

Virginia Union University

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Benchmark 2

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Student Handbook and Field Manual

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Virginia Union University  
Richmond, Virginia

Department of Social Work

MSW Program Student Handbook

**This program has achieved candidacy status of accreditation through the Council for Social Work Education (CSWE)**

*333 John Carlyle Street, Suite 400, Alexandria, Virginia 22314*  
(703)683-8080 | [www.cswe.org/accreditation](http://www.cswe.org/accreditation)

The Virginia Union University MSW Program is scheduled for the next phase of accreditation during the Spring of 2023.

This handbook is prepared by the faculty in the Department of Social Work for students who are currently enrolled in the MSW Program. It is designed to accompany the Virginia Union University Catalog, and the Virginia Union University Student Handbook. Students are responsible for the information, requirements, and policies contained within this MSW Program Student Handbook, as well as for the information contained within the University Catalog and Student Handbook.

## **Mission of Virginia Union University**

Virginia Union University is nourished by its African American and Christian heritage and energized by a commitment to excellence and diversity.

Its mission is to:

1. Provide a nurturing, intellectually challenging and spiritually enriching environment for learning;
2. Empower students to develop strong moral values for success; and
3. Develop scholars, leaders, and lifelong learners of a global society.

To accomplish this mission, Virginia Union University offers a broad range of educational opportunities that advances liberal arts education, teaching, research, science, technology, continuing education, civic engagement, and international experiences.

## **Mission of the MSW Program**

The mission of the VUU MSW Program is to prepare trauma-informed advanced generalist social workers committed to intellectual excellence, research, civic engagement and the amelioration of social injustice and discrimination through advocacy and anti-racist practice. The program seeks to provide students with a rigorous, nationally recognized, and accredited curriculum that promotes professional excellence, success, advancement, life-long learning, and a commitment to the values of the social work profession. In particular, the VUU MSW Program prepares advanced generalist social workers who recognize trauma as a social determinant of health and who support marginalized individuals, families, groups, organizations, and communities in achieving health equity and social justice locally and globally.

## **MSW Program Goals**

The VUU MSW Program Goals are to:

1. Prepare students to recognize and value their responsibility to be accountable in social work practice in advocacy for clients and for social justice locally and globally.
2. Prepare students to conduct ethical research, apply critical thinking skills, and disseminate findings through effective written and oral communication.
3. Prepare students to provide professional specialized trauma-informed clinical social work practice with marginalized individuals, families, groups, organizations, and communities.
4. Prepare students to advocate for marginalized individuals, families, groups, organizations, and communities regarding the impact of trauma and access to trauma-informed care.

## **Diversity**

### *Respect for Diversity & Difference Policy*

Virginia Union University is committed to creating and maintaining an environment free of discrimination, harassment, and retaliation. VUU does not discriminate based on race, color

religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or genetic information. We value a learning community in which all members feel secure physically and intellectually. Behavior that harms others or threatens campus security challenges our mission.

It is the policy of the MSW Program to foster a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

### *Supportive & Inclusive Learning Environment*

#### *Policy*

It is the policy of the MSW Program to provide supportive, and inclusive, academic environment where all students can learn and grow as individuals. Any student who feels they have experience discrimination is entitled to a review by the MSW Executive Committee.

#### *Procedures*

The following procedures have been established to ensure that the learning environment continues to remain supportive and inclusive for all students:

1. Students who wish to file a discrimination complaint should submit a written complaint to the Department of Social Work & Sociology Chair. The Chair will then bring the complaint to the MSW Executive Committee within 3 business days.
2. The MSW Executive Committee will review all complaints and will issue a written response to the student within 5 business days.
3. The MSW Executive Committee will review and vet all syllabi for non-discriminatory language, evidence of support for inclusion and diversity, and compliance with notifications prohibiting discrimination.
4. The MSW Executive Committee will review all job postings for language regarding our non-discriminatory hiring policy.

The VUU MSW program is an extension of the mission of the Virginia Union University. As an urban, faith based, HBCU, VUU has a long tradition of advocacy for the rights of marginalized people. So, our implicit curriculum efforts regarding diversity are rooted in a broad organizational culture and tradition.

### **Admissions Policies**

#### *Admission Requirements for VUU Graduate Studies*

Outlined below are the minimum admission requirements for graduate study at VUU. Additional requirements outlined below refer to admission to the Social Work Graduate Program.



1. **Graduation from a regionally accredited college or university or its equivalent.** Applicants must have received an earned baccalaureate degree from a regionally accredited college or university.
2. **Required grade point average.** For admission into graduate studies at VUU, our graduate programs require a minimum undergraduate GPA of 2.7.
3. **Letters of recommendation.** Three letters of recommendation that outline the candidate's ability to successfully complete graduate studies. The letters must focus on the student's academic record, work record and personal character. One letter from a former instructor is preferred.
4. **Personal statement.** Applicants must submit a 500-word personal statement to include their career goals (see requirements below for the Social Work Program).
5. **Resume.** Submission of a professional resume is required.
6. **Test of English as a Foreign Language (TOEFL).** Students whose first language is not English, must pass the TOEFL with a score of 550 or better.

General Admissions Requirements for VUU MSW Program

It is the policy of the MSW Program that all students must be accepted to the University, through Graduate Admissions, prior to admission to the MSW Program. Students must be admitted to the MSW Program in addition to being admitted to the University. Students who have been admitted to the University but have not been formally admitted to the MSW Program are not considered MSW students.

In addition to the requirements identified above, applicants for admission to the Full-time (Two-Year) or Part-Time Plan of Study must:

1. Have a baccalaureate degree from an accredited university or college that reflects a broad liberal arts base, to include:
  - a. Eighteen (18) semester credit hours in the social and behavioral sciences and humanities.
  - b. Three (3) semester credit hours in biological science/general biology.
  - c. Three (3) semester credit hours in mathematics (100 level or above).
2. Advanced Standing Students must have a BSW from an accredited social work program. This includes degrees recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.
3. Regarding students applying for advanced standing, for a baccalaureate course to be eligible as an advanced standing course, the course must have been completed within five years prior to the application date, and the student must have completed the course with the equivalent of an "A" final grade.
4. All courses not accepted for advanced standing are required to be completed for the VUU MSW degree.
5. Submit a personal statement (requirements listed below):
  - a. Social work is a field of study that blends perspectives from other disciplines, such as the biological and social sciences, with its own values, knowledge, and

skills. Social workers must understand how individuals, families, groups, organizations, and communities interact with their environment. Persons desiring to become social workers must possess the capacity for self-reflection, empathy, sensitivity, respect for diversity, and willingness to work with oppressed and at-risk populations.

- b. The personal statement should provide the admissions committee with insight regarding how your interest in social work has evolved and your readiness for graduate social work education.
- c. *The personal statement should include the following:*
  1. Tell us why you want to be a social worker. Why does the profession of social work appeal to you? How is trauma-informed social work practice important to you and your professional development?
  2. Why do you want to attend Virginia Union University for your social work graduate education?
  3. Why are you a good candidate for this program?
  4. Describe your ability and commitment to undertake graduate education at this time in your life.
  5. Explain how trauma-informed social work practice is important to you and your professional development.
  6. Please provide any additional information you would like us to consider.
  7. The personal statement must be typed, double-spaced, 12pt. font, and 2 - 4 pages in length (500 words).

\*Please note: You will be evaluated in part on your writing style, grammar, and critical thinking/self-reflection. The personal statement is an opportunity to demonstrate your writing skills.

### Transfer of Credits

#### *Policies*

1. At the time of application for admission to the university, an official copy of the transcript from the previous institution(s) attended should be presented for evaluation. The Office of Enrollment Management sends the transcript to the Office of the Registrar for evaluation; however, transfer courses in the program may be evaluated by the department or program. The results of the evaluation are sent back to the admissions office for inclusion in the student's file.
2. For graduate coursework to be transferred for credit towards the VUU MSW degree, the prior coursework must be earned from a graduate program in social work within the past 5 years and accredited by CSWE.

#### *Procedures*

1. The student applicant submits a copy of the prior graduate coursework with the application for admission.

2. The Executive MSW Committee reviews the transfer student's transcript(s) to confirm that the originating credits were awarded by a program accredited by CSWE.
3. The Executive MSW Committee determines the courses to be transferred for credit toward the VUU MSW degree.
4. The Executive MSW Committee notifies the applicant about the courses that are eligible for transfer.

MSW Admission Procedures – Full-Time (FT), Part-Time (PT), & Advanced Standing (AS)

To be admitted to the MSW program, all students must:

1. Be accepted to VUU by the Graduate Admissions Department;
2. Submit a MSW Program Application (Appendix A) to the MSW Program Director;
3. Submit a personal statement;
4. Submit an updated resume to the MSW Program Director;
5. Submit a copy of unofficial transcripts (undergraduate and/or transfer credits);
6. Receive written notification of acceptance by the MSW Director.

Admission Requirements for Advanced Standing (AS)

*Policies*

Advanced standing for VUU MSW applicants is awarded only to applicants with a baccalaureate social work degree from a social work program accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Services or covered under a memorandum of understanding with international social work accreditors.

Applicants for Advanced Standing status in the VUU MSW Program must meet the requirements for admission to the VUU Social Work Graduate Program (MSW) as outlined above.

Any candidate who holds a baccalaureate degree from a social work program accredited by CSWE may apply for advanced standing status. Advanced standing status, if granted, enables the candidate to receive up to 23 credits mapped from the student's baccalaureate social work program. The student's baccalaureate transcript will be evaluated to determine if the student's prior academic coursework qualifies for advanced standing for the following courses in the VUU MSW curriculum. For a baccalaureate course to qualify as an advanced standing course, the course must have been completed within five years prior to the application date, and the student must have completed the course with the equivalent of an "A" final grade:

- SWK 500 Human Behavior in the Social Environment (3 credits)
- SWK 511 Policy I: Social Welfare History and Policy (3 credits)
- SWK 524 Social Work Practice I with Individuals and Families (3 credits)
- SWK 590 Field Education IA (3 credits)
- SWK 592 Field Seminar 1A (1 credit)
- SWK 525 Social Work Practice II with Groups, Communities, and Organizations (3 credits)
- SWK 591 Field Education IB (3 credits)
- SWK 593 Field Seminar 1B (1 credit)

SWK 510 Social Research (3 credits)

All courses not eligible for advanced standing are required to be completed for the VUU MSW degree.

### *Procedures*

Students seeking Advanced Standing are required to submit the documents outlined above under the MSW Admissions Procedures. AS students are also required to submit:

1. Submit a MSW Program Application (Appendix A) to the MSW Program Director;
2. Submit a personal statement;
3. Submit an updated resume to the MSW Program Director;
4. Submit a transcript showing all coursework completed in a CSWE-accredited BSW Program.

### *Process for Ensuring Baccalaureate Social Work (BSW) Graduates Do Not Repeat Previous Achievements*

Transcripts for students with a baccalaureate social degree from a CSWE-accredited program will be reviewed by the MSW Executive Committee. BSW generalist course grades will be evaluated. In the event a student has excelled in a BSW generalist course with a final grade “A” and the course had been completed within the past five-years, that course will not be repeated in the VUU MSW Program. This review will apply only to BSW generalist courses and only for students who graduated with a BSW from a CSWE-accredited program. This includes degrees recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors.

Using the policies and procedures outlined in M3.1.3 below, The MSW Executive Committee will determine the courses in the MSW Program (up to 23 credits) that are waived for the student for a letter grade “A” earned in the BSW Program. All other courses will be required for the VUU MSW degree.

### *Admission Procedures for Advanced Standing*

The MSW Executive Committee will determine which BSW courses qualify for exemption based on the earning of a letter grade “A” for the BSW course. When a student’s transcript is evaluated to qualify for 23 exempted credits, the student will be accepted into full Advanced Standing. Partial advanced standing will be determined on a course-by-course basis.

### *Evaluation of Admission Applications*

#### *Policies*

1. All applications to the VUU MSW Program will be reviewed by an Executive MSW Committee to include the MSW Program Director, MSW Director of Field, Chairperson

of the Department of Social Work and Sociology, and one additional social work faculty person.

2. Applications will be reviewed within 30 days of receipt of the entire MSW applicant packet. Only complete applicant packets will be reviewed.

### *Procedures*

1. Committee members will review each applicant packet and provide an assessment score using a standardized assessment rubric. Each Committee member will make a recommendation for acceptance, acceptance with conditions, rejection, or deferral.
2. Committee will meet to discuss recommendations to reach a consensus decision for each applicant.
3. The MSW Executive Committee will also review all student transcripts for BSW generalist courses that were mastered at the “A” level and eligible to be waived.
4. The Committee will recommend conditions relevant for an applicant who requires additional support for success. In the event a conditional acceptance is recommended, the MSW Program Director will meet with the applicant to develop a student learning plan to be active during the student’s first semester.
5. For a student accepted with conditions, after completion of the first semester, the Committee will meet to review student progress and consider full acceptance. If the Committee determines that insufficient progress was demonstrated the student may be terminated from the Program or the learning plan and progress review may be extended for a second semester.

### *Applicant Notification of Contingent Conditions*

#### *Policies*

The Executive Committee will recommend conditions relevant for an applicant who requires additional support for success. In the event a conditional acceptance is recommended by the Committee, the MSW Program Director will meet with the applicant to develop a student learning plan to be active during the student’s first semester. After completion of the first semester, the Committee will meet to review student progress and consider full acceptance. If the Committee determines that insufficient progress was demonstrated, the student may be terminated from the MSW Program, or the learning plan and progress review may be extended for a second semester.

#### Procedures:

1. Within 5 days the MSW Program Director will send every applicant an electronic notification of the decision followed by a mailed hard-copy notification.
2. For applicants recommended for acceptance with conditions the applicant will be notified of this conditional acceptance and notified of the requirement to meet with the MSW Program Director to develop a one-semester learning plan.

## **Student Development**

### *Advising Policies*

Every VUU MSW student will be assigned one academic advisor to assist with course selection, and support for academic success. Academic advisors will be selected and assigned by the MSW Program Director.

All VUU MSW students entering the final two semesters of coursework in the VUU MSW Program will be assigned by the MSW Program Director a professional advising team consisting of the student's academic advisor and the student's field site supervisor. The professional advising team will work with the student to discuss and prepare for job placement and/or further academic work.

### *Advising Procedures*

Every academic year the MSW Program Director will assign an advisor to every MSW student. This advisor will assist the student with course schedule and other academic success issues. This advisor will remain the student's advisor for the duration of the student's tenure in the VUU MSW Program, unless the student or MSW Program Director requests a change.

Every academic year the MSW Program Director will assign a professional advising team to every MSW student entering the final two semesters of VUU MSW coursework. The team will consist of the student's academic advisor and the student's field site supervisor. This professional advising team will assist the student with professional development, job placement, and/or further academic work. This advising team will support the student until the student graduates, or until the student or MSW Program Director requests a change.

### *Incomplete Grades*

#### *Policies*

Incomplete (I) grades will be given by the instructor under extraordinary circumstances, such as severe illness, when a student has incomplete examinations, assignments, etc., and has a chance to earn a passing grade if the incomplete work is completed. Work for the incomplete grade must be completed by the deadline assigned by the MSW faculty member. Per VUU policy, work for the incomplete grade must be completed 60 days into the next semester, or it will be converted to a grade of "F".

**It is the student's responsibility to request an Incomplete from their instructor, and in writing, prior to the last day of a course.** Students are required to complete the VUU Incomplete Request Form (Appendix B) in addition to their written notification to their instructor. Requests received after the course has ended will be automatically denied.

### *Procedures*

1. Students will notify their instructor in writing prior to the end of the course;
2. Students will submit the MSW Program Incomplete Form to their instructor, prior to the end of the course;
3. Instructors will respond to the student, in writing, within 3 days of receiving the documentation.

### *Evaluation & Termination Based on a Student's Academic Performance*

#### *Policies*

Every year all VUU MSW students will be reviewed for academic and professional performance in the classroom, as well as in the field setting.

Student academic performance is evaluated through a review of course grades earned in the previous year. Any grade below a C is consider unacceptable.

If, after a subsequent review in 2 months, the student is unable or unwilling to comply with the academic standards of the Program, the student may be asked to leave the MSW Program. Any decision by the MSW Program Director and Professional Advising Team regarding professional performance or associated penalties may be appealed in writing.

#### *Procedures*

1. In the event a student earns a C the student will receive notification in writing. The MSW Director will send written notification to the student.
2. The student's academic and professional performance advising team, along with the MSW Executive Committee, will conduct the review.
3. If a student has demonstrated an insufficient professional performance level based on the review, the MSW Program Director may assign a professional coach to support the student.
4. Sufficient academic performance is considered an earned A or B in a class.
5. The MSW Program Director will notify the student of unacceptable academic performance, and the consequences, in writing.
6. Students may appeal the decision, in writing, within 3 days of a decision from the MSW Executive Committee.
7. The MSW Program Director will respond to the appeal in writing no later than 5 business days.

### *Grievance Policies*

It is the policy of the MSW Program that any student receiving a failing grade (below C) in any course will be placed on academic probation for a period of one semester. After the semester on probation, the MSW Executive Committee will review the student's performance again. If the student has failed another course, the student will be asked, in writing, to either:

1. In the case of a full-time student, reduce course load to part-time for the next semester, or;
2. Take a leave of absence from the Program.

If the student does not comply with the recommendation of the MSW Executive Committee the student may be removed from the MSW Program. Any decision by the MSW Executive Committee regarding academic performance or penalties may be appealed in writing. The MSW Executive Committee will respond to the appeal in writing no later than 5 business days.

Should the MSW Executive Committee uphold the decision to remove a student from the MSW program, the removal does not guarantee a refund for classes already taken and/or currently enrolled in. See the VUU student handbook and Catalog for policies on course refunds.

### Grievance Procedures

Students who wish to appeal the removal from the MSW Program by the MSW Executive Committee must:

1. Submit a written letter, within 3 business days of removal from the Program, that outlines the reasons the student feels they should be allowed to remain in the MSW Program. This letter should contain concrete examples of why the decision of the MSW Program was not justified.
2. The MSW Executive Committee will respond to the appeal in writing no later than 5 business days.

### Evaluation & Termination Based on a Student's Professional Behaviors

#### *Policies*

Professionalism is a significant and critical factor directly impacting the successful completion of the MSW Program. It is the policy of VUU that students who demonstrate behaviors reflecting a lack of professionalism, poor professional judgement, and/or behaviors violating the NASW Social Work Code of Ethics may receive a failing grade and could be removed from the MSW Program.

Examples of behaviors resulting in a failing grade, and/or removal from the MSW Program include, but are not limited to, the following<sup>1</sup>:

1. Discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability;

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<sup>1</sup> National Association of Social Workers. (2021, February, 19). *NASW code of ethics: Social workers' ethical responsibilities as professionals*. NASW. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/Social-Workers-Ethical-Responsibilities-as-Professionals>



2. Students should not participate in, condone, or be associated with dishonesty, fraud, or deception;
3. Impairment
  - a. Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
  - b. Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.
4. Misrepresentation
  - a. Students should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
5. Academic Dishonesty
6. Negative and/or violent behavior towards fellow students, faculty, staff, agency personnel, and/or clients;
7. Unhealthy and/or lack of professional boundaries with clients;
8. Placing you, your client, and/or any other individual “at risk”;
9. Being released, fired, terminated by a field agency;
10. Violating the policies and/or procedure of your practicum agency;
11. Posting information via social media, which negatively represents yourself, the practicum agency, the practicum agency’s clients, practicum agency’s staff, Virginia University’s Social Work Program, the profession of Social Work, and/or violates the confidentiality and/or rights of others in any way.
12. Falsification of documentation directly and/or indirectly related to the practicum course and/or service delivery within the context of the practicum agency.

#### *Procedures*

8. In the event a student violates a professional standard of VUU’s MSW Program, the student will receive notification in writing. The MSW Director will send written notification to the student.
9. A professional performance advising team will be assigned to the student by the MSW Director.
10. The professional performance advising team, along with the MSW Executive Committee, will conduct a review of the student’s infraction.

11. If the professional performance advising team and/or the MSW Executive Committee find insufficient professional performance level based on the review, the MSW Director will notify the student of the outcome. Outcomes may include, but are not limited to:
  - a. Notice of immediate termination from the MSW Program;
  - b. Notice of a corrective action plan, as well as a due date for completion of required remediation tasks.
12. The MSW Program Director will notify the student of unacceptable academic performance, and the consequences, in writing.
13. Students may appeal the decision, in writing, within 3 days of a decision from the MSW Executive Committee.
14. The MSW Program Director will respond to the appeal in writing no later than 5 business days.

### Grievance Policies

It is the policy of the MSW Program that any student receiving a corrective action plan will be placed on performance probation for a period of one semester. After the semester on probation, the MSW Executive Committee will review the student's performance again. If the student has not resolved the actions outline in the corrective action plan, or has failed a course, the student may be asked/determined to be:

3. In the case of a full-time student, reduce course load to part-time for the next semester, or;
4. Take a leave of absence from the Program;
5. Terminated from the MSW Program.

If the student does not comply with the recommendation of the MSW Executive Committee, the student may be removed from the MSW Program.

Any decision by the MSW Executive Committee regarding professional performance or corrective actions may be appealed in writing. The MSW Executive Committee will respond to the appeal in writing no later than 5 business days.

Should the MSW Executive Committee uphold the decision to remove a student from the MSW program, the removal does not guarantee a refund for classes already taken and/or currently enrolled in. See the VUU student handbook and Catalog for policies on course refunds.

### Grievance Procedures

Students who wish to appeal the removal from the MSW Program by the MSW Executive Committee must:

3. Submit a written letter, within 3 business days of removal from the Program, that outlines the reasons the student feels they should be allowed to remain in the MSW Program. This letter should contain concrete examples of why the decision of the MSW Program was not justified.

4. The MSW Executive Committee will respond to the appeal in writing no later than 5 business days.

#### Evaluation of Student's Field Performance

***Please refer to the complete MSW Field Manual for specific policies pertaining to field placement.***

#### Removal from Field – Grievance/Appeal

***Please refer to the complete MSW Field Manual for specific policies pertaining to field placement.***

#### Student Information Dissemination Policy

Students will be provided with a MSW Student Handbook, and a MSW Field Manual upon acceptance to the MSW Program. Both documents are also included in all MSW Canvas courses.

#### Student's Rights & Responsibilities

##### *Policies*

At the start of each academic year, a VUU MSW student representative will be selected to join the MSW Executive Committee and other MSW Faculty to participate in academic and student affairs policy making. Students must be nominated by a VUU MSW Faculty member to participate in the MSW Executive Committee. The student representative will participate as a voting member or by consensus on the policy forming committee selected.

##### *Procedures*

1. Students must be nominated in writing by a VUU MSW Faculty member;
2. Students fulfilling this role will be asked to sign a confidentiality form to protect the information of their peers.
3. The student member of a policy forming committee will be expected to participate fully with attendance and professional performance.

#### Student Opportunities for Student Organization & Advocacy

VUU MSW students can participate in any VUU student organization open to graduate students. In addition, VUU MSW students are encouraged to form organizations for advocacy or other purposes, according to the policies of Virginia Union university regarding student organizations. MSW students are eligible to join the existing Social Work Club student organization. MSW students are also encouraged to form a MSW Social Work student club, according to the policies of Virginia Union university regarding student organizations.

## Administrative Structure

The VUU MSW Program is a program option of the Department of Social Work and Sociology (Department). Also located within the Department is the VUU BSW Program. The Department is located within the School of Arts and Sciences, within Academic Affairs.

The VUU MSW Program's administrative lead is the MSW Program Director, who reports to the Chair of the Department of Social Work and Sociology. The Department Chair reports to the Dean of Arts and Sciences, who reports to the Provost and Senior VP for Academic Affairs.

The VUU MSW has autonomy to achieve the Program's mission and goals within the bounds of CSWE standards, SACSCOC standards, and policies and procedures of Virginia Union University.

## Full-time MSW Faculty

Name	Title	Contact Information
Dr. Jeffrey Harlow, Ph.D.	Assistant Provost Associate Professor, Social Work	Phone: 804-385-8365 Email: jyharlow@vuu.edu
Dr. Johnetta Guishard, Ph.D., LMSW	Chair, Department of Social Work and Sociology	Phone: 804-257-5702 Email: jhguishard@vuu.edu
Dr. Katy Baugus, Ed.D, LCSW	MSW Program Director, Associate Professor, Social Work	Email: kbaugus@vuu.edu
Professor Fatima Smith, MSW	Director of Field Education, Assistant Professor, Social Work	Phone:804-257-5678 Email: fsmith1@vuu.edu
Professor Lenise Mazyck, MSW, LCSW	BSW Program Director, Assistant Professor, Social Work	Phone: 804-625-4545 Email: lmazyck@vuu.edu

**Appendix A**  
**MSW Program Application**



Department Chair | Dr. Johnetta Guishard  
MSW Program Director | Dr. Katy Baugus  
BSW Program Director | Professor Lenise Mazyzck

jhguishard@vuu.edu  
kbaugus@vuu.edu  
lmazyzck@vuu.edu

## BSW & MSW Program Application

### Application Type

BSW    MSW 2-year    MSW Advanced Standing

### Enrollment Type

Full-time    Part-time

## I. IDENTIFYING INFORMATION

Full Name (first, middle, last)

Preferred Name

Birthdate (MM/DD/YYYY)

VUU Student ID #

VUU E-mail

Local street address

City

State

Zip code

Permanent street address

City

State

Zip code

### DEPARTMENTAL USE ONLY

Date application received: \_\_\_\_\_

Date of interview: \_\_\_\_\_

Date essay received: \_\_\_\_\_

Disposition: \_\_\_\_\_

Denied / Approved by: \_\_\_\_\_

## I. IDENTIFYING INFORMATION *(continued)*

Cell phone number

Non-VUU E-mail

---

### Emergency Contact

Last name

First name

Phone number

Relationship to you

---

## II. ACADEMIC INFORMATION

Name of advisor

- Dr. Guishard     Professor Mazyck  
 Dr. Baugus     Professor Smith

Current GPA

Expected Graduation Date

May 20\_\_\_\_     December 20\_\_\_\_

Current or Anticipated Minor

---

List courses, if any, that you have failed (D or F) since entering Virginia Union University.

Course	Semester	Grade

---

## III. REFERENCES

Please provide us with contact information for the two references. One professional and one academic.

Name	Telephone number	E-mail address

## IV. EMPLOYMENT & VOLUNTEER EXPERIENCE

List all employment (high school and college, if applicable). You may attach an updated resume

Organization Name	Volunteer Activity	City, State	Dates

List all volunteer (high school and college, if applicable). You may attach an updated resume

Organization Name	Volunteer Activity	City, State	Dates

List all community service during college. You may attach an updated resume

Organization Name	Community Service Activity	City, State	Dates

If presently employed please provide your work schedule:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



## V. OTHER INFORMATION

The following questions are required of all applicants. Omission of any information may result in our inability to process your application. This information will not affect your admission to the social work program, but it may limit the type of placement setting to which you will be assigned in the future.

False statements on this form would be evidence of unethical behavior and consequently grounds for termination from your field placement and/ or the VUU BSW/MSW Social Work Program.

You may attach additional pages, if needed, to answer these questions.

1. Have you ever used another name under which records may be filed concerning your application, or your education, training, or experience leading to your application (such as a maiden name, or your name prior to adoption)?

Yes       No

If you answered yes, please use the space below to explain:

2. Have you ever been convicted of a traffic violation (including driving under the influence), misdemeanor, and/or felony?

Yes       No

If you answered yes, please use the space below to explain:

3. Have you ever been charged with and found responsible for any type of abuse of a child, an elder or any other vulnerable person (such as someone with physical, cognitive or mental disabilities)?

Yes       No

If you answered yes, please use the space below to explain:

## V. OTHER INFORMATION

4. Are you a citizen of the United States of America, or a documented immigrant?

Yes       No

If you answered "no", do you have a VISA that allows you to be here (such as a student VISA or work VISA?)

Yes       No

If "yes", please attach a copy of the VISA to this document.

If "no", please attach a complete and comprehensive explanation to this document.

5. Please share any personal limitations that you are aware of that may be challenging to you as you pursue your social work degree.

By signing this application, I hereby give permission to members of the Social Work faculty to contact the references listed in Part III and attest that the information provided in this application is true.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair signature

\_\_\_\_\_  
Date

**Appendix B**  
**MSW Incomplete Request Form**

## Incomplete Grade Request Form Virginia Union University

*Instructors must submit this completed form to the department chair at the time the incomplete grade is submitted. A copy of the completed form is subsequently emailed to the student at the email address below*

Student Name: \_\_\_\_\_ ID Number: \_\_\_\_\_ Program: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_  
 Course Prefix/Number (i.e. SWK 610): \_\_\_\_\_ Course Title: \_\_\_\_\_  
 Term/Year: \_\_\_\_\_ Faculty Name: \_\_\_\_\_

### Student Completes This Section To Request and Qualify for an “Incomplete” Prior to the End of the Course

To Qualify for an “Incomplete” please note: Your progress in a course must have been satisfactory (passing) prior to your request for an Incomplete grade; The circumstances leading to your request must have been beyond your control; You are required to provide documentation to justify your request for an Incomplete

#### Student Section – Please attach documentation

*I request that I be assigned an “Incomplete” (I) for the course indicated above. My reasons for the request are: (Please attach documentation). I realize the implications of being assigned an incomplete grade in this course. I acknowledge the following:*

1. A grade of incomplete may not be removed by repeating the course
2. It is my responsibility to contact my instructor regarding expectations and deadlines for all course requirements
3. I am responsible for meeting the deadline for completion of work set by my instructor. This deadline must not exceed 6 weeks after the completion of the course.
4. Any course requirements not completed at midnight on the deadline will result in a zero grade for those assignments.
5. Failure to complete all requirements by midnight on the deadline will result in the “I” grade automatically converting to a “F” grade.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Faculty Section – Please attach a copy of syllabus

Request for Incomplete Approved  Request for Incomplete Denied

Estimated current grade in this course: \_\_\_\_\_ Percentage/Points of coursework currently outstanding \_\_\_\_\_

Completion Deadline (not to exceed 6 weeks after the course completion date): \_\_\_\_\_

Description of Assignment	Grading Weight/Points	Deadline

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Virginia Union University  
Department of Social Work and Sociology

**Field Manual**

**MSW PROGRAM**

**1500 N Lombardy St, Richmond, VA 23220**

Administration

Johnetta H. Guishard, Ph.D., LMSW, Chair, Department of Social Work and Sociology

MSW Program Administration

Katy Baugus, EdD, LCSW, MSW Program Director

Fatima Smith, MSW Field Director

MSW Field Education Faculty

Fatima Smith, MSW, Director of Field Education

Revised August 2023

Field Program Contacts

Department of Social Work and Sociology, Office of  
Field Education Fatima Smith, Director of Field  
Education

804-257-5678

fsmith1@vuu.edu

## **Social Work Field Education**

### **Introduction**

The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world in the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Throughout the MSW program, students are learning in the classroom and applying their skills in the field practicum semesters. By embedding practice experience within the courses, students will be able to see the ways that social workers apply each of the curriculum areas in their settings, and students will be able to examine their practice experiences from the lens of the social work courses. With the assistance of the professor and the supervisor, the student will be able to see how practice informs policy and research and how these in turn inform practice and contribute to best practices based on the evidence of research implemented in practice.

### **Connecting Theory Between Classroom & Field**

A key component of field education is the journals that students are completing each week (Appendix A). These journals provide an opportunity for students to learn documentation standards using Journals. Students are also given a self-reflection question in each journal that explores how they are connecting their individual field experience to the curriculum. During seminar courses, students are asked each week to talk through how their practice is connected to the values and competencies in an open class discussion board. This discussion board serves as an opportunity for critical thinking, processing, as well as assessment of the student's understanding of the competencies and social work values. In these discussion boards, students can demonstrate the knowledge of the core competencies, as well as gain the diverse perspectives of their peers.

### ***Sample Discussion Board***

#### **Week 5 Professional Boundaries**

Welcome to Professional Boundaries education for Week 5!! Many of your clients and, quite honestly, many of us, struggle with healthy boundaries in one way or another. Sometimes this looks like the inability for us to ask for help when we are drowning at work. Something I struggled with was the ability to set boundaries with myself in terms of the long hours I was working. Sometimes boundaries come into play when we talk about conflict, whether between ourselves and clients, co-workers, etc. It could be a conflict between clients. As a Social Worker, it's important that you become comfortable setting professional boundaries in a variety of settings.

Please take some time to review the following video:

[Setting Boundaries with Clients: Role Play, Demo, Foundations.](#)

Provide your responses to the following points in the discussion board:

1. What is one area that you struggle with personally in regards to boundaries? How can you practice setting these boundaries for yourself?
2. Talk about a conflict (no identifying information of course) that you have witnessed, or been a part of during your practicum. How did you handle the situation? How was the conflict resolved?

### **Generalist Field Opportunities**

The generalist field practicum consists of four courses:

1. SWK 590 Field Education IA (3 credits)
2. SWK 592 Field Seminar IA (1 credit)
3. SWK 591 Field Education IB (3 credits)
4. SWK 593 Field Seminar IB (1 credit)

These courses include the both the agency experience and the classroom experience. They account for 8 total credit hours and will be graded along the letter grade continuum. The first-year graduate field concentrates on a “generalist approach” focusing on an eco-systems/developmental framework. From this framework, students learn the importance of the reciprocal interactions between the person and the environment. Analyzing these interactions teaches students the developmental and problem-solving capacities of clients, especially vulnerable populations, as well as the supports and obstacles presented by the environment. Students learn to identify and prioritize a wide range of client needs and to link clients with appropriate resources. Within the generalist approach, the student is also encouraged to consider the broader implications of client struggles, to contribute to the improvement of environmental systems and policies, and to identify needed resources for clients so that clients can reach their potential and participate fully in society. This focus on problem solving occurs at the individual, family, group, organizational, and community levels stressing the unique needs of each level, the interactions among the levels, and strategies for holistic, generalized intervention. Students learn the principles of data collection, problem identification, assessment, planning, implementation, and evaluation to systems of various sizes, thus establishing evidence-based practice at the micro, mezzo and macro levels. Students also learn the importance of research in the acquisition of practice knowledge, the evaluation of systems, and the evaluation of their own practice.

### **Specialized Field Opportunities**

The specialized field practicum consists of four courses:

1. SWK 690 Field Education IIA (3 credits)
2. SWK 692 Field Seminar IIA (1 credit)
3. SWK 691 Field Education IIB (3 credits)
4. SWK 693 Field Seminar IIB (1 credit)



These courses include both the agency experience and the classroom experience. They account for 8 total credit hours and will be graded along the letter grade continuum. The trauma-informed specialization field practicum concentrates will focus on marginalized populations in the community, which often have extensive experience with trauma. Our field sites will be selected because of the location and mission of the field agency to work with marginalized populations and the trauma associated with those groups and localities. Agencies selected for second year field will emphasize direct practice work with all client systems – individuals, families, groups, organizations, and communities.

### **In-person Contact with Clients & Constituencies**

The VUU MSW field experience requires in-person contact with clients and constituents. In-person contact with clients and constituents will be monitored through weekly journal reviews by the faculty liaison, student evaluations, as well as regular contact between the Field Director and Field Instructor. Student competencies will be demonstrated and assessed through supervision with the Field Instructor, discussions during field seminar, and the completion of weekly journals. In addition, competencies will be demonstrated through the midterm evaluations, and final evaluations at the end of the semester. Students will be evaluated on their work with clients and constituencies based on their assigned tasks on their Learning Plan.

Students will also complete an agency analysis presentation (during Pre-Practicum), and a Capstone Project (at the end of each year of practicum), that allows them to demonstrate their understanding and application of each of the 9 competencies.

### **Field Hours & Scheduling Policies**

VUU offers two options for obtaining a MSW degree. The first option is a 2-year program. Students enrolled in the two-year program commit to full-time academic study and field work. The period of study is four semesters and includes a total of 900 hours of Field in their approved agency. Students enrolled in the two-year program will complete 400 Generalist field hours. Two-year students will then complete 500 hours during their Specialization year.

The second option is the advanced standing program (AS). The period of study is two semesters and includes 500 hours of Specialization field hours in their approved agency.

### **2-year MSW Program**

- **First-year MSW students** gain a generalist perspective in their field placements during Field Education I and Field Seminar I. Agency field instructors teach and demonstrate skills applicable across all levels of practice—micro, mezzo, and macro. This extensive knowledge base provides students insight into how individuals, families, groups, and communities interact and how this interaction

promotes or prohibits opportunity and growth.

- **Second-year graduate students** gain a trauma-informed perspective in their field placements during Field Education II and Field Seminar II. Agency field instructors teach and demonstrate the advanced skills necessary for trauma-informed care across all levels of practice – micro, mezzo, and macro.

### **1-year, Advanced Standing MSW Program (AS)**

- *Advanced MSW Field Prerequisites*
  - Students can enter the Advanced Standing/Specialization year of the MSW program if: (1) students have earned their Bachelor of Social Work degree, including the successful completion of their BSW field placement; or (2) all first-year foundation courses in addition to the first-year field placement are completed successfully.
- **Advanced Standing graduate students** gain a trauma-informed perspective in their field placements during Field Education II and Field Seminar II. Agency field instructors teach and demonstrate the advanced skills necessary for trauma-informed care across all levels of practice – micro, mezzo, and macro.

Any student experiencing difficulties in completing their hours according to the schedule they have developed, must bring this to the attention of their Field Instructor and the Office of Field Education immediately (within 24-48 hours). A delay in doing so may result in an insufficient number of completed field hours. Students who do not complete the required minimum hours must repeat both the field and seminar courses the following academic year. The field office does not guarantee that the student will have the same placement if the student has to repeat the course.

Students may take all School holidays and whatever holidays are observed by the agency. They will not, however, be able to count these holidays toward their field hours. If the student elects to work through a holiday, such as Spring Break, this time will count toward the required field hours. Students are encouraged to negotiate these potential days off much the same way that an employee might navigate their personal plans within the responsibilities of the agency and their position. Students do not accrue hours not served in field, i.e., when the University is open for a holiday, but the agency is not.

Students are not allowed to complete internship hours during times in which they are not actively enrolled in a seminar course, i.e., in between terms or prior to being enrolled in the practicum course.

Students may exceed the number of required hours with the permission of their Field Instructor; however students are not able to exceed 40 hours of field placement per week. Students requesting to work over 8 hours per day must have permission from the Office of Field Education.

### **General MSW Field Policies**

1. All students are required to attend field education orientation prior to the start of field.
2. Students are responsible for ensuring that their (class, school activities, work, childcare, etc.) will accommodate their field placement. All students must complete the required number of clock hours regardless of sick time, holidays, or other missed time. It is the student's responsibility to plan with the field instructor to make up any lost time.
3. Transportation to and from the agency is the student's responsibility.
4. Students must begin their field placement hours during the first week of the semester in which they are taking field education courses. Any student who cannot begin their field placement by the second week of the semester must discuss this with the MSW Director of Field Education prior to the start of the second week of the term.
5. Students should review the University's calendar with their Field Instructors at the beginning of each semester to discuss anticipated time away from their placement and include such in their Learning Contract (Appendix M).
6. Students are responsible for documenting and monitoring the number of field hours needed to meet the minimum program requirements.
7. Prospective students must be aware that agencies have the right to deny them for field placement. Acceptance into the social work program does not guarantee a student a field placement if the refusal is based on a student's criminal history. Refusal under such circumstances will not entitle the student to any refund of tuition or other fees incurred up to that point of the program. No student will be allowed to graduate with a degree in social work without completing the field placement requirement.
8. Agencies may terminate a student's field placement should the agency no longer be able to participate in the field placement site requirements. Reasonable attempts to place the student with an alternative placement will be made by the MSW Field Director. Transfer of a student from one agency to another, regardless of the reason, is contingent on the availability of an appropriate alternative site. A second placement agency is not guaranteed.
9. Reimbursement for agency-related travel during the placement is entirely at the discretion of the agency. The Field Instructor is responsible for addressing any financial reimbursement policy and providing instruction on proper records and procedures to be completed by the student.

### **NASW Code of Ethics Social Work Practice**

The NASW Code of Ethics is a set of standards that guide the professional conduct of social

workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics.

Students are expected to follow all professional standards set forth by the National Association of Social Workers' Code of Ethics. This includes the [2021 Amendments](#).

The complete standards with specific skill competencies can be found on the NASW website [here](#).

### **Field Admission Criteria**

All MSW students must be approved to enter field by the Office of Field Education. Admittance to field practicum requires the following:

1. An overall GPA of 3.0 or higher
2. A grade of a B or higher in all social work classes
3. Field Placement Prerequisites
  - a. All students must successfully complete a Pre-Practicum course for each practicum year. In order to successfully complete the pre-practicum course, students must attend/participate in all classes. The course grade must be a B or higher to enter into field.
  - b. During the 1<sup>st</sup> year/Generalization year, students must successfully complete Pre-Practicum Tasks (i.e. Agency selection, Learning Plan, Learning Agreement, etc.) & Pre-field Seminar – 3 credits
  - c. During the 2<sup>nd</sup> year/Specialization year, students must successfully complete the following SWK courses, with a grade of B or higher, prior to starting Field.
    - i. SWK 500 Human Behavior in the Social Environment (3 credits)
    - ii. SWK 511 Policy I: Social Welfare History and Policy (3 credits)
    - iii. SWK 524 Generalist Practice I with Individuals and Families (3 credits)
    - iv. SWK 590 Generalist Pre-Practicum & Seminar (3 credits)
    - v. SWK 525 Generalist Practice II with Groups, Communities, and Organizations (3 credits)
    - vi. SWK 510 Social Research (3 credits)
    - vii. SWK (Number TBD) Advanced Pre-Practicum & Pre-field Seminar – 3 credits
    - viii. SWK 690 Advanced Field Education & Generalist Seminar 1 - 4 credits
    - ix. SWK 693 Advanced Field Education & Generalist Seminar 2 – 4 credits
4. Students must complete a MSW Field Application (Appendix B).
5. Students must successfully interview and be accepted by their proposed field agency.
6. Students must complete the Professionalism Statement (Appendix C).
7. Students must complete the Acknowledgement of Risks form (Appendix D)
8. Students are required to read, review, and sign the Student Agreement and Acknowledgment of Risk which outline safety risks (Appendix E).

9. Students who are seeking placements outside the central Richmond, VA are required to identify at least five (5) agencies in their area of choice to complete their field placement. Students must complete the Out of Area Field Placement Request Form during the first week of the Pre-Practicum course (Appendix F)
10. Agencies may have requirements such as tetanus shots, TB tests, criminal background checks, etc. Students are responsible for ensuring that they meet all requirements set forth by their agency prior to starting field.
11. Students enrolling in any field education course are required to provide proof of professional liability insurance coverage during their pre-practicum seminar. Students are responsible for purchasing their own liability insurance.
12. If a student has a criminal history, they are required to disclose this information to their Pre-Practicum instructor, and potential Field Instructor. A letter will need to be written by the student's placement site identifying that they are aware of the student's criminal history and will still allow the student to intern with their agency. This letter will need to be signed by the student, the Field Instructor and agency director, and then submitted electronically to the MSW Field Director, with the student's background check results. An explanation of the criminal history will also need to be provided by the student and uploaded in Canvas.
13. If the student is not accepted at the proposed agency, or if the student declines the approved agency, then the Office of Field Education will make a reasonable attempt to find an alternative placement. However, if a student declines an agency's offer for placement, the Office of Field Education does not guarantee a new placement.

### **Field Admission Procedures**

During the Pre-Practicum course, the Office of Field Education will:

1. Review of MSW Field Application to determine eligibility for MSW field.
2. The Office of Field Education will match student's field interests with a previously vetted field agency.
3. Once a student is matched with an agency, the Office of Field Education will contact the agency to inform them that a student will be contacting their staff to set up an interview. The office of field education will provide the student with the agency's contact information. **The student is responsible for scheduling the interview.** The interview does not guarantee the student will be placed at the agency. The student is to dress professionally and email their resume prior to the interview.
4. After the interview, the Field Instructor will contact the Office of Field Education with their decision to approve/deny the student for placement at their agency. The Office of Field Education will contact the student to inform them of the status of the placement at that agency. Students will be provided with next steps by the Office of Field Education based on the outcome of the interview.

5. Once a field placement has been agreed upon by all parties, students are responsible for completing the Learning Contract (Appendix M), with their Field Instructor, and agency Director.
6. If the student is not accepted at the agency, or if the student declines the approved agency, then the Office of Field Education make a reasonable attempt to find an alternative placement. However, if a student declines an agency's offer for placement, the Office of Field Education does not guarantee a new placement.

## **Selecting Field Settings**

### Policies

In order to be an approved agency for MSW field students, agencies must:

1. Sign a Memorandum of Agreement with the VUU Department of Social Work;
2. Designate qualified, agency personnel to serve as field instructors and/or task supervisors;
3. Provide student(s) with an orientation to the agency that includes policies, procedures and requirements related to health and safety and other policies relevant to the practicum
4. Interview potential placement students regardless of race, color, religion, national origin (including ethnicity), age, sex, parenting status, marital status, political affiliation, veteran status, genetic information, sexual orientation, gender identity, gender expression, disability or any other protected class
5. Attend field orientation prior.

### Criteria for selection of a field agency

1. The opportunity for students to perform tasks under each of the 9 competencies, at the generalist and/or specialization level.
2. The willingness of the agency executive and staff to support the educational goals of VUU's MSW Program.
3. The clear understanding that placements are learning experiences for students and not intended to provide extra support to the staff for the sole purpose of conducting agency business.
4. The availability of appropriate, educational, and instructive supervision, at least one hour of supervision per week from the approved Field Instructor.
5. The agency/organization cannot engage in discriminatory practices in the hiring of personnel, the acceptance of students or clientele.
6. The agency/organization supports Field Instructors' participation in the Field Instructor Training (either in person or online) and other additional or ongoing training as needed.
7. Agencies must provide a Field Instructor with a social work license at the Master's level and a Master's in Social Work from a CSWE-accredited university with a minimum of two years of post-graduate social work experience. It is preferable that at least one year has been with the agency where field instruction will be provided.

The agency must communicate any changes in MSW supervision to the Office of Field Education as soon as possible to make the necessary arrangements for student supervision.

8. The agency/organization must have necessary administrative capacity to sustain student activities (space, phones, privacy when needed, administrative support, etc.).
9. The agency/organization must take necessary precautions to protect students' safety. This minimally includes training in policies and procedures for conducting home visits, interacting with potentially difficult clients, and handling emergencies, as well as appropriate screening of student assignments by the Field Instructor(s).

### Procedures

All potential field agencies will be screened by the MSW Field Director prior to the placement of a student. Agencies must ensure that students are not left alone in the agency without professional staff. Leaving students alone on the premises, conducting solo tasks, being independently responsible for a hotline, or 24-hour crisis line, or otherwise in charge during staff retreats, conferences, etc. is not an appropriate use for students. Students, no matter how competent or skilled, are not able to take on those types of staff responsibilities. The Office of Field Education will screen all agencies prior to placing a student.

### Prohibited Agency Placements

Students may not complete a field practicum in any agency in which the student was, or is, a client of mental health services or any family member was, or is, a client of mental health services. It is the responsibility of the student to decline such a placement.

Foster parents may not complete a field practicum with the Child Protective Services division of the Department of Human Resources in which they are affiliated with.

Students may not complete a field practicum at an agency they completed their first field placement with (as a BSW or Foundation student) or at an agency that they completed a previous internship with as part of a previous degree program unless approved by the Director of Field Education. To seek approval, agencies must write a letter on company letterhead explaining/outlining the students first internship position/obligations and what they will do differently as a second year/advanced student. Tasks must be more advanced and must focus on the student's specialization.

## **Monitoring Students**

### Policy

It is the policy of the VUU MSW Program to monitor student progress and well-being throughout the entire field placement experience.

### Criteria

Multiple methods are used to monitor student learning and field setting effectiveness. These methods are completed by the MSW Field Director, Field Liaison, and Field Instructor. They are as follows:

1. Virtual and/or in-person meetings
2. Phone calls
3. Emails
4. Supervision

### Procedures

1. Weekly email announcements and/or Canvas generated announcements in the virtual classroom;
2. Field meetings occur virtually throughout the academic year;
3. Faculty Liaisons will obtain the VUU email addresses of students and their associated Field Instructors to facilitate communication with all participants;
4. Should problems or concerns arise in a placement, additional site visits may be conducted to address problems in a timely manner;
5. Students and Field Instructors are required to participate in mid-semester and end-of-semester evaluation virtual meetings;
6. Students are also required to complete a weekly Supervision Log (Appendix G) which requires students to verify supervision attendance, identify the current and upcoming week tasks, connection to core competencies, theory, and classroom content during a weekly 60-minute meeting with their Field Instructor;
7. Students are required to submit weekly timesheets;
8. Students will be monitored through the submission of weekly journals;
9. Students will also be monitored through weekly supervision sessions with their field instructors.

### Supervision

Students must receive at least one hour of individual supervision with the designated Field Instructor each week during the field placement. Even though students may work closely on tasks with other agency employees, the student must formally meet with the designated Field Instructor. The student will be required to keep a Supervision Log (Appendix I), identifying dates supervision occurred, topics covered, theories learned, etc. The Supervision Log must be submitted to the Faculty Liaison, at the end of each semester. This log must be signed by the student and Field Instructor.

Students are expected to play an active role in supervision (with Field Instructor). This includes being prepared and on time for the supervisory session. Although the Field Instructor will have topics for discussion, students will also identify topics on the Supervision Log. One of the most important areas for growth during field is the student's understanding of the need for a commitment to life-long learning and self-evaluation. Students are encouraged to keep lists



throughout the week of issues to be discussed. Another tool for supervisory sessions is the Learning Plan. The competency tasks in the Learning Plan may be used as a guide for the supervisory sessions.

#### Student Performance & Corrective Action Policies

1. If the student's performance is below expectations, the Field Instructor must notify the Director of MSW Field/Faculty Liaison as soon as the problem arises.
2. If a student egregiously violates practice standards or ethical behavior, the Field Instructor may ask the student to leave the placement immediately. The Field Instructor will be asked to complete the Interruption of a Student from Field Placement (See Appendix H).
3. Any completed Corrective Action Contracts will include a deadline for the achievement of the outlined behavioral changes/goals (Appendix I).
4. Any completed Interruption of a Student from Field Placement will include an ending date.
5. If a student does not meet the indicated deadline for a Corrective Action Contract, the student will receive a failing grade, and may face removal from the MSW program.
6. If a student meets the requirements outlined in the Corrective Action Contract, and all parties are satisfied with the outcomes, the student will continue to participate in field.

#### Student Performance & Corrective Action Procedures

If the student's performance is below expectations, the MSW Field Director will arrange a conference with the Field Instructor, Task Supervisor, Faculty Liaison, and the student as soon as possible to analyze the problem. During this conference:

1. All parties will complete and/or review the Corrective Action Contract and/or the Interruption of a Student from Field Placement form(s).
2. The student will receive a copy of the Corrective Action Contract and/or the Interruption of a Student from Field Placement.

#### Appeal Policy

1. An agency and/or Field Instructor may choose to terminate a student's field placement at any time.
2. Any student removed from a field education placement has a right to appeal their termination to the MSW Field Director.
3. An appeal does not guarantee that a student will be placed back into an agency.
4. An appeal does not guarantee a change in grade.
5. All appeals must be submitted to the MSW Field Director within 2 business days of the termination.

#### Removal from Field - Appeal Policy & Procedures

It is the policy of VUU's MSW Program, that any student discharged/removed/terminated from a field education placement has the right to appeal the Director's Decision. Steps to do so are as follows:

1. The student must contact the Chair of the Department of Social Work & Sociology, in writing, within 2 class days of receiving the notice of termination from the Office of Field Education. This appeal must outline the reasons for the appeal.
2. The Department Chair will then review the appeal and respond in writing to the student within ten (10) class days of having received the student's appeal request.
3. In the event a student wishes to appeal the Department Chair's decision, the student may proceed to appeal, in writing and within ten (10) class days, to the Dean of the School of Arts & Sciences. The decision of the Dean of the School of Arts & Sciences is final.

#### *Change of Placement Request by Student Policy*

1. The transfer of a student from one agency to another during a semester (regardless of circumstances) depends on the availability of an appropriate alternate site. While the Office of Field Education will work assiduously to assist the student in finding another agency, such placement may not be available.
2. If the decision to change a student's placement occurs within the first two weeks of the placement, and the student has been actively involved in appropriate activities, the student may be excused from making up that time. However, if it is well into the semester, the student may need to negotiate an appropriate number of approved hours with the MSW Field Director and/or withdraw from field and reapply for the next cycle of practicum courses.
3. The student must follow University procedures regarding dropping courses (refer to the current University Graduate Catalog and/or the current Registrar's Academic Calendar for specific procedures and grading policies).

#### *Change of Placement Request by Student Procedures*

1. A student requesting a placement change must first speak with the MSW Field Director.
2. If the MSW Field Director agrees to the change, they will arrange for a meeting with the Director, student, and Field Instructor to discuss possible solutions.
3. If the MSW Field Director approves the student's request of securing a different placement, the student will then move forward in contacting new placement sites to secure a new placement by the deadline given by the Office of Field Education.

#### **Student Safety Policy**

The VUU Department of Social Work works to curate a safer field education experience for our students and community partners to promote learning and growth. While we do not want the student to be shielded from the realities of professional practice, immersing students in the realities of practice can also expose them to safety and security risks. Many students arrive at their field placement with concerns about personal safety that can significantly impact their learning opportunities and their experiences. The Department is unable to guarantee safety within the field education program, however continuous dialog between The Office of Field Education and agency constituents ensures mitigation of risk.

## **Safety Criteria**

In order to meet the standards of safety for VUU's MSW Program, agencies/placements must meet the following criteria:

1. Agencies must have established safety policies and procedures for their organization;
2. Agencies must have a protocol for training students on safety policies and procedures;
3. Students must be accompanied to client homes until such time as the student and the field instructor are in agreement that the student is ready to conduct home visits independently;
4. Agencies must have established protocols and procedures for monitoring student's location in the case of home visits;
5. Agencies must be prepared to offer a change of responsibility for any student who does not feel safe in an environment, or with a particular client.

## **General Safety Procedures**

1. Field agencies are carefully screened to ensure they are equipped to contribute to the student's learning experience.
2. Field agencies are required to complete a field placement agency application.
3. Field agencies are required to meet with the Director of Field Education for screening.
4. Field agencies are required to complete a Memorandum of Agreement (MOA) with VUU Department of Social Work
5. Field agencies should provide students with training related to agency risk management.
6. VUU Social Work students are required to purchase professional liability insurance.
7. The Field Director and Faculty Liaisons maintain working relationships with field agencies.
8. Students are required to attend field orientation prior to beginning their field placement to review policy and procedures.
9. Students are required to read, review, and sign the Student Agreement and Acknowledgment of Risk which outline safety risks (Appendix D).
10. Students are expected to adhere to agency policies and to promptly report any concerns about safety to their Field Instructor and/or to the Field Director by completing the electronic incident form (Appendix J).

All students are required to complete a safety assignment (Appendix K) during their Pre-Practicum course. This assignment requires students to have a conversation with their field instructor regarding safety policies and procedures within their agency. They are also required to share any safety plans, resources, or specific issues that the student may face throughout their internship with this agency.

Students and field instructors are obligated to follow the NASW Guidelines for Social Work Safety, specifically Standard 11 on student safety, throughout their internship experience which can be found [here](#).

## **Transportation of Clients Policy**

Transporting clients in the student's personal vehicle should be avoided; the University is not responsible or liable for accident or injury to client or student in such situations. Students should clarify agency policy regarding insurance coverage and liability before taking on such an assignment.

### Home Visits

It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits expose you to certain risks. Students should be accompanied on home visits before being asked to go alone. It is important that all home visits be made with the full knowledge of your agency supervisor—time of departure, time of return, other activities while on the trip, etc. **Do not conduct a home visit if you feel uncomfortable or threatened in the situation. Return to the agency and report your experience to your supervisor.**

1. Students should follow these tips when conducting home visits:
2. Beware of dogs or other household pets that might be a threat.
3. Do not make a visit when the presence of drugs or alcohol is detected.
4. It may be appropriate for you to make visits accompanied by your supervisor.
5. Do not take risks.
6. Know who to call or what steps to take if you should experience a vehicle breakdown.
7. Always have your phone with you in case of an emergency and ensure certain your other personal belongings are put away (in the vehicle trunk) before you meet with a client.

## **Evaluating Student Learning**

### Policies

1. Students, Field Instructors, and the MSW Director of Field Education will participate in two evaluations per semester: mid-semester and end-of-semester evaluations. An evaluation is required for each student. The Director, student and field instructor will meet to discuss the students' progress. The mid-semester, and end-of-semester evaluations are completed during an in-person, or a virtual meeting.
2. At each evaluation meetings, Field Instructors are required to complete a Field Evaluation Tool (Appendix N). The Field Evaluation Tools are based on the 9 competencies and specifies the practice behaviors under each and rate the student's behavior on a 1-5 scale of demonstrating the behavior for the competency. The student will officially receive a grade at both the mid-term and end of each semester. The final grade will be a result of a calculation of the scores from the Field Evaluation Tools and will constitute the remaining 85% of the student's grade.
3. Final semester grades are assigned by the Office of Field Education; not by the agency Field Instructor. However, input is obtained from the agency Field Instructor /Task Supervisor during the visits by the Office of Field Education. The student is asked to sign off on the Field Evaluation Form and indicate whether they agree with it.

## Procedures

1. The first evaluation is at mid-term.
2. The final evaluation at the end of each semester is comprehensive.
3. The Field Instructor evaluates the student's ability to demonstrate integration and application of social work knowledge, skills, values, and ethics.
4. Monitoring and review of the actual assigned tasks, and assessment to the student's written documentation of the activities are primary mechanisms for evaluating student performance.
5. Students are encouraged to continuously assess their professional strengths and limitations for entry level social work practice.
6. The Field Instructor signs and dates the field evaluation once completed. The students are involved in the field evaluation by completion of their portion of the evaluation form and through a meeting with Faculty Liaison and Field Instructor.

## Methods of Evaluation

### *Learning Plan*

The Learning Plan (Appendix L) has been designed to facilitate the student's application of the knowledge, theory, and values and skill- building experiences that are essential components of the VUU Department of Social Work curriculum framework.

The Learning Plan is completed with the student, Faculty Liaison, and the Field Instructor. In order to be approved, the Learning Plan must specifically outline the generalist tasks that the student will perform. At least one generalist practice task will be identified per practice behavior under each of the 9 competencies. Task must be measurable so that the student's mastery of the competency behaviors can be properly evaluated. The Learning Plan is monitored by the student, field supervisor and faculty field liaison throughout the placement. The document will then be signed and dated by the Field Instructor, the student, and the MSW Field Director. Students will upload the Learning Plan into Canvas.

The Learning Plan specifies 9 Core Competencies from the Council on Social Work Education (CSWE). Students are expected to demonstrate mastery of the following 9 competencies:

### **2015 EPAS**

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

### Weekly Assignments

A key component of field education is the journals that students are completing each week (Appendix A). These journals provide an opportunity for students to learn documentation standards through the use of Journals. Students are also given a self-reflection question in each journal that explores how they are connecting their individual field experience to the curriculum. During seminar courses, students are asked each week to talk through how their practice is connected to the values and competencies in an open class discussion board. This discussion board serves as an opportunity for critical thinking, processing, as well as assessment of the student's understanding of the competencies and social work values. In these discussion boards, students have the opportunity to demonstrate the knowledge of the core competencies, as well as gain the diverse perspectives of their peers.

### Evaluation of Student Field Performance

Students, Field Instructors, and the MSW Director of Field Education will participate in two evaluations per semester: mid-semester and end-of-semester evaluations. An evaluation is required for each student. The Director, student and field instructor will meet to discuss the students' progress. The mid-semester, and end-of-semester evaluations are completed during an in-person, or a virtual meeting.

Both evaluation meetings require a written evaluation form in addition to the meeting. All student evaluations will be collected from the Field Instructor by the Director at the completion of each evaluation. Field Evaluation Forms are based on the 9 competencies and specifies the practice behaviors under each and rate the student's behavior on a 1-5 scale of demonstrating the behavior for the competency. The student will officially receive a grade at both the mid-term and end of each semester. The final grade will be a result of a calculation of the scores from the End of Semester Field Evaluation Form and will constitute the remaining 85% of the student's grade.

Final semester grades are assigned by the Office of Field Education; not by the agency Field Instructor. However, input is obtained from the agency Field Instructor /Task Supervisor during the visits by the Office of Field Education. The student is asked to sign off on the Field Evaluation Form and indicate whether they agree with it.

The following grading system (5 - 1, N/A and I) will be employed for the final evaluation (85% of grade) each semester:

- |          |                    |   |
|----------|--------------------|---|
| <b>5</b> | <b>Exceptional</b> | Consistently excels and demonstrates skills in this area that are <i>far above</i> the level expected for a student in this level of field instruction. |
| <b>4</b> | <b>Very Good</b>   | Consistently demonstrates skills <i>above</i> the level expected for a student in this level of field instruction.                                      |

<b>3 Satisfactory</b>	Consistently demonstrates skills <i>at the level expected</i> for a student at this level of field instruction.
<b>2 Marginal</b>	Consistently demonstrates skills <i>below the level expected</i> for a student at this level of field instruction. This indicates that the student needs to repeat the course.
<b>1 Poor</b>	Consistently demonstrates skills <i>far below the level expected</i> for a student at this level of field instruction. This indicates that the student needs to repeat the course.
<b>I Incomplete</b>	This is not an option for students planning to graduate in December.
<b>N/A Not Applicable</b>	The student has not had the opportunity to demonstrate competence in this area. (This rating will not be calculated in the evaluation score)

***Students must receive an overall grade of a B or higher to pass field.***

### **Field Setting Effectiveness**

#### *Policy for Evaluating Field Effectiveness*

All field agencies will be evaluated each year to ensure effectiveness in student learning. The Office of Field Education will compile and analyze data received from student surveys on agencies, the Office of Field Education, and the field curriculum at the end of each academic year. The Office of Field Education will use this data to determine if an agency continues to be an effective field site, or if they will be removed as an approved field placement option. Aggregate results from these surveys will be shared with the MSW Executive Committee.

#### *Procedures for Evaluating Field Effectiveness*

##### *Student Evaluation of the Field Setting*

Each semester, students are surveyed regarding their field experience at their agency placement including their agency and Field Instructor. They are also required to complete a survey for the practicum seminar focusing on the MSW Field Director, and the field curriculum. Students are encouraged to use this anonymous, protected venue for providing valuable feedback in the service of improving the field experience for all students. This information is then used by the Director of MSW Field Education and the Chair of the Department of Social Work & Sociology in making decisions regarding the future use of the agency and Field Instructor and any changes that need to be made to the field curriculum. Urgent issues raised by students in the field are

routinely addressed on site visits and, as necessary, with the intervention of the Director of MSW Field Education.

### *Office of Field Education Evaluation of the Field Setting*

In addition to ongoing monitoring of the field settings, the Director of MSW Field Education and the Chair meet at the end of each semester to gather and share information regarding agencies and Field Instructors for use in future placement decisions. This process solicits information about the learning environment of the agency, the Field Instructor's level of expertise, the appropriateness of the learning assignments, and ways to make improvements in all of these. As a result of this evaluation, the Office of MSW Field Education then creates an action plan for follow up with Field Instructors as needed to facilitate necessary changes to maintain or re-establish strong internship experiences.

### **Field Setting Contact**

The Office of Field Education maintains contact with the field setting through:

1. Open lines of email communication which are established by Faculty Liaison at the start of each semester;
2. On-site midterm, and final evaluation meetings with agencies in person, and on virtually;
3. Scheduled phone/virtual meetings with the agency as questions arise and/or as needed;
4. Additional on-site (virtually or in-person) meetings as requested by the student and/or field agency;

Students and Field Instructors will be required to participate in mid-semester and end-of-semester evaluation virtual meetings. The Director of Field Education will be available to students for virtual office hours as well as in-person, on campus office hours for consultation. Students will be required to complete a weekly Supervision Log which requires students to identify the current and upcoming week tasks, connection to core competencies, theory, and classroom content during a weekly 60-minute meeting with their Field Instructor. Students will receive weekly email announcements to monitor their progress in field practicum/placement.

### **Field Instructor Definition, Credentials & Required Experience**

#### Definition

The Field Instructor is the student's primary supervisor at the field agency. This person must be a social worker with the credentials listed in the following Credentials & Required Experience section.

**An off-site MSW will be assigned by the Office of Field Education to provide the supervision in those cases where an appropriate on-site MSW is not available.**

#### Credentials & Required Experience

To qualify as a Field Instructor, who can conduct formal supervision for students:



1. The Field Instructor must have obtained an MSW degree from a CSWE-accredited program.
2. It is preferred that Field Instructors are licensed at the master's level or above (e.g., LMSW or higher)
3. Has two-years post masters experience in the field.

#### Field Instructor Policies

The field instructor:

1. Is required to participate in orientation sessions, training, seminars and/or workshops that are held by the Office of Field Education.
2. Complete all required documentation including pre-placement paperwork, midterm, and final evaluations, as well as signing off on weekly time sheets in a timely manner.
3. Will conduct weekly supervision (minimum 1 hour per week). Supervision session can be conducted individually, or in a group setting. Sessions should be devoted, uninterrupted time for the student and Field Instructor to enhance the student's educational knowledge and professional skills.
4. Must be present in the agency during the time that the student is completing their field hours. Should the Field Instructor be absent when the student is on-site, they are responsible for assigning a task supervisor to oversee the student's work.
5. Is responsible for orienting the student to the agency setting. This includes all relevant personnel, policies and procedures, meetings, dress code, record keeping and agency documentation, confidentiality and HIPPA regulations, intake, referral, transfer and termination, special auspices, etc.
6. Will communicate, throughout the semester, with the student and the Office of Field Education regarding the student's progress.
7. Will notifying the Office of Field Education as soon as possible should problems with the student arise in the field setting.
8. Adhere to the NASW Code of Ethics in their work with students.

#### Supervision

Students must receive one hour of direct supervision with the designated Field Instructor each week during the field placement. **Even though students may work closely on tasks with other agency employees, the student must still meet with the designated Field Instructor.** The student will be required to keep a weekly Supervision Log (Appendix G). This Log will identify dates/times that the supervision occurred, and the topics covered. Students must submit a completed Log at the end of each practicum course.

Students are expected to play an active role in supervision (with Field Instructor). This includes being prepared, and on-time for the supervisory session. Although the Field Instructor will have topics for discussion, students will also identify topics on the Supervision Log. One of the most important areas for growth during field is the student's understanding of the need for a commitment to life-long learning and self-evaluation.

#### **Faculty Liaison/Faculty Definition & Role**

##### Definition

Faculty Liaisons are full-time or adjunct faculty of the Department of Social Work. They serve as a liaison between the department, field instructor and student.

#### Credentials & Required Experience

1. Must have obtained an MSW degree from a CSWE-accredited program.
2. It is preferred that Faculty Liaisons are licensed at the master's level or above (e.g., LMSW or higher)
3. Has two-years post masters experience in the field.

#### Faculty Liaison Policies

Faculty Liaisons:

1. May provide formal supervision in cases where an agency cannot provide a Field Instructor with the required credentials. Approval to be supervised by a Faculty Liaison is at the discretion of the MSW Field Director.
2. Are required to maintain regular contact with the agency, to include conducting midterm and final evaluations, and grading.
3. May serve as faculty for field seminar courses. In doing so, they are responsible for reading and providing feedback to students' weekly journals.
4. Must be accessible to students via phone or email, during office hours. Faculty Liaisons should be available to assist students in resolution of challenges and/or conflicts.
5. Adhere to the NASW Code of Ethics in their work with students.

#### **Task Supervisor Definition & Role**

##### Definition

*This role is not applicable to all placements and must be approved by the Office of Field Education.*

Agencies, that do not have a MSW on site that meet the criteria for field instructor, may elect to utilize a Task Supervisor. A Task Supervisor is an agency's staff member who assumes secondary responsibilities for the development, implementation, and evaluation of the student's learning experience at the field placement. The task supervisor is designated by the agency or Field Instructor, with approval from the Office of Field Education. They do not replace the Field Instructor but work in collaboration with the Field Instructor, and Faculty Liaison to ensure that the student learning goals are being met.

#### Credentials & Required Experience

Individuals serving as a task supervisor must have been with the placement agency for at least one year.

#### Task Supervisor Policies

The Task Supervisor:

1. Is required to attend field orientation.
2. Will work closely with the Field Instructor to ensure integrity and cohesion of the student's learning experience.
3. Provides day-to-day managerial oversight for student activities.

4. Communicates with the Field Instructor/Faculty Liaison regularly regarding student's progress and activities.
5. Attends evaluation meetings with Field Instructor and/or Faculty Liaison.
6. Adhere to the NASW Code of Ethics in their work with students.

### **Field Orientation**

This is a mandatory virtual meeting for all students who are enrolled in field practicum/seminar courses. Students who do not attend will not be allowed to enter field practicum for the current academic year. During orientation, the students will:

1. Review guidelines for student assignments and weekly journals.
2. Procedures for reporting incidents where the student feels physically threatened or unsafe while in the practicum.
3. Field Practicum Learning requirement, supervision, and evaluation, and the roles and relationships of field.

### **Field Instructor Training**

Field Instructors and Task Supervisors will be invited to a field education orientation - agency edition. Field Instructors & Task Supervisors are strongly encouraged to attend. A recording of each academic year's agency orientation will be available for those Field Instructors and Task Supervisors who are unable to attend live. During orientation, the Field Instructors will:

1. Review guidelines for student assignments and weekly journals
2. Procedures for reporting incidents where the student feels physically threatened or unsafe while in the practicum.
3. Field Practicum Learning requirement, supervision, and evaluation, and the roles and relationships of field

### **Agency & Office of Field Education Communication**

Students and Field Instructors will be required to participate in mid-semester and end-of-semester evaluation virtual meetings. The Director of Field Education will be available to students for virtual office hours as well as in-person, on campus office hours for consultation. Students will be required to complete a weekly Supervision Log which requires students to identify the current and upcoming week tasks, connection to core competencies, theory, and classroom content during a weekly 60-minute meeting with their Field Instructor. Students will receive weekly email announcements to monitor their progress in field practicum/placement.

### **General Communication Policies**

1. At a minimum, Field Instructors, and/or Task Supervisors (where applicable), must meet with the Office of Field Education for:
  - a. Field Orientation
  - b. Mid-semester Evaluations
  - c. Final Evaluations
  - d. Site visits

2. Any interruptions in a student's field placement, initiated by an agency representative, must be reported to the Office of Field Education within 24 hours via email and/or phone. Interruptions may occur due to various factors such as, but not limited to:
  - a. Student behavior (See Student Performance and Corrective Action Policy & procedures);
  - b. Changes in the agency that render that agency unable to participate in field education (i.e., staffing changes, agency closure, etc.)

#### General Communication Procedures

1. Field Instructors who feel that a student needs to be removed from a placement due to student behavior and/or agency changes should:
  - a. Notify the Office of Field Education immediately.
  - b. Notify the student of their termination.
2. The Office of Field Education will contact the student and request that they to respond to the allegations by submitting a written account of the circumstances to the Director of Field Education.

### **Field Placement with Current Employers**

#### Policy

It is the policy of VUU, that a student may complete their field placement at their current place of employment. Approval of completing field placement with a student's current place of employment is subject to approval by the MSW Field Director.

Students requesting to complete their field placement with their current employer must submit a proposal to the MSW Field Director which meets the following conditions:

1. The student's field assignment duties and responsibilities must be significantly and qualitatively different from his or her employment duties;
2. The student's field assignment duties must be deemed by the Director of Field to be the appropriate level for Generalization field and/or Specialization field experience;
3. A qualified, approved Field Instructor, at the agency, must supervise the student's placement activities. This supervisor may be the same as the student's employment supervisor;
4. The student must have an agreed upon plan for conducting field hours in relation to their regular employment hours. Field hours can occur during employment hours if approved by the student's current, and prospective supervisors;
5. The proposed field placement activities must provide appropriate, MSW student level practicum tasks outlined in this manual (i.e., Generalist or Specialization).
6. If a student is applying to complete their practicum at their place of employment during both their Generalist and Specialization years, task for each placement year must be significantly different.

#### Procedures

The proposal to complete field placement at the student's place of employment must:

1. Be submitted on company letterhead.

2. Must contain the signatures of current and/or proposed field instructors/task supervisors.
3. Must be signed by the student.
4. Must outline a comparison (bulleted lists are recommended) of the student's current employment duties, as well as their proposed placement activities.
5. Must contain a schedule of hours for employment, as well as placement hours.
6. Must contain a schedule for formal supervision hours.

**Appendix A**  
**Weekly Journal**

**MSW Social  
Work Practicum  
Weekly Journal  
Format**

The weekly journal is an essential part of field instruction for use in teaching and assessing practicum experiences and learning. Additionally, the journal provides an opportunity for students to process and reflect about their use of self and learning over the next few weeks of their internship experience. Through the journal, the Field Liaison is also kept current about the student's internship experience and activities (practice behaviors) in order to monitor progress and consistency of learning experiences in achieving the Learning Agreement.

A copy of the journal is submitted by the student to the Field Liaison (via Canvas). A copy of the journal should also be retained by the student for their personal practicum file.

Students will upload journals via a Canvas attachment, the journal is to be a Microsoft Word document (a Works document CANNOT be opened in Canvas) in APA Format, double space, TIMES NEW ROMAN ONLY. Students should proofread the journal entry before uploading to Canvas; points will be deducted for poor grammar/sentence structure and/or APA Format.

The weekly journal consists of the following content with the **headings** used as indicated below:

1. Week number (#), dates (inclusive) of journal, student's name and name of agency (should be on cover page) **(1 point)**
2. **Summary of Week's Activities:** This should be a brief daily summary (include date) indicating the following for each activity:
  - a. The type of activity **(.5 points)**
  - b. Where and when it occurred **(.5 points)**
  - c. Other persons involved in it – staff and/or client(s), identified by first name only. **(.5 points)**
  - d. A brief description of what occurred, emphasizing the student's role **(.5 points)**
3. **Values and Ethical Practice (2 points):**  
Discuss and reflect on use of professional social work values and implementation of ethical practice in your internship activities and experiences this week.
4. **Critical Thinking and Professional Knowledge (2 points):**  
Reflect on your use of self in your internship. How did you utilize critical thinking skills and engage in knowledge-guided practice? Discuss how you accessed needed (new) knowledge and information for effective use of self in internship activities and experiences. Include in this section knowledge utilized and gained in work with diverse persons within the context of the agency (this may include both clients and agency personnel).

5. **Reactions to Internship Experiences/Activities (1 point):**  
How are things going in your internship? Discuss the positive as well as the negative.
6. **Response to Feedback (1 point):**  
Response to site supervisor's feedback, including issues raised and questions posed.
7. **Weekly Reflection Question (1 point):**  
Answer the weekly reflection question for this week's journal.

\*This format and content is patterned after the journal format developed by Anne Pilcher, San Diego State University School of Social Work.



**Appendix B**  
**Field Education Application**



**Department Chair** | Dr. Johnetta Guishard

jhguishard@vuu.edu

**Director of Field Education** | Professor Fatima M. Smith

fsmith1@vuu.edu

**MSW Program Director** | Dr. Katy Baugus

kbaugus@vuu.edu

**BSW Program Director** | Professor Lenise Mazcyk

lmazyck@vuu.edu

## Field Education Application

### Application Type

BSW     MSW 2-year     MSW Advanced Standing

### Enrollment Type

Full-time     Part-time

## I. STUDENT INFORMATION

### Full Name (first, middle, last)

### Preferred Name

### Pronouns

### Phone number

### VUU Student ID #

### VUU E-mail

**Where are you seeking field placement**  Northern Virginia     Tidewater / Hampton Roads area

Central Richmond, VA area

Outside of Virginia (If you select this option, you will need to also complete the "Out of State Field Placement Application")

### Are you requesting to complete your field placement at your current place of employment?

If you wish to complete your field placement at your current place of employment, please verify that there is someone at your job that meets the field instructor qualifications.

For BSW students: The field instructor must have a BSW or MSW with 2 or more years of post-graduate experience.

For Pre-MSW students: The field instructor must have a MSW with 2 or more years of post-graduate experience

Your employer must submit the Field Placement Agency Application. It is your responsibility to ensure your employer completes the application prior to the start of the semester.

yes     no

## I. STUDENT INFORMATION *(continued)*

### Please select your preference for field

A majority of our field placement agencies are in-person and operate Monday-Friday 8am-4pm or 9am-5pm. We have a limited number of virtual and/or hybrid options. Students should be prepared to complete a minimum of 14 or 21 hours per week, in-person (usually two, 7 hour days per week) for field placement.

- in-person only (Richmond, VA)       hybrid (in-person in Richmond, VA & virtual)
- in-person only (out of state)       virtual only
- no preference

**Please share any accommodations you may need for your field practicum (e.g., restrictions on days and/or hours you will be available, disability & learning accommodations)?**

**Emergency Contact Name (first & last name)**

**Emergency Contact Phone Number**

**Emergency Contact Phone Number**

- family member (aunt, uncle, cousin)       family member (aunt, uncle, cousin)
- friend       parent / caretaker       spouse       sibling

## IV. BACKGROUND INFORMATION

The following questions are required of all applicants for field placement. Omission of any information will result in our inability to process your application and provide a field placement for you. Providing this information will not affect a student's standing in the social work program, but it may limit the type of placement setting to which a student will be accepted and assigned. This information will be shared with the student's field agency once it is finalized. Many agencies have specific background and criminal record check procedures that the student must agree to for placement in that agency.

Students must disclose any criminal convictions and/or pending charges (traffic violations too) in the application at the time of submission. Again, this information will not impact a student's standing in the program, but may limit the field placements available to you. However, if an application contains false information, at the time this is discovered, the student will no longer be eligible to:

- 1) Continue the field placement process and will not be placed in field for the upcoming academic year. However, the student may be allowed to apply for field again after the upcoming academic year. For example, a student applying for the 2022-2023 academic year must wait until the 2023-2024 academic to apply again for field.
- 2) Participate in the preparation activities for field such as orientation. This will apply if the discovery of false information has occurred after the application has been processed and the student has been placed.
- 3) Begin or remain in their field placement. This policy will be enforced even if the student has completed a semester of field.

False statements on this form would be evidence of unethical behavior and consequently grounds for termination of the field placement process and / or from your field placement and/ or the Social Work Program.

Many agencies will require a background check. Disclosure of convictions and / or pending charges is mandatory as persons with certain convictions and/or pending charges will not be allowed to work with specific populations. Convictions and /or pending charges do not automatically bar students from a field placement, but some placements may not be available to all students. Each an updated resume

**Have you ever used another name under which records may be filed concerning your application, or your education, training, or experience leading to your application (such as a maiden name, or your name prior to adoption)?**

yes       no

**If yes, please explain (if no, type N/A)**

## II. BACKGROUND INFORMATION *(continued)*

**Have you ever been convicted of a traffic violation (including driving under the influence), misdemeanor, and/or felony?**

yes       no

**If yes, please explain (if no, type N/A)**

**Have you been charged with any crime and are awaiting trial?**

yes       no

**If yes, please explain (if no, type N/A)**

**Have you ever been charged with and found responsible for any type of abuse of a child, an elder or any other vulnerable person (such as someone with physical, cognitive or mental disabilities)?**

yes       no

**If yes, please explain (if no, type N/A)**

**Are you a citizen of the United States of America or a documented immigrant**

yes       no

**If no, do you have a VISA that allows you to work & attend school (such as a student VISA or work VISA?)**

yes       no       does not apply

### III. ACADEMIC INFORMATION

#### Academic Advisor

- Dr. Baugus       Dr. Guishard       Dr. Harlow  
 Professor Mazyck       Professor Smith       Unsure

#### Current GPA

- 2.0-2.99       3.00-3.99       4.00 & above

#### Anticipated Graduation Date

- Spring 2024       Fall 2024       Spring 2025       Fall 2025

#### Please select the semester & course your field practicum will begin

If you are not registered for one of these courses, you will not be able to participate in field placement. Please speak with your academic advisor to ensure you are eligible to complete field placement prior to submitting this application.

- Fall 2023 -- SWK 426 & 428 Field Placement I (BSW)  
 Fall 2023 -- SWK 590 & 592 Field Education IA (1st year Pre-MSW)  
 Fall 2023 -- SWK 690 & 692 Field Education IIA (2nd year Pre-MSW)

### IV. WORK & INTERNSHIP EXPERIENCE

#### Current Employment

If you are currently employed, please answer the questions below. It is expected that students make adjustments to their work schedules to allow for completion of the field practicum. Current employment cannot be used for the field practicum requirement.

If you are not currently employed, please type "N/A" below.

#### Current Employer

#### Position / Job Title

#### Do you anticipate working at your current place of employment while completing field

- yes       no       unsure

## IV. WORK & INTERNSHIP EXPERIENCE *(continued)*

### **Work Experience #1**

**Name of organization / business (If you do not have work experience, please type "N/A")**

**Position / Job Title**

**Length of employment**

- 1-3 months       4-6 months       7-12 months  
 12 months or more       does not apply to me

### **Work Experience #2**

**Name of organization / business (If you do not have work experience, please type "N/A")**

**Position / Job Title**

**Length of employment**

- 1-3 months       4-6 months       7-12 months  
 12 months or more       does not apply to me

## V. TRANSPORTATION

Students are responsible for their transportation to and from their field placement. The Department is not responsible for any students' transportation nor does it guarantee any placement within walking distance of the University. The Department will assign placements in the greater Richmond area and beyond as permissible.

## V. TRANSPORTATION *(continued)*

**Do you have reliable transportation?**

yes       no

**What is the condition of your vehicle**

fair       good       excellent/new       I do not have a vehicle

**Do you have automobile insurance?**

yes       no

**If you have automobile insurance, please provide the insurance company name and policy #:**

*If you do not have automobile insurance, please type "N/A"*

## VI. PLACEMENT

These questions will help the Office of Field Education match you with an agency. Please be mindful the agency may request to see this application. Use complete sentences and be thoughtful in your responses. Students who do not provide detailed responses to the short answer questions, will not have their application processed. Students should not write "N/A" or "none" for their response.

**Please share your career interests and goals:**

**Please describe the strengths you will bring to your potential field placement. Please explain why you selected these strengths.**



## VI. PLACEMENT *(continued)*

**Please share any challenges or potential limitations you anticipate while completing your field practicum. Please explain how you anticipate addressing those challenges and/or limitations.**

**Based upon feedback from others and in your own opinion, which of your specific professional behaviors or skills need the most improvement? How are you working towards improving in these areas?**

**How can practicum help you develop into a professional social worker? What do you want to learn during your field placement experience?**

## VII. AGENCY INTEREST

Indicate the type of agency in which you would like to be placed for your field practicum.

Place a 1 by your first choice and a 2 by your second choice. Your choices are given serious consideration; however, your recommendation for a field placement setting is determined by the Director of Field Education. You will receive an e-mail authorizing you to contact an agency for an interview to discuss your possible placement unless stated otherwise.

- |  |  |
|--|--|
| <input type="checkbox"/> Advocacy & Policy                   | <input type="checkbox"/> Medical & Healthcare                  |
| <input type="checkbox"/> Children, teens and/or young adults | <input type="checkbox"/> Mental health                         |
| <input type="checkbox"/> Domestic & Sexual Violence          | <input type="checkbox"/> Reproductive justice & rights         |
| <input type="checkbox"/> Education                           | <input type="checkbox"/> Social Services or other govt. agency |
| <input type="checkbox"/> Families                            | <input type="checkbox"/> Substance Use & Addiction             |
| <input type="checkbox"/> Food justice                        | <input type="checkbox"/> Unhoused or houseless                 |
| <input type="checkbox"/> Foster care & adoption              | <input type="checkbox"/> I do not have a preference            |
| <input type="checkbox"/> Late Adulthood (individuals 55+)    |  |

I wish to apply for admission to VUU Social Work Field Practicum. I have read the material provided including the current VUU Department of Social Work Field Manual and have fulfilled all eligibility requirements. My signature indicates I understand the field practicum is a professional assignment. I commit myself to act professionally and I will ensure that I am well prepared. I will place priority upon the needs of the client and agency. I will fulfill my obligation to the agency and will clarify issues as needed with the field instructor and task supervisor, if applicable. I will know and follow VUU field education and agency policies. I will adhere to the working contract, learning plan, and student agreement. If I fail to adhere to established policies or meet the standards of performance identified in the field manual, professionalism agreement, and student agreement, I understand the practicum may be terminated for cause following due process procedures. I understand that termination for cause means a failing grade will be assigned and I may be potentially removed from the VUU Department of Social Work. The Director of Field Education has my consent to release or discuss information pertinent to my placement to or with the field instructor, task supervisor, and VUU Department of Social Work faculty. The following information may be shared with the previously mentioned individuals: academic record, work habits, extracurricular activities, attitude, and personal characteristics.

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Student signature

---

Date

**Appendix C**  
**Professionalism Statement**



## **Professionalism Statement for the Students in the VUU Department of Social Work**

*Professionalism is a significant and critical factor directly impacting the successful completion of field education courses. Students who demonstrate behaviors reflecting a lack of professionalism, poor professional judgment, and/or behaviors violating the NASW Social Work Code of Ethics will receive a failing grade for this course and could be removed from the MSW Program.*

Examples of behaviors resulting in a failing grade in this course and/or removal from the MSW Program include, but are not limited to, the following:

1. Placing you, your client, and/or any other individual “at risk”.
2. Being released, fired, terminated by the practicum agency.
3. Violating the policies and/or procedure of your practicum agency.
4. Posting information via social media, which negatively represents yourself, the practicum agency, the practicum agency’s clients, practicum agency’s staff, Virginia Union University Social Work Program, the profession of Social Work, and/or violates the confidentiality and/or rights of others in any way.
5. Falsification of documentation directly and/or indirectly related to the practicum course and/or service delivery within the context of the practicum agency.

In accordance with the National Association of Social Workers (NASW) social work professionals must conduct themselves in a way that promotes the core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

<https://www.socialworkers.org/about/ethics/code-of-ethics>

The NASW (2017) code of ethics “cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community” (p. 4), but they can provide standards and guidelines to which social work students should strive. Additionally, the Council on Social Work Education (CSWE) provides competencies that are embedded within all major coursework where students are called upon to demonstrate, engage, advance, assess, intervene, and evaluate core behaviors and standards (2015).

<https://cswe.org/>

Professionalism online entails appropriate conversations with faculty and classmates. Appropriate canvas/ email headshots. Additionally, it is contributing appropriately to any online activity. Students will understand that “their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties” can interfere with their professional judgment and performance which can jeopardize “the best interests of people for whom they have a professional responsibility” (NASW, 2017, p. 18). Please initial by each statement:

As a Social Work Student, I agree to the following:

\_\_\_\_\_ 1. Business Casual Dress

- a. Use your professional judgment and dress appropriately for class videos, meetings, field practicum, etc. Business casual dress includes, but not limited to, slacks, dress pants, knee length skirts and dresses, non-exposed undergarments
- b. No pajamas, slippers, crop tops, short shorts/ short dresses, cut off sleeves, ripped jeans, biker shorts, baggy pants, and revealing clothing

\_\_\_\_\_ 2. Professional Photo for Canvas and E-mail

- a. Please use a photograph that includes a clear view of your head and upper body, with a minimal background. At any point in time, my instructor can ask me to replace my headshots if they feel the photo is not appropriate for professional means of communication.

\_\_\_\_\_ 3. Professional Social Media Activity

- a. The student is allowed to have their own personal account and make personal statements as long as VUU and/or the Social Work Department is not mentioned in a disparaging light or solicited for any work on the students account. This includes, but not limited to: slander of students or faculty.
- b. Not soliciting help or offering to complete any work for any other student.
- c. Students will refrain from posting or sharing course content (PowerPoints, quizzes, test questions, assignments, etc.) with other students or websites such as Quizlet, Course, Hero, etc. as this information is the intellectual property of the instructor and VUU.

\_\_\_\_\_ 4. Professional Etiquette with Professor and Classmates, including all forms of communication

\_\_\_\_\_ 5. Plagiarism of any kind will result in an “F: in the course and removal from the Social Work program. Students must adhere to the rules regarding plagiarism as outlined in the Student Handbook and Field Manual.



Disruptive behavior will not be tolerated such as but not limited to: texting, checking email, chat room discussions, playing online games, blogging, and social media communication is strictly prohibited while class is in session. Be prepared to begin class promptly at the assigned time. Excessive tardiness and absenteeism will not be tolerated.

Outside of the classroom additional professional behavior is expected; this includes not exhibiting any unprofessional behavior about classmates or events occurring in the classroom or at practicum. Professionalism extends to social media - having a blog or other means of communication that is subversive or harmful to the classroom environment/classmates/faculty is considered a violation of the professionalism policy.

If in violation of any of the following the Department of Social Work has the right to remove the student from the academic program in a twofold process:

- a. The Department of Social Work reserves the right to remove any student who is not in accordance with the Professionalism Statement, the VUU Student Handbook, and the Field Education Manual. The Department of Social Work can and will remove students from the classroom, online discussion boards, and any online work that does not follow our standard.
- b. The Department of Social Work has the right to remove a student immediately for disruptive or offensive behavior.

If any student is unable to abide by the following policies, The Department of Social Work reserves the right to refuse progression in the curriculum of the desired program, including practicum placement. By signing the Professionalism Statement, students are agreeing to comply with these standards of professionalism and acknowledge that non-compliance can impact their standing within a course, placement site, or within the Social Work program.

_____	_____	_____
Student Name	Student Signature	Date
_____	_____	_____
Dir. of Field Education	Dir. of Field Education Signature	Date

**Appendix D**  
**Acknowledgment of risk in the Field Practicum**



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### **Acknowledgement of Risk in the Field Practicum**

This document is intended to inform students of the potential risks associated with the Field Practicum, which is required for graduation with a Master's Degree in Social Work (MSW). It is the Department's belief that students have a right to be informed of risks associated with this aspect of their educational and professional preparations and that with proper knowledge and preparation, risks can be minimized.

#### **1. Automobile Liability Insurance**

If students will be using their personal vehicle in the field, it is recommended that students check with their insurance company for a clear understanding of their coverage. Students should ask specifically what coverage they have if something happens while transporting a client. The Department requires that students **not** use their personal vehicle to transport clients.

#### **2. Vaccinations & Medical Screening**

The prevalence of TB, COVID-19, and flu has increased in recent years. Some field practicum settings may require students to show proof of vaccination as a requirement for placement. Students may ask the agency if they cover the cost, but field placement agencies are not required to cover the costs. Students are encouraged to visit their health provider or their local Health Department for testing and vaccinations. If students anticipate a field practicum setting that serves populations at risk for TB, it is recommended that students take this test prior to entering the field. Some settings may require this test. Students can get this through their health provider or through the Richmond City Health Department or your local health department.

#### **3. Client Office Visits**

Sometimes students may have a client in the office that becomes agitated or hostile. It is important that students discuss such matters with their agency supervisor early in the practicum to be informed of agency policy and recommended courses of action should such an event happen.

#### **4. Institutional Settings**

Mental health and correctional institutional settings serve a client population whose behavior may be unpredictable. It is important that students learn strategies for handling clients whose behavior becomes threatening. Whenever a student feels uncomfortable with a client due to perceived threatening behavior, inform the field instructor and/or task supervisor. It is expected that the field instructor or another staff person accompany you when visiting such clients.

#### **5. Home Visits**





It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose students to risks. It is important that all home visits be made with the full knowledge of the student's field instructor and/or task supervisor, this includes: time of departure, time of return, other activities while on the trip, etc. Students should **not** conduct a home visit when they feel uncomfortable or threatened in the situation. Students should return to the agency and report the experience and/or concern to their field instructor and/or task supervisor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of drugs or alcohol is detected. It may be appropriate for students to make visits accompanied by their field instructor and/or task supervisor. *Do not take risks.* Students should know who to call or what steps to take if they should experience a vehicle breakdown. Students should always have their phone with them in case of an emergency and make certain other personal belongings are put away, in the vehicle trunk, before you meet with a client.

#### **6. After Hours Meetings**

Some agencies have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs and other growth that may impair vision. It is suggested that students always be accompanied by their field instructor and/or task supervisor or someone else when going to their car after dark. *Do not take risks.*

**I have read the above, discussed these risks with the Director of Field Education and understand that the field practicum does present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations.**

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Director of Field Education signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Appendix E**  
**Student Agreement**



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### Student Agreement

All of the requirements listed must be completed before the first day of field placement. Please indicate your compliance with initials and dates as indicated. The completed form is to be given to the Director of Field Education.

\_\_\_\_\_ I read the Field Manual, understand its contents, and agree to the guidelines contained therein

\_\_\_\_\_ I read and agree to abide by the NASW Code of Ethics

\_\_\_\_\_ I completed the necessary coursework to begin field placement

\_\_\_\_\_ I discussed any accommodations for field practicum with the office of inclusive learning and presented them to the field director in writing, if appropriate

The following agreement must be agreed to and signed:

1. I agree to spend a minimum of 14 hours per week (BSW & 1st pre-MSW students) & 21 hours per week (2nd year pre-MSW students) at my field agency per semester
2. I understand that in the course of my work I will have access to confidential information and that I am required to keep this information confidential and will not disclose any such information unless authorized to do so by my agency field supervisor.
3. I understand I may be requested to acquire a background or government clearance and or driving record at my own expense.
4. I agree to contact my agency field instructor / task supervisor and my faculty field instructor as soon as I am aware of pending absences, to discuss any absences and contract with my agency field supervisor to make up those hours if necessary in order to complete the required minimum of 400 hours (BSW & 1st pre-MSW students) or 500 hours (2nd year pre-MSW students).
5. I agree to attend and participate in all Field Seminars and/or Practice courses and submit assignments as scheduled.
6. I understand that I will be involved in a relationship of professional supervision with my agency field instructor. I agree to work within that relationship to identify and develop professional behaviors, skills, etc.

VIRGINIA UNION UNIVERSITY  
**DEPARTMENT OF SOCIAL WORK**



7. I understand that the Department of Social Work will consider requests for accommodation of disability in keeping with legal requirements and VUU policies. I also understand that the first step in this process is to speak with the VUU Office of Student Success.

8. I agree to participate during the mid-semester and end-of-semester evaluations. I understand that my faculty field instructor will assign my final grade. The grade will be determined with input from the agency field instructor regarding agency work, evaluation of course assignments, adherence to the NASW Code of Ethics, and my demonstrated ability to work within the role of a student intern in field placement.

9. I understand that as a field student I represent VUU and must abide by all policies including but not limited to Student Conduct Code and the drug and alcohol policy.

10. I understand that misrepresentation of information on any field form can be grounds for removal from the field placement and/or program.

11. I understand that failure to attend field as scheduled and/or completing assignments can be grounds for removal from the field placement and/or program.

\_\_\_\_\_  
Student name

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Field Education

\_\_\_\_\_  
Date

**Appendix F**  
**Our of Aera Field Placement Request Application**



**Department Chair** | Dr. Johnetta Guishard

jhguishard@vuu.edu

**Director of Field Education** | Professor Fatima M. Smith

fsmith1@vuu.edu

**MSW Program Director** | Dr. Katy Baugus

kbaugus@vuu.edu

**BSW Program Director** | Professor Lenise Mazcyk

lmazyck@vuu.edu

## Out of Area Field Placement Request Application

MSW students must complete this form if they are seeking field placements outside the state of Virginia. VUU is located in Richmond, VA and many of our field placement agencies are located in Richmond, VA or the surrounding areas. Students who are enrolled in our virtual or distance learning program are asked to identify a minimum of five (5) agencies in the area that may serve as a field placement site. It is the student's responsibility to inquire if the agency has a staff member that can serve as the field instructor. Field instructors are required to have a MSW with 2 years of post-graduate experience in social work.

If you have questions or concerns about the field practicum requirement, please contact Professor Smith at fsmith1@vuu.edu

### I. STUDENT INFORMATION

**Full Name (first, middle, last)**

**Pronouns**

**VUU E-mail**

**Which state would you like to complete your field placement requirement?**

### II. AGENCY INFORMATION

**Agency #1**

**Agency Name**

**Person of Contact Name**

**Person of Contact E-mail**

**Website**

**II. AGENCY INFORMATION** (continued)

**Does this agency have a MSW with at least 2 years of post-graduate experience who can serve as the field instructor?**

yes       no

**Place a check next to the category that best describes the population or service for this agency?**

- |  |  |
|--|--|
| <input type="checkbox"/> Advocacy & Policy                   | <input type="checkbox"/> Medical & Healthcare                  |
| <input type="checkbox"/> Children, teens and/or young adults | <input type="checkbox"/> Mental health                         |
| <input type="checkbox"/> Domestic & Sexual Violence          | <input type="checkbox"/> Reproductive justice & rights         |
| <input type="checkbox"/> Education                           | <input type="checkbox"/> Social Services or other govt. agency |
| <input type="checkbox"/> Families                            | <input type="checkbox"/> Substance Use & Addiction             |
| <input type="checkbox"/> Food justice                        | <input type="checkbox"/> Unhoused or houseless                 |
| <input type="checkbox"/> Foster care & adoption              | <input type="checkbox"/> I do not have a preference            |
| <input type="checkbox"/> Late Adulthood (individuals 55+)    |  |

**Agency #2**

**Agency Name**

**Person of Contact Name**

**Person of Contact E-mail**

**Website**

**Does this agency have a MSW with at least 2 years of post-graduate experience who can serve as the field instructor?**

yes       no

**Place a check next to the category that best describes the population or service for this agency?**

- |  |  |
|--|--|
| <input type="checkbox"/> Advocacy & Policy                   | <input type="checkbox"/> Medical & Healthcare                  |
| <input type="checkbox"/> Children, teens and/or young adults | <input type="checkbox"/> Mental health                         |
| <input type="checkbox"/> Domestic & Sexual Violence          | <input type="checkbox"/> Reproductive justice & rights         |
| <input type="checkbox"/> Education                           | <input type="checkbox"/> Social Services or other govt. agency |
| <input type="checkbox"/> Families                            | <input type="checkbox"/> Substance Use & Addiction             |
| <input type="checkbox"/> Food justice                        | <input type="checkbox"/> Unhoused or houseless                 |
| <input type="checkbox"/> Foster care & adoption              | <input type="checkbox"/> I do not have a preference            |
| <input type="checkbox"/> Late Adulthood (individuals 55+)    |  |

**II. AGENCY INFORMATION** (continued)

**Agency #3**

**Agency Name**

**Person of Contact Name**

**Person of Contact E-mail**

**Website**

**Does this agency have a MSW with at least 2 years of post-graduate experience who can serve as the field instructor?**

yes  no

**Place a check next to the category that best describes the population or service for this agency?**

- |  |  |
|--|--|
| <input type="checkbox"/> Advocacy & Policy                   | <input type="checkbox"/> Medical & Healthcare                  |
| <input type="checkbox"/> Children, teens and/or young adults | <input type="checkbox"/> Mental health                         |
| <input type="checkbox"/> Domestic & Sexual Violence          | <input type="checkbox"/> Reproductive justice & rights         |
| <input type="checkbox"/> Education                           | <input type="checkbox"/> Social Services or other govt. agency |
| <input type="checkbox"/> Families                            | <input type="checkbox"/> Substance Use & Addiction             |
| <input type="checkbox"/> Food justice                        | <input type="checkbox"/> Unhoused or houseless                 |
| <input type="checkbox"/> Foster care & adoption              | <input type="checkbox"/> I do not have a preference            |
| <input type="checkbox"/> Late Adulthood (individuals 55+)    |  |

**Agency #4**

**Agency Name**

**Person of Contact Name**

**Person of Contact E-mail**

**Website**

**Does this agency have a MSW with at least 2 years of post-graduate experience who can serve as the field instructor?**

yes  no



## II. AGENCY INFORMATION (continued)

**Place a check next to the category that best describes the population or service for this agency?**

- |  |  |
|--|--|
| <input type="checkbox"/> Advocacy & Policy                   | <input type="checkbox"/> Medical & Healthcare                  |
| <input type="checkbox"/> Children, teens and/or young adults | <input type="checkbox"/> Mental health                         |
| <input type="checkbox"/> Domestic & Sexual Violence          | <input type="checkbox"/> Reproductive justice & rights         |
| <input type="checkbox"/> Education                           | <input type="checkbox"/> Social Services or other govt. agency |
| <input type="checkbox"/> Families                            | <input type="checkbox"/> Substance Use & Addiction             |
| <input type="checkbox"/> Food justice                        | <input type="checkbox"/> Unhoused or houseless                 |
| <input type="checkbox"/> Foster care & adoption              | <input type="checkbox"/> I do not have a preference            |
| <input type="checkbox"/> Late Adulthood (individuals 55+)    |  |

### **Agency #5**

#### **Agency Name**

#### **Person of Contact Name**

#### **Person of Contact E-mail**

#### **Website**

**Does this agency have a MSW with at least 2 years of post-graduate experience who can serve as the field instructor?**

- yes       no

**Place a check next to the category that best describes the population or service for this agency?**

- |  |  |
|--|--|
| <input type="checkbox"/> Advocacy & Policy                   | <input type="checkbox"/> Medical & Healthcare                  |
| <input type="checkbox"/> Children, teens and/or young adults | <input type="checkbox"/> Mental health                         |
| <input type="checkbox"/> Domestic & Sexual Violence          | <input type="checkbox"/> Reproductive justice & rights         |
| <input type="checkbox"/> Education                           | <input type="checkbox"/> Social Services or other govt. agency |
| <input type="checkbox"/> Families                            | <input type="checkbox"/> Substance Use & Addiction             |
| <input type="checkbox"/> Food justice                        | <input type="checkbox"/> Unhoused or houseless                 |
| <input type="checkbox"/> Foster care & adoption              | <input type="checkbox"/> I do not have a preference            |
| <input type="checkbox"/> Late Adulthood (individuals 55+)    |  |

**Appendix G**  
**Supervision Log**



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### Supervision Log

Student Name: \_\_\_\_\_ Agency: \_\_\_\_\_

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

#### Items to discuss regarding tasks/responsibilities

- Discuss what has happened over the last week
  - Clients you've seen
  - Activities you accomplished

Content Discussed:

#### Items regarding planning future activities

- Clients
- Planning/Conducting groups
- Research project

Content Discussed:

#### Reviewing learning plan/accomplishments

- Evaluating performance
- Addressing areas of concern
- Providing more opportunities for learning

Content Discussed:

#### Discuss professional/personal development

- Questions
- Concerns
- Problems

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Content Discussed:

**Connect classroom material with your learning in your internship**

- Theory
- Policy
- Practice
- Research
- Core competencies

Content Discussed:

By signing below we verify that the student and field instructor met for a minimum of 60 minutes this week for social work field supervision.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Field Instructor Signature

**Appendix H**  
**Interruption From Field Form**



**Department Chair** | Dr. Johnetta Guishard

jhguishard@vuu.edu

**Director of Field Education** | Professor Fatima M. Smith

fsmith1@vuu.edu

**MSW Program Director** | Dr. Katy Baugus

kbaugus@vuu.edu

**BSW Program Director** | Professor Lenise Mazcyk

lmazyck@vuu.edu

## Interruption from Field Form

**Full Name (first, middle, last)**

**Pronouns**

**VUU E-mail**

**Name of Field Placement Agency**

**Start date of placement**

**End date of placement**

**Type of placement**

- 1st year field placement     2nd year field placement     Advanced Standing field placement

**Reason for interruption**

- medical/health related     financial aid/academic     student requested termination  
 employment     agency requested termination

*If you have been under the care and/or supervision of a physician or other health care professional during the interruption of your field placement, you must provide documentation prior to returning to field placement stating you are medically cleared to return.*

**A. Provide a brief explanation below addressing why your field placement was interrupted**

**B. If you have any personal circumstances that may impact your field placement, you must attach an explanation that indicates how these circumstances may impact your field placement responsibilities and what your plan is to mitigate the impact on your field placement.**

**C. This form, the memo from your health care provider (if applicable), and any additional documentation must be returned to the Office of Field Education 4 weeks prior to the anticipated return to field placement.**

---

**Student Signature**

---

**Director of Field Education Signature**

---

**MSW Program Director Signature**

**Departmental use only**

**Decision:**

approved

denied

**Notes:**

**Appendix I**  
**Field Placement Corrective Action**  
**Contract**





**Department Chair** | Dr. Johnetta Guishard

jhguishard@vuu.edu

**Director of Field Education** | Professor Fatima M. Smith

fsmith1@vuu.edu

**MSW Program Director** | Dr. Katy Baugus

kbaugus@vuu.edu

**BSW Program Director** | Professor Lenise Mazcyk

lmazyck@vuu.edu

## Field Placement Corrective Action Contract

**Full Name (first, middle, last)**

**Agency Name**

**Field Instructor Name (first & last)**

**Date**

*The purpose of the Corrective Action Contact (CAC) is to (1) define areas of concern, (2) gaps in your field placement performance, (3) reiterate VUU Department of Social Work & Field Agency expectations, and (4) allow the student the opportunity to demonstrate improvement and commitment.*

**Observations & Previous Discussions:**

**A. Improvement Goals:** Use the space below to identify the goals related to areas of concern to be improved and addressed

**B. Activity Goals:** Use the space below to identify the activities that will help you reach each goal

Goal #	Activity	Steps to Accomplish Goal	Start Date	Projected Completion Date

**C. Resources:** Use the space below to identify the resources available to you to complete your Improvement activities.

1.	
2.	
3.	
4.	

**D. Expectations:** The following performance standards must be accomplished to demonstrate progress towards achievement of each Improvement goal

1.	
2.	
3.	
4.	



**Appendix J**  
**Electronic Incident Form**



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**Electronic Incident Form**

*Please complete the Student Incident Report Form below and submit it, electronically, to the Office of Field Education within 24 hours. This form can also be [completed digitally](#).*

Name and role of person filling out this report

\_\_\_\_\_

Student Name \_\_\_\_\_ Date of report \_\_\_\_\_

Field Agency \_\_\_\_\_

Field Instructor \_\_\_\_\_

Task Supervisor \_\_\_\_\_

Faculty Field Liaison \_\_\_\_\_

Date and time of incident: \_\_\_\_\_

Location \_\_\_\_\_

Date and Time the Office of Field Education was contacted:

\_\_\_\_\_

Who was involved in the incident (do not list client names on this form)

\_\_\_\_\_

Name of any witnesses to the incident (do not list client name on this form):

\_\_\_\_\_

What happened (description by student / others involved- Do not use client names):

Actions and outcomes (e.g., injuries, hospitalization, damage to property, use of restraints, police action):

Debriefing plan to address the impact on the student:

Follow-up plan for agency and school review and potential policy revisions if needed:

Signatures:

\_\_\_\_\_

Student

\_\_\_\_\_

Field Instructor / Task Supervisor

\_\_\_\_\_

Faculty Field Liaison

\_\_\_\_\_

Director of Field Education

Source: Lyter, S.C. (2015). Safety and risk management. In Hunter, C.A., Moen, J.K., & Raskin, M. (Eds), Social work field directors: Foundations for excellence. Chicago, IL; Lyceum Books, Inc.

**Appendix K**  
**MSW Student Safety Assignment**

**MSW Student Safety Assignment**

**Agency Name:** \_\_\_\_\_

**Population Served** (i.e. inmates, families, hospital patients, etc.): \_\_\_\_\_

**3 Potential Safety Risks:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Now that you have identified some risks, what are 3 things you can do to mitigate, or reduce your risk?:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**If at any time you feel unsafe, and there is an immediate threat, you should always call 911. If there is a non-immediate concern, who are the 2-3 people at your agency that you should contact? List their names and contact information below:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

By checking this box, I agree that I have read and understand the Safety In the Workplace Guidelines outlined in the NASW publication.

**Printed Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Appendix L**  
**Learning Plans**



**Learning Plan - Generalization Year**

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

**Date:** \_\_\_\_\_

Competency	Behavior	Placement Tasks
<b>1. Demonstrate Ethical and Professional Behavior</b>	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; (V)	
	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; (V)	
	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; (S)	
	use technology ethically and appropriately to facilitate practice outcomes; and (S)	
	use supervision and consultation to guide professional judgment and behavior. (S)	
<b>2. Engage Diversity and Difference in Practice</b>	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the	

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	micro, mezzo, and macro levels; (V,S)	
	present themselves as learners and engage clients and constituencies as experts of their own experiences; and (C/A)	
	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (V,C/A)	
<b>3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (C/A,V)	
	engage in practices that advance social, economic, and environmental justice. (S)	
<b>4. Engage In Practice-informed Research and Research-informed Practice</b>	use practice experience and theory to inform scientific inquiry and research; (S,K)	
	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and (C/A)	

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	use and translate research evidence to inform and improve practice, policy, and service delivery. (S)	
<b>5. Engage in Policy Practice</b>	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; (K)	
	assess how social welfare and economic policies impact the delivery of and access to social services; and (C/A)	
	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (C/A)	
<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and (K)	
	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (C/A)	

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<b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b>	collect and organize data, and apply critical thinking to interpret information from clients and constituencies; (S)	
(This row is shaded gray in the original document)	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; (K)	
	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and (S)	
	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (K,S)	
<b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; (C/A)	
(This row is shaded gray in the original document)	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; (K)	

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	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; (S)	
	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and (S)	
	facilitate effective transitions and endings that advance mutually agreed-on goals. (S)	
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	select and use appropriate methods for evaluation of outcomes; (K,S)	
	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; (K,S)	
	critically analyze, monitor, and evaluate intervention and program processes and outcomes; and (S,C/A)	
	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (K,S)	

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---

\_\_\_\_\_ By typing your initials on this line, you attest that all of the learning tasks identified above are your own work, and that this Learning Plan has been reviewed and approved by your field instructor.

\_\_\_\_\_ By typing your initials on this line, you agree to provide a copy of the finalized Learning Plan to your field instructor.

\_\_\_\_\_  
Field instructor signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date



**Learning Plan - Specialization Year**

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

**Date:** \_\_\_\_\_

Competency	Behavior	Placement Tasks
<b>1. Demonstrate Ethical and Professional Behavior</b>	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	
	Use of professional boundaries, self care, social work ethics, professional growth and self reflection. Possible topics may also include issues of countertransference, vicarious trauma and compassion fatigue.	
	Develop self care plan and articulate and discuss in supervision the methods of professional care	
	Understand client strengths and client challenges related to traumatic experiences, and where trauma is a factor, assist in locating specialized services	
	Demonstrate reflections on self, thoughts on ethical situations/considerations, efficacy of treatment models (when it works, when it doesn't), and how trauma informed care influences student's work at the field placement.	





<p><b>2. Engage Diversity and Difference in Practice</b></p>	<p>Participate and be an active member of peer supervision sessions with social work staff and peers, with diversity and cultural competence, spirituality, sexuality, ethics, grief and trauma as the focus.</p>	
<p></p>	<p>Discuss with staff or with Field Instructor specific issues or problems clients are facing, and explore relevance of issues of diversity and oppression - identifying dynamics within communities that create, foster and promote racism, sexism, ageism and homophobia</p>	
	<p>Research the geography, diversity, politics as well as social and cultural grouping of the client population, exploring the extent to which aspects of culture can oppress, alienate or create privilege and power while also reflecting on the student's personal privilege and power in supervision.</p>	
	<p>Recognize the extent to which cultures and particular values may oppress, alienate, or create power/ privilege in society; eliminating the student's own personal biases and advocating for the clients rights within diverse populations</p>	
<p><b>3. Advance human rights and social, economic and environmental justice</b></p>	<p>Communicate the importance of the impact of trauma as fundamental to health and mental health. Discuss examples that relate to work with service population</p>	



	Raise awareness of trauma and its impact on health, mental health and social well-being	
	Identify and convey an understanding of community factors that promote racism, sexism, ageism and homophobia, that impact the agency's target population	
<b>4. Engage In Practice-informed Research and Research-informed Practice</b>	Share research-based assessment tools gathered from coursework and identify how these are similar to, or different from, current assessment tools used at the agency	
	Research the impact of trauma, and apply knowledge to the development of a trauma informed care model for intervention	
	Identify research articles related to advanced practice and utilize practice informed methodologies in assigned cases or projects	
<b>5. Engage in Policy Practice</b>	Address cultural issues and issues of disparity regarding trauma for target populations with concerns for gender, age and developmental phase over the life span	
	Evaluate macro level policies that influence trauma informed care for agency's target population	



	Review agency policies and procedures and identify where the agency does and or does not adhere to the tenants of trauma informed care	
<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>	Provide solution focused treatment models with children and families, evidencing a strength based approach and a trauma informed perspective.	
	Demonstrate awareness of the impact of trauma on the agency's target population by providing appropriate services that include an assessment of trauma and by creating an atmosphere of safety	
	Collect and organize data from other service providers in the area to learn how they are utilizing trauma informed care or how it could be applied in the current setting.	
<b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b>	Display knowledge of evidence based and trauma informed practice while working with target population and in supervision	
	Incorporate a trauma-informed and human rights perspective into the development of treatment plans or community services, collaborating with the target population	
	Conduct a review of current program assessment and evaluation tools, and help alter if necessary to include a	



	trauma informed, human rights perspective.	
<b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	Develop and implement a culturally-inclusive "awareness" project for agency's target population	
	Incorporate a trauma-informed and human rights perspective into the provision of, or referral to, treatment or service delivery.	
	Activates natural and formal helping systems to attain the practice goals particularly as they relate to marginalized communities	
	Apply the principles of trauma informed care (safety, choice, trustworthiness, collaboration and empowerment) to all interactions with clients	
	Develop resource guide to address target population needs	
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	Identify an appropriate tool to collect data on the effectiveness of intervention strategies and revise current strategies for future intervention.	



---

	Demonstrate the ability to use empirically-based knowledge and culturally sensitive methodologies in planning interventions and monitoring practice effectiveness.	
--	--	--

\_\_\_\_\_ By typing your initials on this line, you attest that all of the learning tasks identified above are your own work, and that this Learning Plan has been reviewed and approved by your Field Instructor.

\_\_\_\_\_ By typing your initials on this line, you agree to provide a copy of the finalized Learning Plan to your Field Instructor.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor Signature

\_\_\_\_\_  
Date

**Appendix M**  
**Learning Contracts**

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**Student Name:**

**Dates of Practicum Experience:**

Student phone number(s):

Student email address:

**Emergency contact information**

Name:

Phone number:

Relationship to you:

**Field instructor name:**

Field instructor phone number:

Field instructor email address:

**Weekly Field Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
Start time					
End time					

**Scheduled time off, including field approved holidays, breaks, please write exact dates:**

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**Weekly Supervision:**

Day of week	Time of day

If I am unexpectedly unable to attend my field placement on my scheduled day, I will contact:

\_\_\_\_\_ via email at \_\_\_\_\_

and make up the missed field hours within the current semester.

NOTE: it is strongly encouraged that students make up any missed field hours within 14 days.

**Weekly Timesheets, Supervision Log & Journals**

Please list the day & time that the following learning documents will be submitted to your field instructor & field liaison.

	<b>Submission to Field Instructor</b>	<b>Submission to Faculty Instructor</b> (dates and times are typically included in syllabus)
<b>Weekly Timesheets</b>	Ex: Weekly on Tuesdays at 10am or 24 hours before scheduled supervision time	
<b>Supervision Log</b>	Ex: Weekly on Tuesdays at 10am or 24 hours before scheduled supervision time	



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<b>Journals</b>	Ex: Monthly on Mondays at 10am or one week before PR is due to Field Liaison	
-----------------	--	--

**Required Agency Activities**

Please list any recurring or planned activities you will participate in at your agency that are outside of your typical field hours (ex: required training).

Your signature below indicates that the above contract has been reviewed and agreed upon by you and your field instructor.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Field Instructor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Agency Director**

\_\_\_\_\_  
**Date**

**Appendix N**  
**Field Evaluation Tools - Generalization & Specialization**



**Field Evaluation Tool – Generalization Year**

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

**Date:** \_\_\_\_\_

Competency	Behavior	Dimension	Score	Comments
<b>1. Demonstrate Ethical and Professional Behavior</b>	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Values Skills		
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Values Skills		
	Demonstrate professional demeanor in behavior; appearance; and oral,	Skills		



	written, and electronic communication			
	Use technology ethically and appropriately to facilitate practice outcomes; and	Skills		
	Use technology ethically and appropriately to facilitate practice outcomes;	Skills		
<b>2. Engage Diversity and Difference in Practice</b>	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the <sup>[1]</sup> micro, mezzo, and macro levels	Values Skills		
	Present themselves as learners and engage clients and constituencies as experts of their own experiences	Skills Cognitive/ Affective		
	Apply self-awareness and self-regulation to manage	Skills		

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	the influence of personal biases and values in working with diverse clients and constituencies	Skills Values Cognitive/ Affective		
<b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b>	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Skills Values Cognitive/ Affective		
	Engage in practices that advance social, economic, and environmental justice	Skills		
<b>4. Engage In Practice-informed Research and Research-informed Practice</b>	Use practice experience and theory to inform scientific inquiry and research	Skills Knowledge		
	Apply critical thinking to engage in analysis of quantitative and qualitative	Skills Cognitive/		

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	research methods and research findings	Affective		
	Use and translate research evidence to inform and improve practice, policy, and service delivery	Skills		
<b>5. Engage in Policy Practice</b>	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	Skills Knowledge		
	Assess how social welfare and economic policies impact the delivery of and access to social services	Skills Cognitive/ Affective		
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Skills Cognitive/ Affective		
<b>6. Engage with Individuals, Families, Groups,</b>	Apply knowledge of human behavior and the social	Skills		

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<b>Organizations, and Communities</b>	environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	Knowledge		
	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Skills Cognitive/ Affective		
<b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b>	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Skills		
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	Skills Knowledge		
	Develop mutually agreed-on intervention goals and	Skills		



	objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies			
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Skills Knowledge		
<b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Skills  Cognitive/ Affective		
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Skills  Knowledge		





	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Skills		
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Skills		
	Facilitate effective transitions and endings that advance mutually agreed-on goals	Skills		
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	Select and use appropriate methods for evaluation of outcomes	Skills Knowledge		
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Skills Knowledge		

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	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Skills Cognitive/ Affective		
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Skills Knowledge		



**Field Evaluation - Specialization Year**

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

**Date:** \_\_\_\_\_

Competency	Behavior	Dimension	Score	Comments
<b>1. Demonstrate Ethical and Professional Behavior</b>	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Values Skills		
	Use of professional boundaries, self-care, social work ethics, professional growth and self-reflection. Possible topics may also include issues of countertransference, vicarious trauma and compassion fatigue.	Values Skills		

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	Develop self-care plan and articulate and discuss in supervision the methods of professional care	Skills		
	Understand client strengths and client challenges related to traumatic experiences, and where trauma is a factor, assist in locating specialized services	Skills Knowledge		
	Demonstrate reflections on self, thoughts on ethical situations/considerations, efficacy of treatment models (when it works, when it doesn't), and how trauma informed care influences student's work at the field placement.	Skills		
<b>2. Engage Diversity and Difference in Practice</b>	Participate and be an active member of peer supervision sessions with social work staff and peers, with	Values Skills		

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	diversity and cultural competence, spirituality, sexuality, ethics, grief and trauma as the focus.			
	Discuss with staff or with Field Instructor specific issues or problems clients are facing, and explore relevance of issues of diversity and oppression - identifying dynamics within communities that create, foster and promote racism, sexism, ageism and homophobia	Skills Cognitive/ Affective		
	Research the geography, diversity, politics as well as social and cultural grouping of the client population, exploring the extent to which aspects of culture can oppress, alienate or create privilege and power while also reflecting on the	Skills Cognitive/ Affective		

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	student's personal privilege and power in supervision.			
<b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b>	Communicate the importance of the impact of trauma as fundamental to health and mental health. Discuss examples that relate to work with service population	Skills		
	Raise awareness of trauma and its impact on health, mental health and social well-being	Skills		
	Identify and convey an understanding of community factors that promote racism, sexism, ageism and homophobia, that impact the agency's target population	Skills		
<b>4. Engage In Practice-informed Research and</b>	Share research-based assessment tools gathered	Skills		



<b>Research-informed Practice</b>	from coursework and identify how these are similar to, or different from, current assessment tools used at the agency			
	Research the impact of trauma, and apply knowledge to the development of a trauma informed care model for intervention	Skills Cognitive/ Affective		
	Identify research articles related to advanced practice and utilize practice informed methodologies in assigned cases or projects	Skills		
<b>5. Engage in Policy Practice</b>	Address cultural issues and issues of disparity regarding trauma for target populations with concerns for gender, age and developmental phase over the life span	Skills		

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	Evaluate macro level policies that influence trauma informed care for agency's target population	Skills Cognitive/ Affective		
	Review agency policies and procedures and identify where the agency does and or does not adhere to the tenants of trauma informed care	Skills		
<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>	Provide solution focused treatment models with children and families, evidencing a strength based approach and a trauma informed perspective.	Skills		
	Demonstrate awareness of the impact of trauma on the agency's target population by providing appropriate services that include an assessment of trauma and by creating an atmosphere of safety	Skills Cognitive/ Affective		





	Collect and organize data from other service providers in the area to learn how they are utilizing trauma informed care or how it could be applied in the current setting.	Skills		
<b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b>	Display knowledge of evidence based and trauma informed practice while working with target population and in supervision	Skills Knowledge		
	Incorporate a trauma-informed and human rights perspective into the development of treatment plans or community services, collaborating with the target population	Skills Knowledge		
	Conduct a review of current program assessment and evaluation tools, and help	Skills		

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**DEPARTMENT OF SOCIAL WORK**



	alter if necessary to include a trauma informed, human rights perspective.			
<b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	Develop and implement a culturally-inclusive "awareness" project for agency's target population	Skills Cognitive/ Affective		
	Incorporate a trauma-informed and human rights perspective into the provision of, or referral to, treatment or service delivery.	Skills		
	Activates natural and formal helping systems to attain the practice goals particularly as they relate to marginalized communities	Skills		
	Apply the principles of trauma informed care (safety, choice, trustworthiness, collaboration and	Skills		



	empowerment) to all interactions with clients			
	Develop resource guide to address target population needs	Skills		
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	Identify an appropriate tool to collect data on the effectiveness of intervention strategies and revise current strategies for future intervention.	Skills		
	Demonstrate the ability to use empirically-based knowledge and culturally sensitive methodologies in planning interventions and monitoring practice effectiveness.	Skills		