submit completed form to:

Email: kcorder@onlineprograms.ollusa.edu

Fax: 855-275-1083

Our Lady of the Lake University of San Antonio, Texas