Table of Contents

SOCIAL WORK DEPARTMENT DIRECTORY ................................................................................................. 4

INTRODUCTION ........................................................................................................................................... 5
  The Profession of Social Work ................................................................................................................ 5
  Social Work Education .......................................................................................................................... 5
  Gallaudet University Mission .............................................................................................................. 6
  Vision Statement ................................................................................................................................. 6

School of Education, Business, and Human Services (SEBHS) and the Graduate School ................. 7
  Gallaudet University Statement .......................................................................................................... 7
  Department of Social Work Non-discrimination Statement ............................................................... 7

HISTORY .................................................................................................................................................. 8
  E.P. 1.0: Program Mission .................................................................................................................... 8
  Values .................................................................................................................................................... 9
  Foundation Year Competencies: .......................................................................................................... 10
  Concentration Year Competencies: ...................................................................................................... 12

SCHOOL SOCIAL WORK AREA OF FOCUS ............................................................................................ 14
  Accreditation of School Social Work Area of Focus ........................................................................ 14
  NATIONAL ASSOCIATION OF SOCIAL WORKERS ........................................................................ 15
  SCHOOL SOCIAL WORK STANDARDS ............................................................................................ 15

PURPOSE OF FIELD PRACTICUM/ INTERNSHIP .................................................................................. 22

CURRICULUM AND ORGANIZATION OF THE FIELD PRACTICUM .................................................. 23
  Two-Year Program ............................................................................................................................. 23
  Three-Year Program .......................................................................................................................... 24
  Advanced Standing Policy for Field Practicum ................................................................................. 24
  Practicum Sponsored Work Study Program ...................................................................................... 24
  Grading Policy in the Field Practicum ................................................................................................ 27
  Credit Hour Policy ............................................................................................................................ 29
  Academic Integrity .............................................................................................................................. 29
  Academic Probation and Dismissal ..................................................................................................... 29
  Academic Appeals ............................................................................................................................... 32
  Grievances ......................................................................................................................................... 33
  Professional Conduct, Background Checks, Drug and Alcohol Use .................................................. 33

The Placement Process .......................................................................................................................... 34
  Selection of Practicum Sites and Field Instructors ............................................................................. 35
  Criteria for Selection of Practicum Sites ............................................................................................. 36
  International Advanced Year Placements ............................................................................................ 37
  Selection of Field Instructors .............................................................................................................. 38
  Training and Collaboration with Field Instructors ............................................................................ 39

Attendance Policy in Field Placements ................................................................................................... 40
<table>
<thead>
<tr>
<th>Department Chair</th>
<th>E-Mail</th>
<th>Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresa Crowe Ph.D., Professor</td>
<td><a href="mailto:Teresa.Crowe@gallaudet.edu">Teresa.Crowe@gallaudet.edu</a></td>
<td>S333C</td>
</tr>
<tr>
<td><strong>Director, MSW Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth A. Moore, Ph.D.</td>
<td><a href="mailto:Elizabeth.Moore@gallaudet.edu">Elizabeth.Moore@gallaudet.edu</a></td>
<td>S334C</td>
</tr>
<tr>
<td><strong>Director, BA Program in Social Work</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Barclay, Ph.D.</td>
<td><a href="mailto:David.Barclay@gallaudet.edu">David.Barclay@gallaudet.edu</a></td>
<td>S334A</td>
</tr>
<tr>
<td><strong>Director of Field Practicum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margaux Delotte-Bennett, MSW</td>
<td><a href="mailto:Margaux.Delotte-Bennett@gallaudet.edu">Margaux.Delotte-Bennett@gallaudet.edu</a></td>
<td>S334B</td>
</tr>
<tr>
<td><strong>Coordinator of School Social Work Focus Area</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martha Sheridan, Ph.D.</td>
<td><a href="mailto:Martha.Sheridan@gallaudet.edu">Martha.Sheridan@gallaudet.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Full-Time Faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Barclay, Ph.D., Professor</td>
<td><a href="mailto:David.Barclay@gallaudet.edu">David.Barclay@gallaudet.edu</a></td>
<td>S334A</td>
</tr>
<tr>
<td>Margaux Delotte-Bennett, MSW, Lecturer II</td>
<td><a href="mailto:Margaux.Delotte-Bennett@gallaudet.edu">Margaux.Delotte-Bennett@gallaudet.edu</a></td>
<td>S334B</td>
</tr>
<tr>
<td>Audrey Frank, Ph.D., Assistant Professor</td>
<td><a href="mailto:Audrey.Frank@gallaudet.edu">Audrey.Frank@gallaudet.edu</a></td>
<td>S338F</td>
</tr>
<tr>
<td>Elizabeth A. Moore, Ph.D., Associate Professor</td>
<td><a href="mailto:Elizabeth.Moore@gallaudet.edu">Elizabeth.Moore@gallaudet.edu</a></td>
<td>S334C</td>
</tr>
<tr>
<td>Teresa Crowe Ph.D., Professor</td>
<td><a href="mailto:Teresa.Crowe@gallaudet.edu">Teresa.Crowe@gallaudet.edu</a></td>
<td>S333C</td>
</tr>
<tr>
<td>Martha Sheridan, Ph.D., Professor</td>
<td><a href="mailto:Martha.Sheridan@gallaudet.edu">Martha.Sheridan@gallaudet.edu</a></td>
<td>S338C</td>
</tr>
<tr>
<td>Kota Takayama, BSW, Instructor</td>
<td><a href="mailto:Kota.Takayama@gallaudet.edu">Kota.Takayama@gallaudet.edu</a></td>
<td>S337C</td>
</tr>
<tr>
<td>Samuel Weber, Lecturer II</td>
<td><a href="mailto:Samuel.Weber@gallaudet.edu">Samuel.Weber@gallaudet.edu</a></td>
<td>S333B</td>
</tr>
<tr>
<td><strong>Support Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tommy Farr</td>
<td><a href="mailto:Tommy.Farr@gallaudet.edu">Tommy.Farr@gallaudet.edu</a></td>
<td>S335C</td>
</tr>
<tr>
<td>Department Conference Room</td>
<td></td>
<td>S335B</td>
</tr>
<tr>
<td>Student Mail/Computer Lab</td>
<td></td>
<td>S331</td>
</tr>
</tbody>
</table>
The Profession of Social Work

Social work is a challenging and rewarding profession that requires people who are committed to social justice and empowerment. Social workers strive to effect change that will make institutions in society responsive to the needs of all its members and accessible to the diverse populations who comprise our nation and our world. We work with people to identify their strengths and engage with them in partnership in the process of becoming empowered.

Social workers are employed in diverse settings, providing opportunities to participate in growth and change efforts at the governmental level, in organizations and communities, in groups, and in individuals and families. Social workers are in the United States Congress, policy analysts and developers in all branches of the government, administrators of public and private agencies, researchers, and community planners. Social workers provide direct services in schools, family agencies, child welfare agencies, rape crisis centers, hospitals and clinics, mental health programs, rehabilitation programs, substance abuse programs, employee assistance programs, private practice, and even police departments. There is an endless variety of settings in which social workers practice.

We are living in a time of rapid changes in institutions and social conditions. Social workers are in daily contact with people whose lives are touched in various and sometimes devastating ways by these changes and by the technological advances that were the subject of science fiction in the recent past. It is becoming increasingly clear how much all of us are affected by changes in the social environment. With the changes in technology, we experience our planet as increasingly smaller and can no longer divorce ourselves from what once were considered distant parts of the world. Social work, with its unique appreciation for the interrelatedness of people and their environments, is a profession on the cutting edge, uniquely suited for identifying emerging social problems and for contributing to their resolution. According to the Occupational Outlook Handbook of the U.S. Department of Labor Statistics (2010-2011), jobs for social workers are expected to increase at a rate of 16% during the 2008-2018 decade, a growth rate which is faster than the average for all occupations.

Social Work Education

The New York City Charity Organization Society established the first formal program of social work education in 1898. This program included field work as an important component of its educational design. Now, as then, field instruction remains at the heart of a quality social work education. When practicing social workers reflect on their graduate education they report that the field practicum, also referred to as internship, experience was the most significant and productive part of their educational programs. That this is so reflects our knowledge of how learning occurs and the power of experience to stimulate the student's engagement. The practicum experience provides the structure with which the student interacts, and on which the student builds her or his own understandings of what is helpful. Field instruction in social work
is based upon the assumption that students learn when they actively participate in the learning. As social work interns, students learn from the professionals who supervise them at the internship or field practicum, whom we will mostly refer to as field instructors in this document. They also learn from faculty liaisons who may also serve as field instructors when the internship supervisor does not have a social work degree from a CSWE accredited program. Faculty and field instructors present ideas and mediate the student's engagement with these ideas.

This manual provides guidance and direction for students, field practicum personnel, and field faculty as students embark on the process of developing skills needed for effective social work practice. Students and field instructors will find it useful throughout the year to consult the MSW Field Practicum Manual and use it as a guide to understanding the significance of the field practicum experience and its relationship to classroom learning.

Throughout the manual, the phrase, “deaf and hard of hearing” is used for consistency and is intended to be inclusive of individuals who are Deaf, deaf, Deaf Blind and hard of hearing, as well as late deafened adults, persons with cochlear implants, persons with minimal hearing loss, etc. We understand that some people prefer to identify themselves with words that are different from “deaf” or “hard of hearing” and we do not intend to offend or exclude anyone. When other terms are used at times, it is for a very specific purpose, for example when using “Deaf,” with an upper case “D,” to refer to Deaf Culture, or the Deaf Community.

Gallaudet University Mission

Gallaudet University, federally chartered in 1864, is a bilingual, diverse, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and English. Gallaudet maintains a proud tradition of research and scholarly activity and prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world.

Approved by the Board of Trustees November 2007

Vision Statement

Gallaudet University will build upon its rich history as the world's premier higher education institution serving deaf and hard of hearing people to become the university of first choice for the most qualified, diverse group of deaf and hard of hearing students in the world, as well as hearing students pursuing careers related to deaf and hard of hearing people. Gallaudet will empower its graduates with the knowledge and practical skills vital to achieving personal and professional success in the changing local and global communities in which they live and work. Gallaudet will also strive to become the leading international resource for research, innovation and outreach related to deaf and hard of hearing people.

Gallaudet will achieve these outcomes through:
A bilingual learning environment, featuring American Sign Language and English, that provides full access for all students to learning and communication

A commitment to excellence in learning and student service

A world-class campus in the nation's capital

Creation of a virtual campus that expands Gallaudet's reach to a broader audience of visual learners

An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide

Approved by the Board of Trustees, May 2009

School of Education, Business, and Human Services (SEBHS) and the Graduate School

The Department of Social Work is located within the School of Education, Business, and Human Services (SEBHS) along with seven other departments. Six of the eight have graduate programs. Also, of the eight, six have undergraduate majors.

The MSW Program is also affiliated with the Graduate School as are all graduate programs. The role of the dean of this unit is to promote graduate programs of outstanding quality at Gallaudet, and oversee the activities of the Graduate Research Institute. When recommendations for student actions are made (admissions, academic probation, academic dismissal, leave of absence, student academic appeals, candidacy, and awarding of the degree) the Department recommendation goes through the office of the Dean of SEBHS to the Dean of Graduate School who has the responsibility for admitting, dismissing, and placing students on probation. (For additional information, see the Graduate Catalogue: http://www.gallaudet.edu/Catalog/Registration_and_Policies/Graduate_Policies.html)

Equal Opportunity Policies

Gallaudet University Statement

Gallaudet University is an equal opportunity employer/educational institution and does not discriminate on the basis of race, color, sex, national origin, religion, age, hearing status, disability, covered veteran status, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis.

Department of Social Work Non-discrimination Statement

In accordance with the Equal Opportunity Policy of Gallaudet University, the Department of Social Work, in all of its operations and in all of its dealings with faculty, staff, students, field instructors, and field instruction agencies and programs, is committed to a policy of nondiscrimination. Furthermore, the Department of Social Work places high value on human diversity and endeavors in all of its programs to convey understanding and respect for diversity.
Such diversity includes, but is not limited to, hearing status, race, color, ethnicity, gender, gender identity, and gender expression, disability, sexual orientation, age, religion, and national origin.

The Department of Social Work

HISTORY

The Department of Social Work offers two programs, an undergraduate social work major, leading to a BA in social work, and a master’s in social work program. The BA Program prepares students for beginning generalist social work practice and the MSW Program prepares students for advanced social work practice with deaf and hard of hearing populations. The BA Program has been continuously accredited since its initial accreditation in 1976. The Department faculty and professional staff are actively involved in teaching, scholarly activity, and university and community service.

Dr. Morris Goldman, then professor and chair of the Department of Sociology, initiated the baccalaureate program. The first director was Mrs. Dorothy Polakoff, who was employed to develop the program. Under her guidance, the program was accredited for the first time in 1976, at which time the department became the Department of Sociology and Social Work. Following Mrs. Polakoff’s retirement in 1980, Dr. Janet L. Pray assumed the position of Director of the Program. The joint department continued through 1989, when the establishment of the graduate program necessitated an autonomous department. The Department of Social Work came into being in 1990, with Dr. Pray as chairperson. Ms. Catherine Moses was Director of the MSW Program from its beginning in 1989 until 1996. In 1999 the Department received a meritorious service award from the Maryland Association of the Deaf for contributions made to deaf and hard of hearing people in Maryland and throughout the country. The Department is very proud of this recognition of our alumni, students, and faculty.

The MSW Program received initial accreditation in by the Council on Social Work Education (CSWE) in 1994, and was reaccredited for the full eight year cycle in 1999. For the first time, BA and MSW programs were jointly accredited in 2008. In 2008 the Council on Social Work Education implemented new standards for accrediting baccalaureate- and master’s-level social work programs. The changes from CSWE follow a competency-based approach to curriculum design. The MSW curriculum has further been updated to reflect the 2015 Educational Policy and Accreditation Standards (EPAS). Those changes are reflected within the body of and as Appendix A to this field manual and in the MSW student handbook.

http://www.cswe.org/File.aspx?id=81660

E.P. 1.0: Program Mission

The Master of Social Work Program at Gallaudet University prepares its graduates to become culturally and linguistically competent generalist social work professionals committed to social change, promotion of societal well-being, and the improvement of service delivery to diverse
deaf, hard of hearing, and hearing individuals, families, groups, organizations and communities in a global society.

**Program Goals:**

**The MSW Program prepares graduates to:**

1. Recognize diversity within the deaf and hard of hearing populations and develop practice skills to promote social justice, well-being, and cultural sensitivity.

2. Engage in social work practice that promotes well-being and is sensitive to the needs and issues of deaf and hard of hearing children, adults, families (both hearing and deaf), groups and communities.

3. Integrate knowledge of issues facing populations-at-risk and diverse groups, such as oppression, poverty, social injustice, culture, race, age, class, disability, gender, gender identity and expression, religion, sexual orientation into their work with deaf and hard of hearing client systems.

4. Affirm the Deaf experience by challenging psychological and social constructs of deaf and hard of hearing as inferior, focusing on strengths and resiliency in the Deaf community, and promoting an awareness of and sensitivity of diversity among Deaf individuals.

5. Demonstrate an ability to impact multiple levels of practice within the Deaf community using various strategies, including the use of policy formulation and analysis, practice assessment, practice intervention, and practice and program evaluation.

6. Provide social services and ensure accessibility to services at all levels of practice with deaf and hard of hearing children, adults, families, groups and communities.

7. Demonstrate the ability to conduct assessments, implement interventions, and evaluate practice with clients and client systems using American Sign Language and English.

**Values**

The program curriculum uses a generalist social work perspective and person-in-environment framework which emphasizes the core values of the social work profession: service, human rights, social and economic justice, scientific inquiry, dignity and worth of the person, importance of human relationships, and integrity and competence in social work practice.
The competencies and practice behaviors of the social work profession are integral to the MSW curriculum, which emphasizes the strengths and capacities of diverse deaf, hard of hearing, and hearing individuals, families, groups, organizations, and communities in a global society.

**E.P. 2.0:** To achieve the MSW program learning outcomes (CSWE competencies), the program is organized into a foundation curriculum and a concentration curriculum. The foundation curriculum concentrates on generalist social work practice, and the concentration curriculum focuses on advanced social work practice with Deaf and Hard of Hearing populations and systems of all sizes.

The MSW program has also delineated the foundation year student learning outcomes and the concentration year student learning outcomes (practice behaviors) that are derived from the program learning outcomes (CSWE competencies) and is consistent with the 2015 Educational Policy.

**Foundation Year Competencies:**

**Competency 1: Demonstrate Ethical and Professional Behavior**
- PBF1: 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;
- PBF2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- PBF3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- PBF4: use technology ethically and appropriately to facilitate practice outcomes; and
- PBF5: use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**
- PBF6: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- PBF7: present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- PBF8: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- PBF9: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- PBF10: engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
- PBF11: use practice experience and theory to inform scientific inquiry and research;
- PBF12: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- PBF13: use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
- PBF14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- PBF15: assess how social welfare and economic policies impact the delivery of and access to social services;
- PBF16: apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- PBF17: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- PBF18: use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- PBF19: collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- PBF20: 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;
- PBF21: develop mutually agreed-on intervention goals and objectives based on the critical
assessment of strengths, needs, and challenges within clients and constituencies; and

- PBF22: select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- PBF23: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- PBF24: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- PBF25: use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- PBF26: negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- PBF27: facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- PBF28: select and use appropriate methods for evaluation of outcomes;
- PBF29: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- PBF30: critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- PBF31: apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

E.P. 2.1: Concentration year specialization builds on foundation year generalist practice as described in EP 2.0, adapting and extending the social work competencies for social work practice with Deaf and Hard of Hearing populations.

Concentration Year Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior
- PBC1: practice personal reflection, self-correction, effective communication in American Sign Language and English, and ethical reasoning to assure continual professional
development in advocacy and practice with deaf and hard of hearing populations.

- PBC2: use advanced differential assessments, interventions, and evaluations responsive to changing technological developments and emerging evidence-based models of practice in diverse contexts for deaf and hard of hearing populations.

**Competency 2: Engage Diversity and Difference in Practice**

- PBC3: understand diversity in a broad sense that recognizes the ways in which a culture’s structures and values may oppress, marginalize, alienate, or enhance privilege and power among deaf and hard of hearing people.

- PBC4: gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups of deaf and hard of hearing people.

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

- PBC5: understand the forms and mechanisms of oppression and discrimination impacting deaf and hard of hearing populations.

- PBC6: work with deaf and hard of hearing populations to advocate for human rights and social and economic justice.

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

- PBC7: Integrate practice experience to inform scientific inquiry in designing and implementing research studies with deaf and hard of hearing populations.

- PBC8: apply research findings to support evidenced-based practices with deaf and hard of hearing populations.

**Competency 5: Engage in Policy Practice**

- PBC9: analyze, formulate, collaborate, and advocate for disability policies that advance societal wellbeing within deaf and hard of hearing populations.

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

- PBC10: apply theories, models, and the best available evidence in assessment with deaf, hearing, and hard of hearing systems of all sizes to understand strengths, problems, and social justice issues in systems of all sizes, locally and globally.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
• PBC11: utilize theoretical frameworks to guide differential assessments for effective social work practice with deaf, hearing, and hard of hearing people in systems of all sizes.

• PBC12: identify and analyze evidence-based interventions designed to meet the unique needs of deaf and hard of hearing populations.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
• PBC13: implement evidence informed prevention interventions using theoretical frameworks that meet the needs and enhance the capacities of deaf and hard of hearing systems.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
• PBC14: utilize theoretical frameworks, models, and research for guiding differential assessments and practice evaluation with deaf, hearing, and hard of hearing people in systems of all sizes.

• PBC15: evaluate evidence-based interventions designed to meet the unique needs of deaf and hard of hearing populations and use critical thinking to evaluate the appropriateness, adapt, and modify assessment tools and approaches.

SCHOOL SOCIAL WORK AREA OF FOCUS

The MSW Program offers a School Social Work area of focus which prepares students to work in schools, with a focus in serving deaf and hard of hearing students. While you receive a solid base in generalist practice, you also receive specialized training that will prepare you to work with children, adolescents and their families in school settings. Students focusing in school social work take two required courses and one elective. School Social Work Policy (SWK 761) is taken in the spring of the foundation year. This course is taken in lieu of the Disability Policy course (SWK 715) that non-school social workers take during the block internship. School Social Work Practice (SWK 760) is taken during the first semester of the Concentration Year. Students in the School Social Work area of focus may select any approved elective that is relevant to children and schools, such as Play Therapy, Family and Group Interventions, Social Work Perspectives on Dysfunction, or courses in other departments and throughout the consortium. In addition, your field placements will be in school placements that best meet your learning needs.

Accreditation of School Social Work Area of Focus

The School Social Work area of focus within the MSW Program is accredited by the National Council in the Accreditation of Teacher Education (NCATE) and by the District of Columbia Public Schools as a area of focus within the generalist MSW program preparing qualified School
Social Workers. The school social work focus area is designed to provide opportunities for practicing with deaf and hard of hearing students and understanding and practicing the School Social Work Standards published in 2012 by the National Association of Social Workers (NASW).

The learning outcomes are based on NASW’s School Social Work Standards whose guiding principles are educational reform, social justice and multi-tiered intervention. While school social work students also focus on generalist social work practice in the foundation year, the curriculum provides a focus on school laws, policies, and regulations. In the concentration year, the school social work curriculum focuses on school social work practice and multi-tiered interventions.

NATIONAL ASSOCIATION OF SOCIAL WORKERS
SCHOOL SOCIAL WORK STANDARDS

In addition to the Council on Social Work Education’s (CSWE) Competencies, the National Association of Social Workers (NASW) identifies eleven professional standards for school social workers, which are met in the MSW Program. These Standards were developed under the auspices of the National Association of Social Workers. The following guiding principles are reflected in these standards:

1. Educational Reform
2. Social Justice
3. Multi-tier Intervention

Foundation School Social Work Standards and Practice Behaviors

Standard 1: Ethics and Values:
School social workers shall adhere to the ethics and values of the social work profession and shall use the NASW Code of Ethics as a guide to ethical decision making, while understanding the unique aspects of school social work practice and the needs of the students, parents, and communities they serve.

PBFSSW3: Apply ethical decision making skills while understanding the unique aspects of school social work and the needs of students, families, & communities they serve

PBFSSW8: Advocate for policies that promote student and family’s wellbeing and optimizes the opportunity to be successful in school

Standard 2: Qualifications:
School social workers shall meet the provisions for professional practice set by NASW and their respective state department of education and possess knowledge and understanding basic to the social work profession as well as the local education system.

PBFSSW7: Demonstrate specialized knowledge and understanding of the historical context of school social work, educational reform, educational laws and policies
Standard 3: Assessment:
School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes.

PBFSSW10: Conduct systematic assessment, data gathering at multiple levels using a variety of methods to assess the needs, characteristics and interactions of students, families, and school environment

Standard 4: Intervention:
School social workers shall understand and use evidence-informed practices in their interventions.

PBFSSW9: Stay current with school based intervention research and use evidence informed practices in service delivery

Standard 5: Decision Making and Practice Evaluation:
School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

PBFSSW12: Demonstrate the ability to collect, analyze, synthesize, & disseminate data to guide service delivery

Standard 6: Record Keeping:
School social workers shall maintain accurate data and records that are relevant to planning, implementation, and evaluation of school social work services.

PBFSSW2: Demonstrate the ability to maintain timely, accurate, and confidential records that document school social work service, demonstrate outcomes, and promote accountability to the LEA (Local Educational Agency)

Standard 7: Workload Management:
School social workers shall organize their workloads to fulfill their responsibilities and clarify their critical roles within the educational mission of the school or district in which they work.

PBFSSW11: Demonstrate the ability to perform roles and responsibilities across a multi-tier framework within the educational mission of the school or district in which they work

Standard 8: Professional Development:
School social workers shall pursue continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students and their families.

PBFSSW4: Demonstrate self-awareness, knowledge and practice skill, and continue to develop specialized knowledge and understanding about the school clients they serve
PBFSSW 5: Demonstrate a commitment to life-long learning to enhance knowledge and skills to provide the most current, beneficial, culturally appropriate services to students and their families.

Standard 9: Cultural Competence:
School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence.

PBFSSW4: Demonstrate self-awareness, knowledge and practice skill, and continue to develop specialized knowledge and understanding about the school clients they serve

PBFSSW5: Demonstrate a commitment to life-long learning to enhance knowledge and skills to provide the most current, beneficial, culturally appropriate services to students and their families

Standard 10: Interdisciplinary Leadership and Collaboration:
School social workers shall provide leadership in developing a positive school climate and work collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of services.

PBFSSW6: Provide leadership in developing a positive school climate and work collaboratively with other school staff to promote respect and value differences

Standard 11: Advocacy:
School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

PBFSSW1: Advocate for students and their families to ensure that all students have equal access to enhance their academic program

FOUNDATION YEAR SCHOOL SOCIAL WORK LEARNING OUTCOMES (Practice Behaviors)

Foundation Year School Social Work Students will:

- PBFSSW1: Advocate for students and their families to ensure that all students have equal access to enhance their academic program.

- PBFSSW2: Demonstrate the ability to maintain timely, accurate, and confidential records that document school social work service, demonstrate outcomes, and promote accountability to the LEA (Local Educational Agency).

- PBFSSW3: Apply ethical decision making skills while understanding the unique aspects of school social work and the needs of students, families, & communities they serve.
PBFSSW4: Demonstrate self-awareness, knowledge and practice skill, and continue to develop specialized knowledge and understanding about the school clients they serve.

PBFSSW5: Demonstrate a commitment to lifelong learning to enhance knowledge and skills to provide the most current, beneficial, culturally appropriate services to students and their families.

PBFSSW6: Provide leadership in developing a positive school climate and work collaboratively with other school staff to promote respect and value differences.

PBFSSW7: Demonstrate specialized knowledge and understanding of the historical context of school social work, educational reform, educational laws and policies.

PBFSSW8: Advocate for policies that promote student and family’s wellbeing and optimizes the opportunity to be successful in school.

PBFSSW9: Stay current with school based intervention research and use evidence informed practices in service delivery.

PBFSSW10: Conduct systematic assessment, data gathering at multiple levels using a variety of methods to assess the needs, characteristics and interactions of students, families, and school environment.

PBFSSW11: Demonstrate the ability to perform roles and responsibilities across a multi-tier framework within the educational mission of the school or district in which they work.

PBFSSW12: Demonstrate the ability to collect, analyze, synthesize, & disseminate data to guide service delivery.

CONCENTRATION SCHOOL SOCIAL WORK STANDARDS AND PRACTICE BEHAVIORS

Advanced Year School Social Work Students will:

Standard 1: Ethics and Values:
School social workers shall adhere to the ethics and values of the social work profession and shall use the NASW Code of Ethics as a guide to ethical decision making, while understanding the unique aspects of school social work practice and the needs of the students, parents, and communities they serve.

PBCSSW3: Apply ethical decision making skills while understanding the unique aspects of school social work and the needs of deaf and hard-of-hearing students, families, & communities they serve.
PBCSSW8: Advocate for policies that promote deaf and hard-of-hearing student and family’s wellbeing and optimizes the opportunity to be successful in school.

**Standard 2: Qualifications:**
School social workers shall meet the provisions for professional practice set by NASW and their respective state department of education and possess knowledge and understanding basic to the social work profession as well as the local education system.

PBCSSW7: Demonstrate specialized knowledge and understanding of the historical context of school social work, educational reform, educational laws and policies, particularly as they relate to deaf and hard-of-hearing students.

**Standard 3: Assessment:**
School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes.

PBCSSW10: Conduct systematic assessment, data gathering at multiple levels using a variety of methods to assess the needs, characteristics and interactions of deaf and hard-of-hearing students, their families, and school environment.

**Standard 4: Intervention:**
School social workers shall understand and use evidence-informed practices in their interventions.

PBCSSW9: Stay current with school based intervention research and use evidence informed practices in service delivery and implications for practice with deaf and hard of hearing students.

**Standard 5: Decision Making and Practice Evaluation:**
School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

PBCSSW12: Demonstrate the ability to collect, analyze, synthesize, & disseminate data to guide service delivery to deaf and hard-of-hearing students.

**Standard 6: Record Keeping:**
School social workers shall maintain accurate data and records that are relevant to planning, implementation, and evaluation of school social work services.

PBCSSW2: Demonstrate the ability to maintain timely, accurate, and confidential records that document school social work service to deaf and hard-of-hearing students, demonstrate outcomes, and promote accountability to the LEA (Local Educational Agency).
**Standard 7: Workload Management:**
School social workers shall organize their workloads to fulfill their responsibilities and clarify their critical roles within the educational mission of the school or district in which they work.

**PBCSSW11:**
Demonstrate the ability to perform roles and responsibilities across a multi-tier framework within the educational mission of the school or district in which they work particularly in relation to the deaf and hard-of-hearing student population

**Standard 8: Professional Development:**
School social workers shall pursue continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students and their families.

**PBCSSW4:** Demonstrate self-awareness, knowledge and practice skill, and continue to develop specialized knowledge and understanding about the deaf and hard-of-hearing school clients they serve

**PBCSSW5:** Demonstrate a commitment to lifelong learning to enhance knowledge and skills to provide the most current, beneficial, culturally appropriate services to deaf and hard-of-hearing students and their families.

**Standard 9: Cultural Competence:**
School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence.

**PBCSSW4:** Demonstrate self-awareness, knowledge and practice skill, and continue to develop specialized knowledge and understanding about the deaf and hard-of-hearing school clients they serve

**PBCSSW5:** Demonstrate a commitment to lifelong learning to enhance knowledge and skills to provide the most current, beneficial, culturally appropriate services to deaf and hard-of-hearing students and their families.

**Standard 10: Interdisciplinary Leadership and Collaboration:**
School social workers shall provide leadership in developing a positive school climate and work collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of services.

**PBCSSW6:** Provide leadership in developing a positive school climate and work collaboratively with other school staff to promote respect and value differences particularly in relation to the deaf and hard-of-hearing student population.
Standard 11: Advocacy:
School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

PBCSSW1: Advocate for deaf and hard-of-hearing students and their families to ensure that all students have equal access to enhance their academic program.

Students who successfully complete the MSW program and fulfill all of the requirements of the School Social Work area of focus will have a special notation on their transcript. In addition, graduates of this program applying for a job can ask Gallaudet University to provide an endorsement, documenting that they have graduated from a licensed School Social Work program.

A range of internship options is available in schools for the first and second year internships. In the foundation year, students are required to do an internship in a school within the DC Metro Area (Northern Virginia, Washington DC, or Maryland). In the advanced or concentration year, students are expected to leave the DC Metro area.

THE GENERALIST PRACTICE MODEL

The generalist model of practice, introduced during the foundation year, provides a firm basis for accomplishing the mission of expanding services to deaf and hard of hearing persons. Students acquire the foundation skills of understanding and working with systems of various sizes. Students continue to build on generalist principles during the advanced year when, focusing on deaf and hard of hearing populations, they refine assessment processes, enhance intervention skills with a range of client systems, evaluate practice, and plan for program evaluation.

Foundation content includes a core of information about deaf and hard of hearing people as one of the program’s diversity groups and as a specific population-at-risk, among many included in the generalist curriculum. Students are introduced to Deaf culture, and the Deaf community. In the advanced curriculum, specialized knowledge about and interventions with deaf and hard of hearing persons becomes the primary focus in all courses. Advocacy, recognition of the power of Deaf culture as a philosophical and social/cultural concept, skill across the continuum of language abilities and communication styles, and recognition of the right to self-identification by all deaf and hard of hearing persons, provide a broader backdrop for knowledge, values, and skill development. Additionally, for those students enrolled in the School Social Work area of focus, there is an emphasis on deaf and hard of hearing children and youth in pre-college educational settings and their families.

The MSW Program offers two and three year course plans. Information about course plans and course descriptions are provided in the MSW Student Handbook [Available at the Department webpage http://www.gallaudet.edu/Social_Work/MSW_Program.html].
PURPOSE OF FIELD PRACTICUM/ INTERNSHIP

The Council on Social Work Education (CSWE), in its 2015 Education Policy and Accreditation Standards (EPAS) conveys the importance of the field practicum in describing field education the “signature pedagogy” of the social work education. Thus, the internship is where the student makes connections between what is being learned in the classroom and the real world practice of the agency or school setting. Gallaudet's MSW field practicum program reflects and advances the program's goals and program learning outcomes, provides practice responsibilities for students, and ensures that the educational purpose of the field experience is primary. Students participating in the School Social Work area of focus have both of their internships in an education-related setting and/or with children and youth.

MSW students should demonstrate competence in arriving at professional and ethical judgments and actions based on an integration of knowledge, theory, and practice within the context of professional values. Students should be able to move from beginning ability to identify, understand, and evaluate policies and processes to increasingly sophisticated evaluation, application, and intervention designed to impact on individuals, families, groups, organizations, and communities. The MSW intern is expected to be aware what is involved in a practice setting; the student should be able to identify and assess a need or problem, know why an intervention is selected, follow through with implementation and evaluate results of their goals and intervention. In a final effort to integrate work, the student should reflect on the process and assess the applicability of the intervention to other practice situations. The gradual accumulation of experience and reflection should lead to either the student's transfer of knowledge from one practice act to another or to the modification of theory and practice.

The student should be able to demonstrate the following: (1) consider alternative arguments, seek out new evidence, and evaluate the reliability of data and sources of information; (2) select the issues that are of importance, even when confronted with complex data, paying particular attention to issues of human diversity and social justice; (3) examine and assess data and issues from the biological, psychological, social, and spiritual perspectives at all levels of intervention utilizing systems, ecological, and other frameworks; (4) interpret and apply data to promote empowerment and actualization of the individual, family, group, agency, or community; (5) intervene within the ethical and values context of the social work profession.

The student should look systematically at the individual, family, and group within each situational context and to assess factors such as the role of oppression in preventing human actualization. There should be the ability, for example, to evaluate the impact of negative stereotyping of members of oppressed groups including the tendency of group members to internalize these stereotypes as a result of society's biases. The student should develop skills in interviewing and assessment, and in interventions at the individual, family and group level; addressing issues at the level of organizational and community policies and structures; and reshaping legislation to promote social justice. The student should also be able to evaluate the
effectiveness of interventions through the application of appropriate methods of research design at each step of practice.

At the advanced level, students should be able to integrate knowledge about deaf and hard of hearing individuals and of Deaf culture into practice interventions. For example, the student utilizes information from advanced courses such as SWK 713, Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations, to guide assessments of issues related to deaf and hard of hearing persons. Students put into practice knowledge about effective elements of intervention with deaf and hard of hearing persons, families, and groups. Students evaluate the accessibility and adequacy of programs for persons who are deaf or hard of hearing. They implement advocacy strategies in organizations and within broader communities to address such issues as compliance with the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) to ensure social and economic justice and educational equality for deaf and hard of hearing people and for other persons with disabilities.

As students move through the program, they should be able to function responsibly and with increasing autonomy in all areas of practice. The supervisory process continues to encourage and promote exploration, clarify options and support reflection. Students should assume increasing responsibility for their own learning and to demonstrate a commitment to continued professional development as they enter the social work profession.

CURRICULUM AND ORGANIZATION OF THE FIELD PRACTICUM

All students in schools accredited by the Council on Social Work Education must complete a minimum of 900 hours in the field practicum experience. However, students in the Gallaudet program complete 1000 hours of Field Practicum. When field settings require additional hours for an internship, students selecting this practicum site must agree prior to their placement to commit this time to the practicum setting. All students in the foundation field practicum are simultaneously enrolled in two social work practice courses in the fall and one in the spring. During the advanced year, students complete both micro and macro practice courses in the fall semester and engage in a full semester (6 credits) field practicum in the spring semester, SWK 783 Field Practicum: Deaf and Hard of Hearing Populations.

Two-Year Program

Students enrolled in the two-year program are required to have 12 credit hours of internship during which they will have two different field placements. The foundation year placement consists of two days per week (16 hours) for the full academic year (at least 500 hours). The advanced year internship is considered a capstone learning experience of 32 hours (4 days) per week (at least 500 hours). It is expected that students will integrate all previous course work into this final, concentrated practicum experience.
**Three-Year Program**

The three-year program option is available for students with family or professional/employment responsibilities, those who are new users of American Sign Language, or students who for other reasons, choose a program plan that is spread over a three or four year period. Both designs are structured to ensure continuity of learning. For these students, the foundation field practicum experience takes place during the second year they are enrolled in the program and the full semester field experience occurs during their final semester in the program.

**Advanced Standing Policy for Field Practicum**

The MSW Program has an Advanced Standing Program for Students who have graduated from a baccalaureate program in social work accredited by the Council on Social Work Education and meet other eligibility requirements. Students who are eligible for Advanced Standing are not required to take foundation year courses equivalent to one year of a full time load. However, the faculty member responsible for each specific sequence must review and approve the student’s request for advanced standing (See the MSW student handbook for more detailed information.)

Students graduating from a baccalaureate program in social work accredited by the Council on Social Work Education and who meet other eligibility requirements may qualify for Advanced Standing status. Students who are eligible for Advanced Standing are generally not required to take SWK705: Human Behavior in the Social Environment I (3) and SWK706: Human Behavior in the Social Environment II (3), SWK741: Social Work Practice I (3) and SWK742: Social Work Practice II (3), SWK744: Social Work Practice with Families and Groups (2), SWK711: Social Policy and Social Services (3), SWK755: Qualitative Social Work Research (3) and SWK756: Quantitative Social Work Research (3): SWK771: Foundation Field Practicum I (4) and SWK772: Foundation Field Practicum II (4) in the foundation curriculum equivalent to a two semester full time load. Advanced standing students must achieve a pre-admission ASLPI score of 2 and submit a letter of recommendation for advanced standing from their BSW Director of Field Instruction with their application.

**Practicum Sponsored Work Study Program**

Applicants who are already employed full-time in a social service setting may be eligible for a practicum site-supported Work Study Program. Some settings wish to encourage their employees to enroll in a graduate social work program with the understanding that at least one internship assignment be where they are employed. In this case, the student must be assigned to a different instructor for supervision for the duration of this assigned practicum. Most often there is a commitment to continue employment with the setting for a period of time after receiving the MSW degree.
Furthermore, students enrolled in the three or four year program because of this full-time job may also arrange to work and achieve their credits for a master’s degree on a full time basis. Under this format, students must make specific arrangements to continue to work but do the extra 16 hours of field work in a different department where the student is employed. As mentioned above with the work study program, students must also have a different supervisor and sign an agreement indicating that this practicum experience is different and separate from their full time job.

The field practicum program supports the “Work Study Program” with the understanding that a sound educational plan is designed. The distinction between student as a learner and as an employee must be clear. The student’s internship must be in a unit other than the one where she or he is employed, and the student must be supervised by a different supervisor, one who meets the school’s criteria and agrees to the educational focus and philosophy of the field practicum.

Once an agreement has been made between the Director of Field Education, the student, and the practicum site supervisor, the student is asked to sign a MSW Internship Agreement which stipulates that the student has accepted their selected field placement and will remain at the site for the duration of their academic year.

**Field Practicum Related Courses for Foundation-Year Students**

**SWK 771 Foundation Field Practicum I (4)** Foundation Field Practicum comprises a semester-long 16-hour-per-week supervised experience in a social service agency or school and a bi-weekly seminar class. Under the guidance of experienced M.S.W. social work internship supervisors, students do initial and ongoing assessments, plan and implement interventions designed to bring about personal growth, empower clients and client systems, and promote social change. The bi-weekly class sessions are designed to help students integrate the field experience with theory application and practice interventions with peers in a small group environment.

*Co-requisites: SWK 741, SWK 744*

**SWK 772 Foundation Field Practicum II (4)** This course follows successful completion of SWK 771. Students return to their practicum sites approximately two weeks prior to the start of classes for 16 hours a week for 17 weeks. Understanding of generalist social work theory and the development of intervention skills are expanded during this semester. Students refine and deepen the goals of their learning contract, as well as the skills of assessment and intervention with clients and client systems. A bi-weekly field seminar is provided.

*Prerequisite: SWK 771*

*Co-requisite: SWK 742*

**SWK 741 Social Work Practice I (3)** This course is the first Foundation Year practice course given during the first semester of the MSW program. The course focuses on knowledge, values and skill development in social work practice with individuals with an opportunity to develop interviewing skills. The generalist social work model of practice is introduced, which includes engagement, assessment, planning, intervention, evaluation, termination, and follow up. Particular attention is placed on social work ethics, diverse populations and populations at risk.
SWK744 Social Work Practice with Families and Small Groups (2) This is a foundation year practice course, which focuses on the development of mezzo social work knowledge, values, and skills. The emphasis on this course is social work practice with families and small groups. Students learn how to formulate assessments, develop goals, and implement intervention strategies. Students are introduced to a variety of theoretical frameworks that can be applied to diverse families and groups including those who are vulnerable and at risk.
Co-requisites: SWK741, SWK771

SWK 742 Social Work Practice II (3) This is the second foundation course in the sequence of social work practice courses. It focuses on the knowledge, values, and skills required for effective intervention with larger systems of organizations and communities. It builds upon knowledge of interventions with individuals and groups to develop foundation skills such as advocating for clients within complex systems, building coalitions, negotiating with diverse groups, assessing community needs, program evaluation, development, management, proposal writing, understanding budgets, and supervision.
Prerequisite: SWK 741.

Field Practicum Related Courses for Concentration-Year Students

In the advanced year, the curriculum focuses on deepening and expanding micro, mezzo and macro practice skills within the concentration: Deaf and Hard of Hearing populations.

SWK 783 Field Practicum with Deaf and Hard of Hearing Populations (9)
Students in the advanced year have a full block placement in the spring semester while taking additional online courses. During the semester, students are placed in internship settings that require advanced social work practice skills. Students work at their internship sites for four eight hour days, totaling thirty-two hours per week, a minimum of 500 hours for the semester. The filed practicum is in an agency or school carefully selected to promote learning in the concentration focus of deaf and hard of hearing populations. An experienced MSW field instructor supervises the student related to the practicum. The goal of the practicum is for students to deepen their knowledge and skills in social work practice, particularly with deaf and hard of hearing populations. The practicum serves as a vehicle for students to integrate knowledge, skills, ethical and professional values, culturally component practice approaches, and ongoing assessment of the effectiveness of each social work intervention.
Prerequisite: SWK771 and SWK 772

SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)
This practice course is taken in the concentration (second year) of the Master’s degree program focusing on advanced social work practice with deaf and hard of hearing individuals, couples and families. The course emphasizes the development of culturally sensitive application of strategies and interventions in social work practice. Theoretical models of practice such as family systems theory, ego psychology and brief solution therapy will be applied to deaf and hard of hearing populations. The course deepens and broadens the development of approaches to address ethical dilemmas in practice within Deaf communities.
Prerequisite: Passing the qualifying examination.
Co-requisite: SWK 713

SWK 752 Practice with Deaf and hard of Hearing Populations: Macro Interventions (3)
This is the second concentration practice course with a focus on specialized knowledge and skills needed to work with organizations and communities of which deaf and hard of hearing people are a part. Building on the foundation year principles of intervention with organizations and communities, this course prepares students for macro practice with a diverse population of deaf and hard of hearing people in communities and organizations. Using an empowerment framework, this course focuses on the processes of empowerment of deaf and hard of hearing populations, and interventions that increase their access to political and social processes in communities and organizations. The course addresses ethical issues presented in practice with deaf communities, such as accessibility, communication and language choices, power, oppression and related cultural factors. Topics include grassroots organizing, planning grant writing and fund raising, administration, social action, needs assessment methodology and program evaluation skills. Empowerment theory, group and the strengths perspective are applied in work with deaf and hard of hearing populations.
Prerequisite: Passing the qualifying examination.
Co-requisites: SWK 751

Field Practicum Related Courses for School Social Work Students

In the advanced or concentration year, students in the school social work focus area take an additional practice course instead of an elective, as described below.

SWK 760 School Social Work Practice (3)
This course exposes students to the specialized knowledge, skills and values needed for effective social work practice with deaf and hard of hearing children and their families within the complex ecosystem of their educational settings, and broader communities. Focus is on 1) assessment, intervention and prevention in the school setting; 2) collaboration and referral to outside agencies, 3) detection and reporting of child abuse and neglect; 4) interprofessional collaboration between social workers and educators to meet the complex needs of at risk students. Traditional school social work practice (family and group counseling, parent education, crisis intervention and advocacy) and emerging models of service delivery (play therapy modalities and prevention activities such as psycho-educational approaches in conflict resolution, substance abuse prevention, etc.) in schools will be covered. School social work roles and functions, ranging from formalized data collection procedures and assessment through contributing to and monitoring the ISP process to purely clinical interventions, are covered. This class builds upon school social work policy, human behavior and research courses. Societal, cultural, institutional, diversity and familial values will be explored in relation to practice and student success.
Prerequisites: SWK 705, SWK 706, SWK 741, SWK 742, and passing the qualifying exam.

Grading Policy in the Field Practicum
Evaluation of the student's learning and performance in the agency is a joint responsibility of the field instructor and the program with active participation of the student. The grade is recommended by the field liaison after thorough review of the student's work, including the field instructor's completed evaluation. The Director Field Education, who maintains final responsibility, officially assigns the field grade after conferring with the student’s field liaison. This assures that the grade is based upon educationally guided criteria determined by the Department of Social Work and reflecting Council on Social Work Education standards for professional education.

The grade for field instruction each semester of the foundation year is determined as follows:

70% The student’s performance in the internship as reflected in a mid-term evaluation meeting during which the learning plan is reviewed by the student, liaison, and field instructor and in a brief narrative written by the field instructor regarding the quality of the student’s field assignments thus far, and a final evaluation based on the CSWE 2008 competencies and practice behaviors.

15% An assessment by the field liaison of the quality of selected process recordings and the thoughtfulness reflected in weekly logs, both of which give evidence of the application of social work practice, knowledge and skills.

15% Consistency of attendance, quality of participation and completion of assignments in the field seminar.

The program admits students who indicate potential for succeeding in the demanding program of course and field work that constitutes graduate education in social work. An offer of admission carries with it a commitment of the Department and the University to help you succeed. Frequently the key to success is early identification of difficulties so that you have the maximum opportunity to work on them. A number of resources are available to assist you in your learning. Any concerns you have about your academic progress should be discussed as early as possible with your academic advisor so that a program can be designed that is most beneficial to you.

Consistent with the policy of Graduate Studies at Gallaudet, a grade point average (GPA) of 3.0 (B) is required as evidence of satisfactory work. The grading system is consistent with the practice of all graduate programs at Gallaudet. The following represents the raw score conversion for grades:

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>RAW SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
</tr>
<tr>
<td>A</td>
<td>96-93</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
</tbody>
</table>
For more information about the grading system, grading policies, and related matters, refer to the graduate catalog.

**Credit Hour Policy**
The unit of semester credit is defined as university-level credit that is awarded for completion of coursework, the transfer of coursework from another accredited institution, or the evaluation of college-level prior learning. One credit hour (at least 50 minutes) reflects an amount of work represented in the intended learning outcomes and verified by evidence of student achievement for these learning outcomes. A credit hour is awarded on the basis of one of three sets of criteria. For this 3-credit class, students will receive a minimum of 37.5 hours of in-class instruction and a minimum of 75 hours of out-of-class or homework instruction per semester. Here is a link to the credit policy: https://www.gallaudet.edu/academic-catalog/registration-and-policies/graduate-policies/semester-credit-hour.html

**Academic Integrity**

Students are responsible for their own work and must familiarize themselves with and adhere to the academic integrity policy of the Gallaudet Graduate School. They are expected to exhibit academic integrity. Plagiarism (using other’s ideas and words without acknowledging the source of information), using false information, cheating, or submitting someone else’s work as your own are prohibited. Failure to comply with the academic integrity policy may result in lowered grades, course failure, examination/assignment redo, or dismissal from the program. Further information on the Academic Integrity policy can be found on the Gallaudet University website in the Graduate Catalog. https://www.gallaudet.edu/academic-catalog/registration-and-policies/graduate-policies/academic-integrity.html

**Academic Probation and Dismissal**

Program faculty and professional staff make every effort to work with students to identify any difficulties early on, and to develop a plan to address concerns and maximize the potential for success. Academic probation and dismissal are infrequent, but occasionally they do occur. The policy and procedures are as follows:

Any grade below B requires review of the student’s performance by the MSW Program faculty and may constitute grounds for probation or dismissal. Probation will be recommended to the Dean of the Graduate School if the student receives one grade of B - or C + in a course other than social work practice or field practicum and the cumulative GPA are below 3.0. The student then has one semester to attain a cumulative GPA of 3.0. The course must also be retaken, and the student must earn a B or better in addition to attaining a GPA of 3.0. Failure to satisfy these requirements will result in review for consideration for academic dismissal.
If a student receives one grade of B - or C + in a course other than social work practice or field practicum and the GPA is 3.0 or above, the student will not be placed on academic probation but the course must be retaken and the student must earn a B or better.

If a student receives a second B - or C + (whether in the same semester or different semesters), the faculty will review the student’s performance to determine whether to recommend academic probation or dismissal. Dismissal will be recommended if the faculty finds there is insufficient evidence of potential for success based on the student’s overall performance in class and field practicum. If academic probation is recommended, the course or courses in which a grade below B was received will have to be retaken. If the GPA has fallen below 3.0, it must be raised to 3.0 by the end of the following semester or the student will be dismissed.

If a student earns a B - or C + in a social work practice course or in field practicum the program faculty will meet to assess the student’s overall performance and potential for the field of social work and success in the program, taking into consideration performance in all courses and field practicum. Grades below B in these two areas are very serious and the recommendation may be for dismissal from the program. Conditions under which dismissal will be recommended include, but are not limited to: difficulty relating to clients; difficulties with appropriate boundaries in work with clients; inability to apply knowledge, theory, and values to professional practice; personal difficulties which interfere with the ability to function effectively in the social work role; and violation of the NASW Code of Ethics. If the faculty determines that the student shows potential for resolving the difficulties and succeeding in the program, the student will be placed on academic probation and will be required to retake the practice and/or field practicum before being permitted to continue with the next phase of the practice and field practicum curriculum. A student retaking the practice course or practicum must earn a B or better; failure to do so will result in dismissal.

A student who receives more than two grades below B during the course of the program will be dismissed.

A grade of F in a social work practice course or in a field practicum is grounds for automatic dismissal from the program. A grade of F in a social work course other than practice or practicum will result in a review by the program faculty. If there is indication from overall performance that the student can succeed in the program the student will be placed on academic probation, the course must be retaken, and if the cumulative GPA has fallen below 3.0 it must return to 3.0 or better by the end of the semester following the failing grade. The student may continue with the curriculum, but must earn a grade of B or better in the failed course. After receiving an F, a second failing or unsatisfactory grade in any social work course will result in dismissal.

The Procedure for Academic Probation and Dismissal is as follows:

1. Recommendation of academic probation or dismissal made by program faculty to MSW Program Director and Department chair; student is informed;
2. MSW Program Director, and subsequently the Department Chair, review the documentation and if they are in agreement make the recommendation to the Dean of Graduate School, through the academic associate dean; student is informed;

3. The Dean of the Graduate School reviews the documentation and, if in agreement, places the student on academic probation or academic dismissal; student is informed. In most cases of academic probation, students are able to bring their academic performance up to the standards of the university within the time allotted after being placed on academic probation. The Program Director reviews the performance with the Department Chair. If in agreement, the Department Chair then notifies the Dean of the Graduate School when the conditions have been fulfilled satisfactorily. If the student is unable to do so, a recommendation of academic dismissal is made and the procedure as described in #3 above is followed.

There are a number of non-academic circumstances under which a student may be required to withdraw from the field practicum prior to the conclusion of a semester, may not be permitted to continue in the field practicum beyond the conclusion of a given semester, or may be dismissed from the program. These circumstances include the following:

1. Difficulty functioning within the professional role such as failure to maintain professional boundaries;

2. Failure to maintain a professional demeanor and attitude, lack of ability to engage in critical self-analysis, inability to work cooperatively with peers and colleagues, inability to engage constructively in the supervisory process;

3. Emotional or other stressors which interfere with ability to function and meet expectations in the practicum setting;

4. Behavior that is threatening or dangerous to clients, peers, supervisors, or instructors;

5. Conviction for a felony committed during the time the student is in the program;

6. Performance in field practicum considered to be so unsatisfactory that it would be detrimental to clients for the student to continue;

7. Failure to conduct oneself in accord with the NASW Code of Ethics.

8. Discovery that the student presented false information on the application for admission concerning academic credentials, background and experience, or criminal record.

When any of the aforementioned situations occurs, any faculty member, liaison, or Director of Field Education may request program faculty review of the student’s performance. The student will have the opportunity to present her/his perspective on the situation. Depending upon the seriousness of the problem and the potential for resolution, the faculty may recommend
a remedial plan of action, withdrawal from the field practicum, probationary status, or dismissal from the Program. Recommendations will be conveyed to the MSW Program Director and Department Chair. After review of the recommendations and documentation, the MSW Program Director will convey her decision in writing to the Chairperson, student, and faculty. If the recommendation is for probation or dismissal, the recommendation will be sent to the Dean of the Graduate School for his review and action and to the Dean of the School of Education, Business, and Human Services. The decision of the Dean of the Graduate School will be conveyed in writing to the student and to the Director of the MSW Program.

**Academic Appeals**

A student may appeal any decision made which affects academic standing in the program. Consistent with the policy of the Graduate School, appeals are restricted to those matters directly affecting the student's academic progress.

Specific kinds of decisions which may be appealed by the student include:

1. Course grades that may lead to probation or dismissal (grades below B);
2. Qualifying exam results;
3. Evaluation of performance in field practicum resulting in unsatisfactory grade (below B);
4. Behavior deemed to be inconsistent with the values and ethics of the profession;
5. Actions taken because of plagiarism and/or cheating;

In the case of grades for courses that could lead to academic probation or dismissal, the student should first discuss any concern about the appropriateness of the grade with the instructor for the course. If the issue cannot be resolved with the instructor, the student may appeal to the MSW Program Director who will review the situation with the student and the instructor. If the matter continues to be problematic, the student may appeal to the Chairperson of the department. If the MSW Program Director is the instructor for the course, the student may appeal directly to the Chairperson of the department. If after departmental review the student continues to believe that the articulated criteria for determining the grade were not applied and/or that the decision was arbitrary or capricious, the student may appeal to the Dean of the School of Education, Business, and Human Services.

If all efforts to resolve the issue at the instructor, program, department, and Dean level fail, the student may submit a petition to the Council on Graduate Education Committee on Student Appeals. The petition must be submitted within one semester of the date of the decision that the student wishes to appeal. The Council will convene the Committee on Student Appeals, which will review the petition and collect information, as necessary, from the parties involved. Specific guidelines for the appeal to the Council on Graduate Education can be found in the Graduate School Catalog. Please note that the process of restructuring of colleges may change the appeal process. Students will be notified of changes if they occur.
Appeal of a grade for field practicum that may lead to probation or dismissal follows the same procedure except that the student should make an initial attempt to resolve the issue in a meeting with the Director of Field Education.

Any other decisions affecting a student's standing in the program, including grades on qualifying exams, behavior deemed to be inconsistent with the values and ethics of the profession, and plagiarism/cheating may be appealed in writing to the MSW Program Director. The Program Director will render a decision in writing to the student and other parties involved. Should the student wish to appeal any of these decisions beyond the MSW Program Director, the procedures described above for appealing grades in courses and field instruction will apply.

Grievances

As noted in the Graduate School Catalog, "The appeals process is not a procedure for filing a grievance." Grievances about the conduct of faculty or staff members, or other matters not directly related to academic decisions concerning a student's academic progress, should be directed to the MSW Program Director/Department Chairperson. If the grievance cannot be resolved at the Department level, the student may file the grievance with the Dean of College of Liberal Arts, Sciences, and Technologies.

Professional Conduct, Background Checks, Drug and Alcohol Use

As social work students and interns, you are held to the highest standards of ethical and professional conduct in the classroom, the field, and in life. In choosing to pursue graduate studies in social work, you chose to live by these standards. This extends to the Internet. It is prudent to be cautious of what you share about yourself online, and how you conduct yourself online. Prospective field supervisors and employers may have access to that information and prior to interviewing you or ordering a formal background check, may opt to see what they can learn about you in this dimension. Be sure to become familiar with the full Social Media Policy in the MSW Program Student Handbook and in Appendix C in this document.

Many field practicum sites now require thorough criminal background checks. It is important that you inform the Director of Field Education of any criminal history or other background information that might impact the placement process. Some agencies will not accept individuals with criminal histories. Also, the background checks may include drug and alcohol screenings. Sometimes the agency conducts their own background checks and drug screenings at no cost to the prospective intern or employee. Most of the time, however, the student is responsible for covering any and all costs involved. Gallaudet University and the Department of Social Work do not pay for or reimburse students for these expenses. Sometimes students with Vocational Rehabilitation support are able to obtain VR assistance. The Director of Field Education has developed a generic letter explaining that the internship is a required program component and that these are thus educational expenses. Students may request this letter if needed. The Gallaudet Department of Public Safety (DPS) provides fingerprinting for Criminal History checks and the charge for electronic fingerprinting is $50. Results can be
back to DPS within 2 hours to 2 days. DPS accepts cash, personal check, money order and credit card, but cannot bill a student’s account. If the agency provides a fingerprint card, then there is no charge for ink fingerprinting at DPS. The student will return the completed fingerprint card to the internship placement agency.

If you are asked to take a drug screening and fail the screening, the practicum site will likely cancel or not finalize your placement. This could be grounds for dismissal from the program, and may have grave long-term implications for your professional career. A clear drug-screening test would need to be provided to the Director of Field Education before an alternate placement could be identified. While you are in an internship, if you are suspected of using, behave in ways that are associated with using, or fail a random drug test, that will result in termination of the internship, may be grounds for dismissal from the social work program and will have other very serious repercussions and consequences.

The Placement Process

Different procedures are used to place foundation year and advanced year students. When prospective students are interviewed for the MSW program, they may be asked to indicate their interests for a practicum experience. Once a student is admitted into the program, the foundation year field placement process will occur via email and phone/videophone communications. Students complete an Internship Information Form provided by the Director of Field Education. Based on this information, followed by an email and or phone/videophone exchange, prospective placements are identified and the Director of Field Education refers the student to one or more agencies. When possible, most practicum sites prefer to interview the student in person. When this is not possible, interviews are conducted via phone/videophone, live text chat, or other technologies. Every effort is made to ensure a working match between a student's interest and capability and an agency’s needs and learning opportunities. The options are usually more constrained when students are admitted into the program late, as fewer agencies will still have intern openings.

The advanced year field program is designed for students to be placed outside of the metropolitan Washington DC area in agencies and schools focused on deaf and hard of hearing populations. There are a limited number of placements of this type within commuting distance of the Gallaudet campus and, for the most part, foundation year students are placed in these programs. The exception being programs serving deaf and hard of hearing individuals that are better suited for, prefer to have, or generally only accept advanced year students.

Some students have extenuating circumstances which make leaving the area difficult. They may have young children, be single parents, or have health issues. The field office tries to work with students in these circumstances to find local placements or placements outside of the area that can accommodate their needs. However, since there is no way that the department can ensure the availability of a suitable concentration placement in the DC metro area, all students who apply to and are accepted into the MSW program must be prepared to possibly be placed out of the area for their final semester in the program.
The field instruction program actively engages advanced year students in selecting their field practicum placements. Discussions about concentration placements begin as early as the first semester in the MSW program. During the spring semester, students in the two year program meet with the Director of Field Education to explore practicum options for the concentration year and formally initiate the placement process. Students are encouraged to talk with their field liaisons, other faculty and students who are already in advanced placements, to explore further which internships might best meet their learning needs and interests.

The Director of Field Education meets with students individually to consider and discuss variables related to available placement settings. Occasionally, other department members will provide support to the students in selecting field sites based on their relationships with the setting or their area of expertise. Recruitment of a specific placement for an individual student may be pursued at this time to optimally match the student’s learning needs and interests, keeping in mind that the focus of student learning for this second practicum is on work with deaf and hard of hearing persons and communities. The Director of Field Education also assesses the student’s personality, learning goals, and desires to determine the best placement for the student. Familiarity with many of the placements helps the Director of Field Education to envision where the field practicum experience will be successful for a given student.

Interviews for block placements, commonly take place electronically or via phone/videophone, except when the site is in the metropolitan area or the student opts to travel to the practicum location. Both field instructor and student must then reach a favorable decision. As in the foundation year, the placement will be confirmed when both the practicum site and student have notified the Director of Field Education that a satisfactory interview has occurred, an offer has been made, and the student has accepted the offer.

Once a placement decision has been made, it is not acceptable to continue looking at other options and attempting to change plans. This is not fair to the practicum site that has made a commitment to accept the intern, nor does it reflect well on the department if students do not make a commitment and stand by it. Other placement decisions, for example, those of foundation year students, may hinge on advanced year students making a decision and staying with that decision.

**Selection of Practicum Sites and Field Instructors**

The selection of settings for field practicum training is an important part of the educational planning of the Department of Social Work. The Department has the responsibility for determining the practicum site’s suitability for student training and works with interested practicum settings in this process.

Potential practicum placements may be identified in a number of ways. Practicum sites or schools may request students, or the Department may solicit the interest of potential field placements which hold promise for educational training. A student, faculty member, alumni, or member of the practice community may suggest practicum sites/schools. The Director of Field Education will request that the prospective site provide a description of their programs and
information as to the availability of a qualified field instructor. When possible, the Field Director, or another department member may visit the site and to make a formal assessment. In any case, the assessment will also include: the function and services of the practicum site, possible student assignments, availability of resources for the student, and special additional requirements for student placement. This information will be considered in light of CSWE and program requirements. The Director of Field Education communicates the decision to the agency and to the field instructor. An Agreement Form is then completed by the responsible party at the practicum site, by the Director of Field Education, and by the Department Chairperson. This is done electronically, except when the practicum site wishes it to have actual signatures. Sometimes the practicum site, particularly if it is a federal or state agency, may have its own form or may wish to negotiate changes to the department’s general form.

The Director of Field Education has knowledge of the various field settings, field instructors, the services provided by the practicum settings, and the consumers it serves. In many cases the Director may also be familiar with the field instructor’s personality, expectations and level of experience in supervising students. When the Director reviews students completed internship placement forms and discusses varied options with the students, the best possible match is made. The following criteria expand the Department of Social Work’s expectations in selecting field placements and instructors:

**Criteria for Selection of practicum sites**

- The practicum site’s view of training should be congruent with that of CSWE and Department of Social Work. The practicum site’s orientation and objectives for the student must be educational rather than "apprenticeship."

- The practicum site's practice perspective should be consistent with that of the Department. This provides an integrated class-field curriculum and a consistent learning experience for the student.

- The practicum site will be expected to provide a written description of the their program, evidence of a carefully thought-out orientation to the agency and of student training around risk factors specific to the agency, evidence of potential student assignments, and of the availability of supplemental learning opportunities such as in-service seminars and group supervision.

- The practicum site will be expected to provide a range of assignments on an ongoing basis appropriate to the student's educational needs and address the CSWE Competencies and Practice Behaviors. Student workload should especially include exposure to a diversity of people and problem areas including consideration of issues related to social and economic justice, incorporation of the NASW Code of Ethics, and reflect opportunity for involvement in various modalities of service/practice.
• The practicum site should provide the necessary space and facilities including privacy for interviewing, desk and file space, access to a computer, access to telecommunication technologies, and other assistive devices as needed.

• The practicum site will be expected to participate with the Department in the development, monitoring, and review of a sound educational program.

• The practicum site is expected to provide sufficient supervisory and consultative time for student training. The field instruction program prefers that the field instructor possess a graduate degree in social work (MSW) from a CSWE accredited school of social work and a minimum of two years post-degree experience. In those instances where valuable learning experiences exist in a setting where an on-site MSW is not available, a key professional may be designated "task supervisor" or “on-site supervisor.” In these cases, a member of Department of Social Work or a qualified social worker contracted by the Department provides MSW field instruction. Field instructors and task supervisors are expected to attend Department orientation and field practicum meetings at the university.

• The practicum site must provide administrative agreement to treat all information, including evaluations of students, as confidential.

  
  Note: According to the provision of the Buckley Amendment to the 1974 Family Rights and Privacy Act, the student must give written permission for the Department or agency release or exchange information concerning her/his attendance history or performance record. The Department explains the purpose, the process for open communication between the Department of Social Work and agency personnel, and obtains this permission from students at the beginning of the semester.

• The practicum site must demonstrate administrative willingness to allow the student to use information from case records and other appropriate material, maintaining anonymity and confidentiality, in classroom discussions and assignments.

**International Advanced Year Placements**

The Gallaudet Department of Social Work has established relationships with agencies/schools in several countries, and supports international block placements during the advanced/concentration year, from January to May. However, students with this interest must carefully consider whether a specific international placement will allow them to fulfill the Council on Social Work Education Policy and Accreditation Standards and, after graduation, the licensing requirements of the jurisdiction(s) where they hope to work.

Considerable time and planning is needed with the student and the Director of Field Education before an international placement can be considered. Prospective interns must also be familiar with the culture and conversant in the spoken/written language as well as the signed language of the country they wish to be placed in. There is a required set of protocols from the
The practicum field instructor teaches the student and models the professional role for the student. In its selection of field instructors, the program seeks professional competence, potential for teaching competence, and a desire to teach.

Good instruction requires the possession of practice experience and the ability to communicate social work practice, knowledge, skills, values, and attitudes to the learner. The field instructor should be able to demonstrate effective practice and to consciously explain and teach the concepts and principles which underlie practice. Effective field teaching requires an ability to analyze practice situations, to integrate theory and practice, and to bring the student--through review and reflection--to an understanding of what interventions are helpful and why.

Along with teaching and modeling functions, the field instructor has the additional responsibility to critique and evaluate the student's field performance. In this capacity, the field instructor holds the student to practice and field curriculum standards and is not only a source of knowledge and support, but provides ongoing feedback and challenge for the student in the student’s efforts to master and apply social work knowledge and skills. In addition, the program expects that the field instructor will adhere to the highest standards of professional judgment, ethics, and values.

Field instructors are expected to have the MSW degree from a CSWE accredited university and two years of post-master's experience. Licensure in the jurisdiction in which the agency school or agency is located is desirable, although not required by the MSW program at this time. However, licensing boards in many jurisdictions are now becoming more stringent in terms of what will be required of you to be able to sit for licensing examinations, especially clinical licensure. Thus, it is in the best interests of students whose professional goals include becoming licensed social workers to familiarize themselves with licensure requirements in the jurisdictions in which they plan to seek employment following graduation.

The following are expectations of field instructors:

- A strong understanding of the CSWE standards and the department's curriculum and practice content and orientation.

- A flexible approach to practice that permits a range of modalities including work with individuals, families, and groups as well as interventions within the organizational
system, in the broader community, and inclusive of applicable local, state and federal policy content.

- A willingness to work collaboratively with the field liaison for purposes of meeting student educational needs and to call upon the liaison as often as this would be seen as helpful.

- An ability to foster open communication with the student and the field liaison, and provide a supportive learning relationship for the student.

- Attendance at Department orientation and field instructors’ meetings.

- The ongoing utilization of process recordings, and group and macro recordings, as appropriate, in narrative or other recorded formats throughout the school year in order to provide specific feedback on intervention approaches.

- A commitment to submit requested materials to the Department, e.g., student evaluations, agency description and field instructor forms, evaluation of the field program, and to notify the field liaison immediately when the student's performance is less than satisfactory.

Training and Collaboration with Field Instructors

The Department of Social Work is committed to the partnership with field practicum sites and to providing field instructors with the knowledge and skills needed to meet the range of educational responsibilities which accompany the supervision of social work students. Field instructors supervising for the first time are required to attend field practicum orientation provided by the Department. Experienced field instructors or field instructors who have completed a program of training in another social work program are encouraged to attend our field orientations and other workshops in order to gain a better understanding of issues unique to the Gallaudet program.

The general content areas covered in the orientation include: an orientation to the graduate social work curriculum (both foundation and advanced) field practicum policies and practices, beginning processes in field instruction (orientation to the practicum site and supervision, selection of student assignments), and the development of a learning contract. Field instructors must address the CSWE Competencies and Practice Behaviors in assigning tasks and projects.

For new and continuing field instructors, the department offers CEUS for the field orientation program and, when possible, periodic meetings or workshops on topics which enhance practice and supervisory skills and which provide information about curriculum and procedural changes. The Director of Field Education and field liaisons regularly solicit the views of field instructors on matters of program curriculum, policy, and procedures.
Consultation occurs during the year with directors of programs and with agency administrators about the perceived needs of organizations regarding the training of MSW professionals. These efforts seek to enhance both the training of students and of social work practice in the community.

Historically, the Department of Social Work periodically convened a field advisory council comprised of field instructors, site & community representatives, a representative of the field component of at least one other school of social work, students, faculty and consumers. This forum has provided input regarding ways to strengthen the field work program. In recent years, resource limitations have made it less feasible to assemble and/or maintain such a forum. Instead, the Director of Field Education has solicited input and advisement from field instructors, students, and consumers, through electronic surveying of field instructors and students, and discussions with agency personnel during field visits.

As an additional avenue of program renewal, the Director of Field Education is also actively involved in the Consortium of Directors and Coordinators of Field Education. The Mid-Atlantic group meets periodically and the full group interacts via email to share information relevant to the practicum experience of students of participating schools of social work in this region and nationally. Work has been done to standardize much of the content included in field instructor training for each of the programs. Research about field instruction issues and presentations at national conferences often grow out of the efforts of Consortium members. Periodic workshops are organized for the field instructors of all area schools as a way of showing support and appreciation as well as promoting professional development for field instructors.

### Attendance Policy in Field Placements

All Gallaudet MSW students are required to complete a total of at least 1000 clock hours over the course of two or three years. Each foundation year placement consists of fall and spring semesters. Some practicum sites require more than 16 hours per week because of the nature of their work. Students must attend internship on the days and hours agreed upon with their internship supervisor. Students are responsible for notifying their task supervisor/field instructor and liaison as soon as possible of any missed hours. All absences must be made up to the satisfaction of the field instructor and liaison. Extended absences, or a pattern of absences (either excused or unexcused), must be discussed with the liaison, faculty advisor, and the Director of Field Education and the student must provide medical documentation. Three unexcused absences from internship may result in dismissal from the Program.

### Students with Disabilities

If students believe they are eligible for accommodations for medical or disability-related reasons, they should consult with the Office for Students with Disabilities (OSWD) as early as possible to obtain documentation of reasonable accommodations. Students will need to work with OSWD to be sure the letter includes accommodations that are needed in and relevant to the internship. It is important that the student not delay or by-pass this official process since informal
requests, alone, may result in an unclear understanding of student needs. Furthermore, provision of reasonable accommodations is not required in the absence of official notification from OSWD. Once this is received, the Department of Social Work will collaborate with the student and the Office for Students with Disabilities to make needed accommodations in all appropriate settings, including the classroom and in the internship. The Director of Field Education and department liaisons will work with the student and their field instructor or task supervisor to see that student needs are translated appropriately to the internship context. In the absence of appropriate documentation from OSWD, expectations that are not met can result in a lower performance rating or in a failing grade for the internship.

A Word About Potentially Sensitive Course Content

Social work education prepares students for professional practice with populations at risk and those who may present with a variety of difficult life experiences. Many of us have had some difficult life experiences as well. At times, content from social work classes and internship experiences may be emotionally difficult for individual students, particularly when they may have similar personal life experiences. The NASW Code of Ethics indicates that social workers should not let their own unresolved issues interfere with their professional judgment and responsibilities. Thus, social work students are encouraged to seek professional help to address personal challenges, especially when they find social work education content distressing. The Gallaudet University Counseling and Psychological Services (CAPS) center can provide direct services and referrals to community providers. [http://www.gallaudet.edu/counseling_and_psychological_services.html](http://www.gallaudet.edu/counseling_and_psychological_services.html)

Students are encouraged to speak with their respective course instructors should they be concerned about personal reactions to certain content areas. **Likewise, students in internships are encouraged to confer with the Director of Field Education regarding concerns about personal reactions in certain kinds of internship settings or situations, both prior to placement, and should concerns arise after the internship has begun.**

**Hours**

Field practicum days for foundation year students are Tuesdays and Thursdays. For advanced year students, the field practicum takes place during spring semester in a full-semester, 4-day-per-week format. Students are taking on the role of professionals in the practicum setting and must follow the site’s starting and finishing times and procedures for signing in and out during the day. If it is agency policy to maintain evening hours to accommodate clients, students will be asked to work evening hours, with the understanding that, in most cases, a student's total time in the setting is not changed. Compensatory time will be worked out with the field instructor.

Foundation year students in the field will maintain the following schedule (Note: a full field calendar is provided by the Field Director via email and posted in blackboard):

**Gallaudet University Department of Social Work**

**Field Calendar 2017-2018**
Orientations

- Field Instructors: Friday September 15, 2016 12PM- 4:30PM
- MSW Foundation Interns: Tuesday August 29 and Thursday August 31, 10am- 5pm
- MSW Concentration Interns: Friday November 3, 1-5pm

Start and End Dates

Fall 2017

- MSW
  - Start at Field Placement: September 5  
    End: December 7

No classes Thanksgiving Week: November 20-24

Spring 2018

- MSW
  - Return to Field Placement: Week of January 8*  
    End: April 26

*Students are encouraged to schedule 3-4 days this week since classes have not yet resumed.

- MSW Concentration (Block): January 3  
  End: April 30

Note: Because of the commitment that interns make to their clients, schools/agencies request that students return to continue the practicum before the spring semester resumes. Even in practicum settings where the primary responsibility is not direct practice with clients, students return at this time to provide continuity in the required work. Any questions or concerns about this requirement should be discussed with the department liaison and the Director of Field in advance. Students are not to make individual agreements with field instructors to begin at a later time.

Foundation year students who live on campus should plan to incur an additional expense to return to the dormitories early and to provide for their meals during this time before the official semester begins. Please budget this money ahead of time.

For advanced year students, the final block internship begins on January 4, or the first day back following the New Year’s holiday for staff at the agency. Students are responsible for arranging their own housing. All housing details should have been worked out prior to arriving at
your internship site. Scheduling should be worked out with the field instructor/internship supervisor in advance as well. Again, all students in the advanced year must meet the internship requirement of at least 500 hours.

For any interns placed in school settings, particularly for those in block placements, it is always appreciated by staff and students in schools if an intern can arrange to return after graduation and remain until closer to the end of the academic year. Please note that in either the foundation or concentration year, if you return to the internship for the reason described above, you must inform the Director of Field Education and the university’s Risk Manager. They will need to provide information to the University insurance company to be sure that you are covered beyond the term of the internship and/or after you are no longer a student at the university.

Holidays

Students generally observe holidays of both the university and the agency. However, the required number of hours must still be met. The student must make a plan with their field liaison from the Department and their internship field instructor or task supervisor to make up any hours missed because of holidays. There are no Gallaudet classes the full week of Thanksgiving. Some field practicum sites may be closed all week. However, the University is open Monday through Wednesday. Foundation year MSW students should use discretion in deciding whether or not to go to their internships that week. Some students, with permission from their field instructors may wish to make up hours by going on additional days that week. Interpreters will be scheduled for Thanksgiving week ONLY if students plan in advance and inform interpreter coordinator early in the semester.

During second semester, students may have internships in a school setting where the placement site has a different spring break than Gallaudet. Foundation year students may choose one of the break periods, not both, per discussion with the liaison, field instructor/internship supervisor and with approval of the Director of Field Education. Block placement students will observe the spring break of the school in which they are placed.

Inclement Weather

If the university is closed for a "snow day," or other inclement weather related purposes, the student should contact the field instructor and they jointly will determine whether the student should go to the agency. A plan of action for making decisions about inclement weather should be discussed with the field instructor in advance and emergency contact information should be exchanged. Students with a professional role in the agency should follow agency policy rather than the University’s plan of action. Interns should take into account special considerations such as residential schools, group homes and inpatient settings where staff is needed regardless of weather conditions. Students should notify their department liaison, the interpreting coordinator, and their individual interpreter(s) immediately of any schedule changes related to inclement weather.
Interpreting Services

Gallaudet University provides interpreters for the specific learning needs of their students in internships. The agencies in which they intern are generally responsible to provide interpreters for the needs of their deaf or hard of hearing clients and for conferences and workshops that the agency is conducting for the broader public (events covered by the Americans with Disabilities Act).

Interpreting needs vary with each situation and student. In settings serving hearing clients, with practicum personnel who are nonsigners, generally, one interpreter is on site for 5-8 hours a regular basis, but a team of interpreters may be required for longer meetings. In other cases, the need for an interpreter may be occasional, as in a one-time collateral meeting. Even when the student is in a placement with deaf clients, interpreters may still be needed. Examples might be for regularly scheduled supervisory conferences with a field instructor who is not a proficient signer, or for work with a family member of a deaf client who is not a skilled signer.

Prior to the beginning of the field placement, the student and the Director of Field Education will discuss and plan for the student’s anticipated interpreting needs. This will require communicating with the field instructor regarding meeting schedules, direct service to clients, and times when the student may not need an interpreter, such as when preparing case notes, or process recordings or working at the computer on an assigned project.

The Director of Field Education and the student will then work with the Gallaudet Interpreting Service, generally by emailing with the Internship Interpreting Coordinator (internships.interpreting@gallaudet.edu) to set up regular interpreter coverage. Changes to the regular schedule, the need for additional interpreters, or new or special requests (e.g. for a training or workshop within the agency), must be made at least seven (7) business days in advance, but two weeks or more is best to be sure that the request can be filled. A request may be made with less notice when a sudden need arises; however, last-minute requests are often difficult to fill and incur a higher cost to the university. All requests should be sent to internship.interpreting@gallaudet.edu and the Director of Field Education for approval.

Students must assume responsibility for canceling interpreters in a timely manner when scheduled events need to be changed. Cancellations must be made at least three (3) working days in advance. In emergency situations, students must assume as much responsibility as possible to notify GIS by sending an email to internships.interpreting@gallaudet.edu, gis.confirmations@gallaudet.edu and the interpreter directly with a cc to the Director of Field Education. This will prevent unnecessary travel and inconvenience for the interpreter and permit rescheduling of the interpreter's time. Emailing the Director of Field Education is required to document that procedures have been followed and for accurate tracking of the costs incurred by the department.

When GIS does not receive adequate notice of a cancellation, there is still a charge for the full scheduled number of hours of the interpreter's assignment. It is imperative that
students do everything possible to prevent last minute changes in interpreting schedules by using foresight in planning, by discussing the possibility of changes with their interpreters and the coordinator of interpreting services (internships.interpreting@gallaudet.edu) when this is in any way predictable and by letting field agencies know that we will not be able to provide interpreters for training sessions or meetings when there is a pattern of untimely cancellations. If an interpreter arrives in the agency for a meeting which has been canceled, the intern should be creative about using this time which has already been contracted. Interpreting telephone calls to community contacts and getting information from colleagues in the practicum setting are examples of alternative use of the interpreter’s time. If a pattern of untimely cancellation of interpreting service occurs due to the student's failure to plan appropriately, the Director of Field Education will meet with student to discuss possible consequences. **If there is a pattern of unexcused absences or late arrivals, services may be suspended.**

Details regarding responsible use of interpreting services are provided in the newly implemented Division of Academic Affairs Communication Access Policies and Guidelines and Student Attendance Requirements documents appearing in Appendix B of this manual. Students using communication access services will sign a communication access agreement form prior to beginning their internships.

**Risk, Protection, and Insurance**

Because social workers and all human service professionals work in situations that are sometimes difficult and with people whose behavior may be problematic, students should be aware of the possibility of risk during field placement. Every effort is made to assure safety, including selection of assignments, regular supervision by the agency field instructor, availability of and support by the field liaison, and guidance by the field seminar instructor. While it is not possible to guarantee that a student will never be in a threatening situation, such occurrences are rare and most students never experience them. At the beginning of the academic year, typically during field orientation with the Director of Field Education, and also in class, there will be discussions focused on safety and risk factors in the field orientation meetings for students.

Additionally, the MSW program expects the internship provide an orientation to the risk and safety issues which are most likely to occur in that setting. This includes general policies of the practicum site to guide practice (for example, policies to guide safety during school/agency interviews or home visits), training in restraint practices where this is applicable, and training about universal health care practices in order to guard against communicable diseases.

Students are advised to exert reasonable care in the conduct of their work and always to ask for guidance and assistance when unsure about how to handle a situation. If a student or field instructor has concerns about risk, the student, field instructor, and field liaison should jointly consider courses of action. In the event that a satisfactory resolution is not reached, the Director of Field Education should be consulted. The MSW Program maintains a working relationship with the University office of Risk Management and draws on their expertise as needed and indicated.
Gallaudet provides a limited amount of general liability insurance to cover certain medical costs in the event that an injury is sustained in the field agency. Students, of course, have their own medical and auto insurance coverage as well. **Students should not transport clients in their own automobiles. Students should transport clients only if the field agency provides students with the use of agency vehicles and specific insurance to cover transporting clients. Furthermore, if this is a role and responsibility that will be an expected part of an internship, the student, the liaison, and the Director of Field Education should know about and agree to this at the time of placement.**

To further protect the student, the agency, and the university, the Department of Social Work requires that all students in internships become student members of NASW and purchase liability insurance with NASW Assurance Services. **You are not permitted to start your internship without liability insurance.** Proof of liability insurance coverage must be emailed to the Director of Field Education or her designated assistant prior to entry to the internship, generally by August 1 of the upcoming foundation year-round placement and December 1 for an upcoming concentration year spring block placement.

**The costs involved are the student’s responsibility to cover.** Students who receive assistance from their state’s vocational rehabilitation agency, may wish to ask their counselor if these costs can be covered. The Director of Field Education has prepared a general letter for students to send to VR counselors. The letter, available upon request, addresses these costs as well as the costs of background checks which are required by some internship agencies.

Follow the steps below to join NASW and purchase insurance.

**How to Join NASW:** The student price is $57

2. At the bottom of the page under “NASW Memberships”, click on “Join NASW”
3. Select “New Registration” and click Next
4. Choose User ID and password
5. Follow the remaining steps and make sure you select **Student Membership**

**How to get Student Malpractice (Liability) Insurance:** The student price is $15

1. You must have your NASW member number before you can begin this application
2. Go to [http://www.naswassurance.org/pli/students/](http://www.naswassurance.org/pli/students/)
3. On the right side, click on “How to Apply”
4. Select “Application and Rates for Individuals – Students (PDF)”
5. Print the form and follow the step-by-step instructions
6. To apply online go to [http://naswasi.cphins.com/students](http://naswasi.cphins.com/students) (5% discount for online applications)
7. Follow the step-by-step instructions, under “Occupation” make sure you select “Student”, and under “Desired Limits of Liability” make sure you select $1,000,000/$5,000,000
STRUCTURE AND FUNCTION OF THE FIELD PRACTICUM PROGRAM

Responsibilities of the Department

The field practicum program is charged with planning, implementing, and evaluating graduate field education within the Department of Social Work. These tasks include the responsibility for assessing all potential and continuing practicum sites and mutually planning an appropriate program for students; consulting with agencies about orientation, assignments, resources, and other matters which affect student learning; and planning, implementing, and evaluating field seminars for students and meetings for field instructors. The field practicum program, administered by the Director of Field Education, strives to enhance communication and mutual problem-solving with practicum sites providing field practicum experiences. The department works with faculty, students, and practicum sites to mitigate difficulties; serves as an advocate for field education and sound social work practice; functions as a clearinghouse for information; promotes innovative ideas; and shares information about department policies.

Role of the Director of Field Education

The field practicum program is responsible for matching students with available placements, and, when appropriate, especially in the concentration year, for identifying new placements to meet student needs. For this purpose, the Director of Field Education oversees the assessment of students' prior work and internship experiences, learning needs, styles, and strengths in order to make the best possible match with a field practicum site and a field instructor.

Prior to the liaison’s first visit to the student’s practicum site, the Director of Field Education will have already been in contact with each setting. The purpose of these contacts is to ensure that a professional or team of professionals at the site will be able to assume supervisory responsibilities for the student’s field education experience during that given academic year.

The Director of Field Education is also responsible for planning orientations to the field experience for beginning and continuing students and for new and continuing field instructors. She, together with the field liaisons, monitors student performance throughout the program. The Director of Field Education is responsible for the assignment of field liaisons and serves as a resource to the field liaison in such matters as monitoring and evaluating student performance, developing an approach to learning and supervision, and clarifying expectations, field policies, and practice perspectives.

The Director of Field Education is responsible for providing educational leadership to faculty, professional social work staff and field instructors about changes and trends in field education, participating in the development of policies which affect the field practicum, and communicating any policy changes to the field practicum agencies.
Role of Field Liaisons

Liaison responsibilities are usually divided between the Director of Field Education and several members of the department faculty. When there is a large cohort of students, experienced social workers from the community may be contracted to serve as liaisons. The liaisons typically make two to three formal contacts during each semester, as described below. Ongoing communications between liaisons, students, and field instructors is maintained via electronic means including email, live text and/or video chat, and telephone/videophone.

Field advising is a major function of the field practicum liaison. In this role the liaison assists the student, field instructor, and other appropriate personnel at the practicum site to meet the educational objectives established for the student's field training experience. As an educational consultant, the liaison works with the field instructor and the student to identify educational resources and teaching content in the field and facilitates integration of field and class learning. The field liaison, who often is also the field seminar instructor, is an important channel of communication between the program and the practicum site. Familiar with the policies and standards of the department as well as the services and mission of the practicum site, the liaison shares information with the field instructor about curriculum and other issues that would have a bearing on the student's experience in the setting. The faculty field liaison also serves as a communication channel in conveying to the Director of Field Education and the faculty, issues in the practice arena that have impact on teaching in order to facilitate the integration of course work and field assignments.

In situations where the practicum supervisor does not have an MSW from a CSWE accredited program, the field liaison may assume the dual role of liaison and MSW field instructor, providing the social work perspective required by CSWE. In the event that the liaison does not assume the dual role, the Director of Field Education will either assume this responsibility or assign it to an appropriate department member or contracted social worker.

Generally, the liaison makes an initial visit/contact in the fall soon after the placement has begun to help set the stage for learning and to clarify any questions that participants might have. For example, there may be discussions about the learning contract and plan and potential assignments to ensure that the intern can successfully demonstrate the CSWE practice behaviors. Liaisons can visit more often when necessary, and field instructors are encouraged to email or call as the need arises. Similarly, the liaison may initiate and maintain contact with the field instructor or task supervisor when the need arises.

In most cases, there is a formal visit around midterm which focuses on progress being made by the student or on points where the learning process may be blocked. If an in-person meeting is not feasible, the liaison will schedule a remote meeting via online live text or video technologies, or phone/videophone relay service with the field instructor and the student. At this meeting, if the student is not progressing in demonstrating the practice behaviors, a plan must be made to provide the student with the needed learning opportunities. During the last visit/contact near the end of each semester the final evaluation is discussed and/or conducted.
Generally, by the beginning of the spring semester, the liaison, field instructor and student have a clear understanding of the program expectations. The fall learning plan is updated. The liaison will continue to review the student’s weekly logs and usually will only need to make two contacts: typically late February or early March to discuss the student’s progress at midterm, and the other in late April for the student’s final evaluation for the semester.

The field liaison meets formally, either in person or through electronic means, with students individually two to three times each semester. However, there is actually weekly contact, since the liaison provides weekly feedback on field logs. Written feedback may be augmented by video or live text chats as need. Students are urged to initiate contact with their liaison whenever they feel that additional discussions would be helpful and not to wait for the liaison to arrange appointments. These meetings often help to clarify issues and to problem solve when barriers to learning are perceived by the student.

Students in their concentration practicum are typically placed in settings far from the university. For this reason, it is not expected that liaisons make in-person visits to the settings. Instead, most contacts occur via phone, electronic and video technologies. The learning contract and assessment plan, including the weekly logs, are also managed electronically. The mid-semester evaluation which typically takes place by mid-March and the final semester evaluation which takes place by the end of April usually occur via phone/videophone or live text or video chat technologies.

Role of the Field Instructor

Every student is assigned a social work field instructor at their placement who has been approved by the Department. This field instructor carries the responsibility for the student's training in their field setting. As in all professions, those who agree to become field instructors assume the professional responsibility of training the next generation of social workers and embrace the social work profession’s ethic of service. Additionally, the Core Competency #1 “Demonstrate ethical and professional behavior” is learned in large part from the field instructor, who is not only a “supervisor” but also as an “educator” and thus fills an important role. The field instructor should have an MSW degree from a CSWE accredited program and their specific responsibilities include:

- Orienting the student to the practicum site’s physical setting, risk and protection procedures, policies, services, key personnel, and links with other service delivery systems.

- Explaining clearly expectations of the student's participation in the supervisory process through activities such as student development of a supervisory conference agenda, preparation of process recordings, group recordings and videotaped sessions as appropriate, formulation of a learning contract, the completion of client summaries for inclusion in agency files and management of time to facilitate regular supervision meetings.

- Promoting with students the use of all forms of technology which apply to field settings; for example: use of computer programs to enter client information and statistics, searching the
internet for practice-relevant information, doing video recordings of interviews, and developing PowerPoint presentations.

- Selecting appropriate assignments for the student within the generalist framework of practice prior to the student's first day in the agency; preparing the student to move into each assignment; arranging for a first client contact or involvement in an agency or community intervention effort.

- Reviewing and preparing feedback to the student's written and video recorded materials, etc., prior to supervisory conferences in order to make focused use of supervision time with the student.

- Holding a supervisory conference of at least one hour of "protected time" per week. This should be in addition to ongoing interaction throughout the week.

- Teaching practice concepts and methodology, cultural competence in interactions with clients and evaluation of effectiveness of practice approaches.

- Conferring with the field liaison regarding initial and continuing assessment of the student's knowledge, performance, educational needs, and interests.

- Discussing with the field liaison and/or the Director of Field Education any actual or potential problems or concerns.

- Engaging in a formative evaluative process with the student throughout the semester, with a formal review at midterm, and a summative evaluation at the end of each semester, and submitting the completed evaluations to the field liaison by the requested deadline.

In some settings a student may also be assigned to another service component in the field setting. This kind of assignment is used to expand the student's training opportunities, e.g., to lead a group in another part of the agency, the assignment of a few clients on an out-patient service if the primary assignment is on an in-patient service, or program development assignments and work to impact on larger community issues if the primary assignments are in micro practice areas.

The additional areas of involvement can be supervised by the primary field instructor, or by a secondary field instructor/task supervisor located in an alternate unit. There should be close coordination between those involved in the supervision of the intern. The secondary field instructor would then also be involved with the evaluation process with the student and submit those parts of the evaluation form which are applicable.

Some agencies or school settings provide regularly scheduled group supervision for students and facilitate attendance at their staff meetings and case conferences. These models can be useful in expanding the student's learning about practice through exchange with others.
Generally, group supervision should supplement, not replace, individual field supervision. However, when there are two or more interns at the same placement, a portion of the allocated supervision time may include meeting with both of them together.

**Role of the Task Supervisor**

In some agencies, a student may be assigned to a task supervisor or on-site supervisor who is not an MSW but who is thoroughly familiar with the practicum site program and specific assignments on which the student is working. This is a professional who may work in a related discipline; for example, a senior citizens’ center program administrator, an audiologist, a rehabilitation or substance abuse counselor, a family educator, or a special education teacher or coordinator. The task supervisor assigns work to be done within the unit, shares expertise about relevant interventions, provides guidance to the student in learning about the practicum site’s focus and specific program, and provides information about resources within the agency and community.

In all situations where there is a task supervisor, the student is also matched with an MSW field instructor who meets with the student regularly, comments on process recordings and takes a major role in the evaluation process. The MSW field instructor helps the student to make connections with social work curriculum content and provides additional social work perspectives on interventions.

Sometimes the MSW supervisor is employed or contracted by the agency, but is not at the same location as the intern on a daily basis. Other times the MSW may be the supervisor of the other professional who is in the role of task supervisor. Or, the MSW is someone from or contracted by the Gallaudet Department of Social work.

Some agencies or school settings provide regularly scheduled group supervision for students and facilitate attendance at their staff meetings and case conferences. These models can be useful in expanding the student's learning about practice through exchange with others. We encourage internship sites, which have several students from this program and from other schools to provide opportunities for students to meet together formally and informally. Students learn from each other about the range of clients' needs in the agency. Where there are formal arrangements, the opportunities for teaching areas of practice such as assessment, interviewing, group work, collaborative outreach in the community, and the development of differential models of intervention are greatly expanded through student participation in program meetings and the presentation of individual work.

Generally, group supervision should supplement, not replace, individual field supervision. However, when there are two or more interns at the same placement, a portion of the allocated supervision time may include meeting with both of them together.

**Roles/Responsibilities of the Students**

MSW Field Manual 2017 - 2018
Students are expected to adhere to their practicum site/school norms and standards governing professional practice, to conduct themselves responsibly and professionally, and to maintain an educational focus in their work. In addition, students are expected to:

- Participate in staff meetings and supervisory conferences. The weekly supervisory conference is a joint responsibility of student and field instructor. If the student is not having regular supervisory conferences, she/he should bring this to the attention of the field instructor and the liaison. The student should also assume responsibility preparing weekly process recordings to share with their field instructor prior to and/or at weekly supervision meetings.

- Maintain electronic contact, and/or, in the case of a local placement, in-person contact with the field liaison at least twice a semester, and more frequently if needed or desired, for feedback on progress and for support and assistance with the learning process and if difficulties arise. The Director of Field Education is also available for consultation.

- Adhere to the NASW Code of Ethics in practice at the placement site.

- Work within the structure and organizational framework of the practicum site. The student should consult with the field instructor and the field liaison when difficulties in the practicum site arise. If the problem cannot be resolved in discussions with the field instructor and field liaison, the Director of Field Education should be consulted, as appropriate.

- Strictly observe the principles and rules of confidentiality: No identifying client information is to be shared with anyone except the field instructor and other appropriate field placement personnel.

  When case material or practicum material is used in class or in process recordings, all identifying information and information that could be misused within the community must be carefully disguised and discussed within the strict guidelines of confidentiality and professional use of privileged information. It is especially important to remember that the deaf community, even on a nationwide basis, is connected in many ways and that simply disguising the name of a person will not mean that confidentiality has been protected. It may be necessary to change multiple elements of the situation being discussed in order to protect confidentiality.

- Demonstrate commitment to serving the needs of the client, the practicum site and the community.

- Assume a professional orientation to field assignments. The field instructor or task supervisor is the major person to whom the student reports and from whom any permission is obtained.

- Know the policies and procedures of the Field Practicum and adhere to them.

- Consciously work to maintain attitudes and dispositions which represent a true professional:
attendance that is consistent and on time; demonstrating initiative in the learning process; use of supervision in an open and non-defensive way; demonstration of the ability to manage professional boundaries at all levels; demonstration of understanding of the implications of multicultural factors in all interactions and situations.

STUDENT ORIENTATION TO THE FIELD PRACTICUM

The Department's Orientation to the Field Practicum

The field practicum program orients new graduate students to the process of field instruction prior to their first day in the field. The orientation prepares students to learn about the practicum site's function, the social work role, and clients' needs and perceptions; to learn about the nature of field training and field instruction; and to learn about field practicum policies and student responsibilities and rights in the field practicum placement.

These introductions to the field practicum aid the transition into the setting and prepare students to begin work in community organizations. Orientations conducted by the field agency/school itself are equally important.

Arrival at the Agency-Foundation Year

Students have a two-day field orientation at the Department of Social Work during the first week of classes in the fall. The foundation year placements generally begin the following week, after the Labor Day holiday. The field liaisons and the Director of Field Education are readily available to respond to questions related to field and its assignments. If the start date set by the department is not suitable for the practicum site, the field instructor should notify the Director of Field Education in advance to rearrange a beginning time. Field instructors should be available to greet the student upon arrival. Students should feel welcomed. The student's office space and supplies should be prepared and ready for use. Each student should have the opportunity to meet alone, in conference, with her/his field instructor on the first day of the practicum in order to begin feeling comfortable, share initial information, and to answer questions that the student might have. If all possible, students should be introduced to others with whom they will work and be given the opportunity to ask questions. This approach helps to establish a sense of belonging and teamwork.

Orientation Program in the Practicum Site

An orientation program in the agency/school should be arranged as an ongoing process during the first few weeks of placement, concurrent with students moving into beginning assignments. It is helpful to offer information about agency function, services, and procedures but not to overwhelm with data at this initial stage. The student will want to know about the tasks and role(s) that she/he will be performing. Therefore, information about specific assignments will be useful. It is imperative that the agency provide training that will prepare students to handle risks associated with the job; for example awareness of safety issues when
working with potentially volatile clients, guidelines for home visits and knowledge of universal precautions to guard against communicable disease.

Orientation for Advanced Year Students

Toward the end of the fall semester of the foundation year, students meet with the Director of Field Education to discuss goals and expectations for their advanced year block placement that will begin in January of their final year. At this time, they will work to develop a draft learning contract which must address all of the Advanced Year or Concentration Practice Behaviors. They are encouraged to contact their future field instructors to learn about expectations, obtain input and exchange ideas. This may involve some preparatory readings and possible video conferences with staff at the field sites. Towards the end of the fall semester, the Director of Field Education will meet with the advanced year students to conduct orientation for the spring, full-semester block field experience. Students will make advance arrangements with their field instructors for the first day of the block internship. They will report to their internships on the first day that the school or agency is open and in operation following the New Year holiday.

FIELD FORMS AND DOCUMENTATION

Learning Contract and Plan

The student and the field instructor develop this document with input and guidance from the liaison as needed. The first two pages of the form serve as the learning contract, describing student commitments to the agency and the field instructor’s commitments to the student/intern, and plans for orienting and supervising the student to the agency. This section must be completed by the end of the student’s second week in the placement, along with a discussion of agency and class activities that will satisfy the demonstration of all of the practice behaviors in the field. The rest of the document is a learning plan that articulates with the field evaluation form and provides a structure for fulfilling the CSWE Competencies and Practice Behaviors. Every foundation year intern must be able to demonstrate mastery of all 31 practice behaviors (and for school social work interns, an additional 12 practice behaviors) by the end of the full year. They must be able to demonstrate progress on all of the practice behaviors by the end of the fall semester. The plan specifies the learning opportunities (otherwise conceptualized as field tasks or activities) through which the practice behaviors will be demonstrated within the context of the specific placement setting. This should be completed by the third or fourth week of the internship.

In the advanced or concentration year internship there are 15 practice behaviors that will need to be demonstrated. The process of developing the learning contract will be essentially the same.

At the initial meeting with the liaison, field instructors are asked to identify if there is any competency or practice area for which the student will not have a sufficient learning opportunity at the field site. The department liaison will then work with the student to be sure the student can fulfill this expectation in another way.
At midterm the learning plan will be reviewed and the following scale will be used for a midterm evaluation.

Rating Scale

1= not emerged  
2= emerging  
3= good level  
4=very good  
5=high level

If any activities have not begun to be implemented by mid-semester, revisions should be made that every activity related to the practice behaviors is at least begun by end of the fall semester.

At the beginning of the spring semester, the learning contract and plan is reviewed and updated. At this time, the contract defines and targets areas for continued development and improvement including areas identified as problematic during the final evaluation of first semester. More complex understanding and skill development and higher levels of competence are expected.

Learning Opportunities and Field Assignments

The kinds of learning opportunities that the field instructor selects directly affect and, therefore, are critical to both the quality of the student's education and the extent to which students can hope to meet the service needs of their clients. Much learning derives from the particular activities for which students are responsible. If for any reason the field instructor or practicum staff encounter obstacles in providing sufficient or suitable work for the student (e.g., assignments are not available at the expected time), they should contact the field liaison to discuss the problem. The Director of Field Education and/or field liaisons work with the practicum site in developing and maintaining suitable assignments, including alternative assignments if necessary, ensuring that the intern is able to meet all of the Practice Behaviors.

Students need to begin specific assignments early in the field placement experience; they should begin to address concrete assignments in some way by the second week in the setting. Assignments should gradually be added during the subsequent weeks. Foundation year students should be carrying approximately their full complement of work not later than 6 weeks into the semester. Students begin to learn practice skills when their actual work begins. It is an internship expectation that students actually be involved in the work of the agency rather than simply doing observations. Students may be expected to participate in additional training sessions within the field setting. Time also needs to be set aside for site record keeping and for process recording. At full workload, students should be involved with a range of activities: contacts with individual, family, and group clients, collateral work, home visits, group sessions, community outreach,
continuing needs assessments, committee membership, community education, and advocacy efforts at the community, state and national level, and agency based research and others.

An example of foundation year student workload might look like the following:

<table>
<thead>
<tr>
<th>Sample workload distribution - weekly (16 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Assignments</td>
</tr>
<tr>
<td>Individual Supervision</td>
</tr>
<tr>
<td>Writing Recordings</td>
</tr>
<tr>
<td>Staff meetings, seminars,</td>
</tr>
<tr>
<td>or team conferences</td>
</tr>
</tbody>
</table>

*(Advanced year students will be expected to learn about the host program quickly and to readily engage in the work of the agency.)*

Efforts should be directed toward developing an experience that provides opportunity for multi-dimensional practice (individual, family, group, organizational and community interventions) as well as exposure to a diversity of people and needs. Assignments with different time frames and emphasis should be given (e.g., intake interview, crisis intervention, short- and long-term contacts, etc.).

Organizational and community interventions may include, for example, a needs assessment, program evaluation, participation in grant writing efforts on behalf of a community program, design and/or implementation of a new or revised program effort, representation on an intra- or inter-agency committee, helping to gather data or organize testimony on behalf of legislation, and working with community groups advocating for enforcement of the Americans with Disabilities Act or recent legislative changes within Individuals with Disabilities Education Act (IDEA), most recently reauthorized in 2004. Community and group assignments may naturally evolve out of the student's direct service work (e.g., a person in direct practice with persons having specific disabilities, may serve on a community committee to evaluate recommended use of new technologies for persons with visual and motor impairments). Planning for group and community interventions, as identified in the learning contract and plan, should begin within the first month of placement even if the intervention does not happen until later in the semester (e.g., collecting and developing materials for a parents’ group, locating and negotiating a community meeting site for a deaf consumers’ group, creating and distributing a flyer, recruiting volunteers for a fund-raising effort, etc.).

In order to broaden a student's opportunity for learning, the practicum site (or the Director of Field Education with the field liaison and the site's concurrence) may wish to assign the student to another unit within the setting or in the community as an additional assignment. This might happen, for example, if the student is first placed in a practicum site that works on the macro level and does not afford the opportunity to work with individuals and families. The primary field instructor can supervise the supplementary assignment or another social worker designated by the setting or the field practicum program.

**Weekly Logs**
Students complete a weekly field log, which complements the learning contract and plan and requires that students identify which learning opportunities (field tasks or activities) and associated practice behaviors have been addressed that week. Students are responsible for documenting what they have been doing on a weekly basis related to the listed activities identified to demonstrate all of the practice behaviors within the timeframes agreed upon. The liaison, along with the student, monitors the progress of each activity. The log is a shared document – usually in Google Drive -- between the student and liaison and students are expected to respond to questions that the liaison may raise giving the opportunity for an ongoing dialogue and reinforcing their ability to critically think about their practices and the integration of knowledge and skills.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date Submitted</th>
<th>Student’s Documentation</th>
<th>Learning opportunities addressed (#s)</th>
<th>Practice Behaviors (#s)</th>
<th>Micro Mezzo Macro</th>
<th>Process Recordings (#)</th>
<th>Field Liaison’s Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following rubric is used to determine the field log grade at the end of the semester. At the discretion of the liaison, it may also be used to determine a tentative grade, for feedback purposes at midterm.

FIELD LOG RUBRIC

<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Logs submitted on time.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Descriptions of weekly activities are clear with adequate detail and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elaboration.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Evidence is provided that learning opportunities are being addressed.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Evidence is provided that practice behaviors are being demonstrated.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>At least one process recording is submitted to the field instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>weekly.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Documentation includes evidence of critical thinking and reflection.</td>
<td></td>
</tr>
</tbody>
</table>
Process Recordings

Process recordings are critical learning tools; challenging students as they critically examine what took place during the time spent with the client. Students are expected to complete at least one process recording every week to share with their field instructor as an ongoing tool for supervision. The process recording provides a channel for specific feedback on performance during work with individual clients, families, groups, organizations and communities. All students are expected to do process recordings of individual, group and macro work. Field instructors may designate some variations in recording expectations and forms or formats to be used based on student learning needs or agency requirements. Some practicum sites may be equipped to use video recording of interviews as a supplement to process recording. Students must also meet requirements of the site for recordings such as social histories, intakes, summaries, court reports, IEP reports, and statistics.

Process recording is the field instructor's guide to the changing and developing skills of the student. Through the supervisor’s feedback, students continue to gain insight about what took place during the process, evaluate what they were thinking or feeling, and understand the outcome of the work that they had done with the client. Recording also serves as a form of accountability and helps students to identify evolving goals and to organize the direction of their work.

Early in the experience, before students begin actual interviews, they may be asked to do process recordings of observations; for example an observation of a social worker conducting an intake interview. Students can also write selected process recordings on individual contacts with field or systems personnel, community representatives, and on group or committee meetings. One basis for the selection of which interview or interactions to record may be the occurrence of a critical incident; that is, a particularly important event which calls on the student’s interactive skills. Another basis for selection may be the review of a continuing assignment which is troublesome: (e.g., the source of a client’s lack of progress towards mutually determined goals is not clear, the student is uncertain about alternative approaches or interventions) or situations which pose a value dilemma (e.g., professional demands in work with perpetrators of child abuse).

Process recordings can be written of:
- Client interviews
- Telephone/Videophone contacts
- Collateral contacts with systems representatives (teacher, nurse, agency worker, team meetings)
- Small groups
- Committee meetings

Process recording is a highly detailed form of recording. It is not a summary, but rather as close to verbatim an accounting if an actual interaction in order to permit the reader to
consider the flow of the interview. It should capture the major elements and process of a contact. A central goal in the use of process recordings is to help the student to reflect on the intervention style chosen, its timing, effectiveness and other possible choices to be considered. As students gain experience in the use of process recordings, there is a first step of being able to recognize, in retrospect, the interventions chosen. Later, as a result of reflection, students learn to make conscious decisions during interviews to use a broader range of questions and approaches in the ongoing work. Reflection helps to enhance and deepen skill development in the process of establishing relationships, conducting meaningful assessments, and keeping focused on the work to be accomplished. Process recordings should reflect the quality of the students’ thinking and of continued efforts to refine the interventions chosen.

A process recording should include: brief identifying data (e.g., 5th interview with Mr. H. on November 1st); the dialogue or interview as close to the original exchange as possible; impressions, assessment, and approaches used during the interview; comments on the student's own reactions, and, where appropriate the plan for how to approach the next interview with this client. All identifying data must be fully disguised.

A process recording for a group meeting or session includes a discussion of the agenda, actions of the leader and members, observations of process, use of group leadership skills, and results of the meeting. Other questions focus on student assessment, impressions, questions, and future plans. A macro recording provides an account of an exchange with agency or community contact persons in an effort to bring about organizational or community change. Both recordings direct supervisory and student attention to the activities of the student and are useful as aids to the student in managing time or organizing and completing work. Macro recordings also present the student and field instructor the opportunity to evaluate the student’s assessment of the steps that are needed in the change process, how effectively the interactions were handled, and how to proceed toward desired goals.

The process recording should be done through electronic means. Students are expected to submit recordings far enough in advance of their supervisory conference that field instructors have time to read the recordings carefully before the supervisory conference. Field instructors are requested to write comments on student recordings for their own use and for the student's use. These become the basis for discussion and learning in the conference itself. It is helpful, therefore, to return process recordings to the student prior to the conference. However, because the field instructor is typically very busy, it sometimes is best for the student to go over the process recording with the field instructor on a computer or electronic notepad during supervision. The student can type or note the field instructor’s feedback in the form. This saves time and can provide a focus for the supervision.

Additionally, the liaison receives three process recordings from each student during the semester and will use the rubric shown below to assess this assignment for the final field grade.

Weekly logs and the process recordings that are given to the liaison at scheduled intervals are each worth 7.5 % of the grade for field practicum. The liaison will use the following rubric to evaluate students’ process recordings for the final semester grade.
PROCESIS RECORDING RUBRIC*

<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Process recordings submitted on schedule.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Dialogue/discussion appropriately recorded</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Analysis of interview shows evidence of critical thinking and reflection.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Analysis of interview shows evidence of theory applied to practice.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Emotional reactions to the interaction distinguished from interview analysis.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Theoretical applications were applied to emotional reactions.</td>
<td></td>
</tr>
</tbody>
</table>

Total points possible: 30


*The process recording form itself is in landscape format and cannot be inserted in this document.

Summary Records

Agencies and school settings have their own formats for intake, bio-psychosocial histories, IEP reports, progress, transfer, and closing summaries. Students complete these recordings in a timely manner as required. This enables field workers to have updated information on client needs and progress in case there is follow-up work required during times when the student is not in the practicum site, and facilitates a smooth transition when the student leaves the field setting.

Field Seminar

The foundation year field practicum courses in the fall and the spring include a bi-weekly field seminar designed to support learning in practicum settings and enhance integration of field and course work. Activities and assignments promote self-examination, reflection, and professional growth. In addition to discussions, the seminars may include interviewing practice, role plays, and sometimes invited speakers. The topics, focus, and readings for each class are drawn from the CSWE Competencies.

Attendance is mandatory. The seminar, worth 15% of the field course grade, is based largely on the quality of class participation, and you cannot participate if you are not present.

FOUNDATION FIELD SEMINAR RUBRIC

<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attends seminar and arrives to seminar on time.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Comes prepared to discuss the designated competencies/topics.</td>
<td></td>
</tr>
</tbody>
</table>
3. Actively participates in class discussions and communicates clearly in a manner accessible to all.

4. Demonstrates ability to apply theory to practice.

5. Demonstrates cultural awareness and respect for diverse populations

6. Demonstrates respect for diverse opinions of classmates, instructor and others.

Total points possible: 30


At the advanced year level, students participate in an on-line discussion forum in lieu of field seminar. The quality of weekly participation in the on-line discussion forum and of assignments given during the advanced year practicum comprises 5% of the field course grade. Another online assignment in which students take turns leading case discussions comprises the other 10%. This is further explained in the syllabus for SWK 783.

CONCENTRATION WEEKLY ONLINE DISCUSSION FORUM RUBRIC

5= All of the time  4= Most of the time  3= Some of the time  2= Occasionally  1=Rarely  0= Never

<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Postings were submitted on time.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Postings followed the discussion guidelines.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Feedback/ responses on postings reflected insight and critical thinking.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Feedback/ responses on postings applied theory and skill to practice.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Actively participated in discussions.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrated ability to lead discussions and initiate further discussions.</td>
<td></td>
</tr>
</tbody>
</table>

Total points possible: 30


Evaluation

The field evaluation is an ongoing process, both formative and summative. Evaluation meetings are held at midterm and at the end of each semester. The mid-semester evaluation conference is both summative of the first half of the semester, and formative in planning for the rest of the semester. Progress is rated on the learning contract and plan document. The final evaluation, which is summative for each semester, is administered through an online survey consisting of the CSWE practice behaviors and, for school social work students, the NASW school social work learning outcomes are also evaluated.

The mid-semester conference should take place sometime during the sixth or seventh week of each semester in the practicum site. At this time the field instructor, field liaison, and student review the learning plan. It is a time to discuss how the student began, how she/he is progressing in the various areas of performance and learning, and the specific skills which need to be developed in the remainder of the semester. Extenuating circumstances that may be affecting the student's learning should be addressed (e.g., insufficient client work or suitability of
When possible, the final evaluation, an online survey, should be completed by the field instructor, with the student and liaison present. Alternatively, the online form can be printed, used as a basis for discussion during the joint evaluation conference, and completed afterwards. The student's self-evaluation is a reflection of developing self-awareness and the ability to examine critically her/his own work and learning needs. It also becomes an area for assessment of student learning capacity by the field instructor. A brief and informal reflection on the evaluation conference, itself, and on the supervisory relationship may be a useful way to end the conference.

The field liaison reads evaluations of the student, discusses them with the student and field instructor, and then submits them to the Director of Field Education. The liaison also assumes the role of facilitator between student and field instructor if needed to help them to move past any obstacles which may develop in the educational alliance. The liaison confers with the field instructor to ensure that there is a clear understanding of the criteria for evaluation of the student's educational performance. Effective communication between the liaison, the student, and the field instructor is an important factor in identifying gaps or potential difficulties and alerts all parties to areas that need improvement and change. **If the student is in danger of failing the field practicum or is facing other significant concerns, the liaison and student consult with the Director of Field Education about how the situation can be resolved.**

The field liaison monitors the student's work throughout the year and reviews the student's performance at mid-semester and at the end of each semester, more frequently if needed. **Seventy percent of the final semester grade is based on the evaluations of the field instructor at midterm and at the end of the semester along with the content of discussions during liaison visits to the agency.** By reading the student's weekly logs, process recordings, or other written material and through discussions with the student and the field instructor, the field liaison assesses the progress of student learning. The liaison usually leads the field seminar; in instances where there is another instructor for the seminar, the liaison confers with the faculty member about student participation, taking this into account in the final decision of the overall grade. **Be sure to become familiar with the evaluation form found in Appendix D of this document.**

<table>
<thead>
<tr>
<th>Field Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance in the Internship</td>
<td>70%</td>
</tr>
<tr>
<td>[Demonstrated competence across Competencies and Practice Behaviors]</td>
<td></td>
</tr>
<tr>
<td>Weekly logs and Process Recordings</td>
<td>15%</td>
</tr>
<tr>
<td>Field Seminar Attendance, Participation, &amp; Assignments</td>
<td>15%</td>
</tr>
</tbody>
</table>
Evaluation of Practicum Sites

At the end of the school year, the liaison confers with the field instructor about how the educational experience proceeded and makes recommendations for the following year. The field liaison shares this information with the Director of Field Education for purposes of planning for the next year. Field Instructors are asked to complete an evaluation of the field practicum experience and of the field liaison, making recommendations for the preparation of students, for agency/Gallaudet collaboration, and for the effectiveness of field liaison involvement. In addition, students are asked to evaluate the quality of field instruction provided, the type and range of learning experiences offered by the agency, and the helpfulness of the liaison in facilitating learning. Be sure to become familiar with this evaluation form also found in Appendix D of this document.

STUDENTS EXPERIENCING DIFFICULTY IN THE FIELD PRACTICUM

When students experience difficulty in the field, the major effort to help the student is through intensive field instruction and field advising. Students are also encouraged to work on practice issues with their field instructor, field liaison, or Director of Field Education.

The field instructor is often the first person to identify any difficulty/challenges that the student may be experiencing. Through supervision, the field instructor should bring her/his awareness of this to the student’s attention and work with the student to overcome these challenges. The field instructor should take the time to assist the student in identifying where the problem areas are. When the field instructor is attempting to work with a student around a set of practice and learning issues and is seeing little progress, it is important to bring the field liaison into the process as early as possible. The field liaison will discuss strategies with the student and with the field instructor to clarify the problem and to suggest possible added approaches in the teaching/learning process. The field instructor or liaison may also encourage the student to obtain support services available at or through the University, such as counseling, tutoring, or writing assistance.

Many times, it is the student who brings these difficulties to the liaison’s attention, either in field seminar, through the weekly log or communication form, and/or by requesting a meeting with the field liaison to share the challenges he/she is experiencing. As this difficult time comes into play, the student’s support system (field instructor and liaison) should be communicating with each other and the student to determine where the issues are and work with the student around those experiences and/or practice issues. There may also be issues related to transference and counter transference that may need to be addressed. Appendix E and F contain forms that can be used to document concerns and create a plan for corrective action.

If a student is in danger of receiving a grade below B, the liaison, through the Director of Field Education, may request a conference with MSW program faculty to develop an educational assessment and plan since closer collaboration with faculty can provide additional help for the student with the integration of course content and the development of practice skills. The plan is then discussed with the student. Any grade below B in the field practicum
automatically requires review of the student’s performance and may be grounds for probation or dismissal from the program.

**Extenuating Circumstances when a student may need to repeat a field practicum or experience**

Occasionally a student may need to repeat or take an additional field practicum for varied reasons, as recommended by the Director of Field Education and the Director of the MSW Program, for example:

- The student may pass field practicum with a B, yet demonstrate some weak areas in practice and is encouraged to take another field practicum during the summer months with support from the Director of Field Education and/or other field related staff who works during the summer.
- The student may fail the qualifying exam in the area of field and practice and will need to repeat one or more semesters of field practicum in order to strengthen his/her ability to apply practice and field concepts to their field experience.

The MSW Program Director and the Director of Field Education will confer with one another to ensure that the student’s experience is consistent with the program objectives and the student’s learning needs.

**Non-academic Factors Affecting Field Practicum**

Occasionally, a student will experience serious non-academic difficulties which interfere with the performance and learning to be accomplished during the field practicum. These circumstances may ultimately mean that the student will be required to withdraw from the field practicum prior to the conclusion of a semester, will not be permitted to continue beyond the end of the semester, or may be dismissed from the program. While it is not possible to foresee all such situations, the following list includes some examples of problem areas:

- Difficulty functioning within the professional role such as failure to maintain professional boundaries;
- Failure to maintain a professional demeanor and attitude, lack of ability to engage in critical self-analysis, inability to work cooperatively with peers and colleagues, inability to engage constructively in the supervisory process;
- Emotional or other stressors which interfere with ability to function dependably and to meet expectations in the practicum setting;
- Behavior that is threatening or dangerous to clients, peers, supervisors, or instructors;
- Conviction for a felony committed during the time the student is in the program;
- Performance in field practicum considered to be so unsatisfactory that it would be detrimental to clients for the student to continue;

- Failure to conduct oneself in accord with the NASW Code of Ethics;

When any of the above situations occurs, any faculty member, department liaison, or the Director of Field Education may request a program faculty review of the student’s performance. The student will have the opportunity to present her/his perspective on the situation. Depending upon the seriousness of the problem and the potential for resolution, the faculty may recommend a remedial plan of action, withdrawal from the field practicum, probationary status, or dismissal from the Program.

Whatever the challenges may be, they should be clearly documented by the liaison, reviewed with the Director of Field Education soon as possible and placed in the student’s file. The documentation should include: a description of the problem area(s), recommended intervention required to acknowledge that there is a problem, a plan of action to resolve the problem(s) and expected outcome and specific time frame for the problem to be corrected and resolved. The field instructor and liaison should arrange for a meeting with the student immediately once the difficulties have been identified in order to clarify the problem areas and help the student see the challenges that need to be addressed. The field instructor and liaison should also support the student and learn from this process. They should discuss ways of working and teaching as it relates to field and practice issues. In some cases, the behaviors may be so severe as to warrant a recommendation of academic probation or dismissal from the program.

Recommendations will be conveyed to the Director of the MSW Program. After review of the recommendations and documentation, the Program Director will convey her decision in writing to the student, faculty, and Department Chairperson. If the recommendation is for probation or dismissal, a copy of the recommendation will be sent to the Dean of The Graduate School for his review and action. A copy of the recommendation will also be sent to the Dean of the School of Education, Business, and Human Services. The decision of the Dean of the Graduate School will be conveyed in writing to the student and to the Director of the MSW Program.

Procedures for Terminating from Field Practicum

If a student is not progressing satisfactorily toward graduation, he or she will first receive feedback from the instructor of the course in which the student is having difficulty, or from the field instructor, liaison, and/or the Director of Field Education. This feedback will consist of information to the student regarding her or his status, and specific expectations of what the student needs to accomplish to remain in good standing.

Evaluation of performance in field practicum as in class is based upon criteria that are clearly stated in course syllabi and are applied by the instructor in a manner that is fair and consistent. Students who believe the grading or evaluation of their performance to be unfair and
whose standing in the program is affected by the grade may appeal the grade or evaluation. Grievance and appeal procedures are specified in the Graduate School Catalog http://www.gallaudet.edu/GSPP/Graduate_School/Graduate_Admissions/Graduate_Catalog.html and in the MSW Student Handbook.

**MSW INTERNSHIP SITES in recent years include:**

**Foundation Year**

- Alexandria City Public Schools, VA
- Arlington County Public Schools, VA
- Arundel Lodge, Edgewater, MD
- Baltimore County Public Schools
- Bread for the City, Washington, DC
- Campfire Programs, Patuxent Area, MD
- Court Services and Offenders Supervision Agency (CSOSA)
- DC Rape Crisis Center
- Deaf Abused Women’s Network (DAWN), Washington, DC
- Deaf Addiction Services at Maryland (DASAM)
- Deaf REACH, Inc.
- District of Columbia Department on Disability Services (DDS)
- District of Columbia Public Defender Service Office of Rehabilitation and Development
- District of Columbia Public Schools
- District of Columbia Superior Court Guardianship Assistance Program
- District of Columbia Department of Human Services
- Office of Work Opportunities, Economic Security Administration
- Fairfax County Public Schools
- Family and Children’s Services of Central Maryland, Incorporated
- Frederick Department of Social Services Child Protective Services, Frederick Maryland
- Gallaudet University Mental Health Center
- Independence Now, Silver Spring, MD
- Iona Senior Services
- Latin American Youth Center, Washington DC
- Laurent Clerc National Deaf Education Center
- Lt. Joseph P. Kennedy Institute of Catholic Charities
- Lutheran Social Services, NCA
- Maryland Governor’s Office for the Deaf and Hard of Hearing
- Maryland School for the Deaf
- Montgomery County Public Schools, Infants and Toddlers Program, Silver Spring, MD
- Montgomery County Public Schools, Pre-Kindergarten and Head Start Programs, Rockville, MD
- My Sister’s Place, Washington, DC
- N Street Village, Washington, DC
- Sasha Bruce Youthwork, Inc.
- Street Sense, Washington, DC
The Children’s Guild, Chillum, Maryland
The DC Center for the LGBT Community

**Concentration Year**

Alabama Institute for the Deaf and Blind
Allies In Caring, NJ
American School for the Deaf, CT
Buea School for the Deaf (BSD), Cameroon, Central Africa
Career Success Solutions for Deaf and Hard of Hearing Individuals, Mt Holly, NJ
Center for Hearing and Communication, Ft Lauderdale, Florida
Deaf Access, Tempe AZ
Delaware School for the Deaf
Detroit School for the Deaf, MI
District of Columbia Coalition Against Domestic Violence
Family Service Foundation, Landover Hills, MD
Gallaudet University Counseling and Psychological Services (CAPS) (formerly MHC)
Gallaudet Office of Diversity & Inclusion
Hinsdale South High School Deaf and Hard of Hearing Program, Illinois
Laurent Clerc National Deaf Education Center
Lexington School for the Deaf, NY
Marie Katzenbach /New Jersey School for the Deaf
New Mexico School for the Deaf
PAH Mental Health Services for Deaf Children and Youth, Ontario, Canada
Recovery Network for Deaf, Hard of Hearing, and Hearing Loss, Camden, NJ
Rhode Island School for the Deaf
Richmond City Public Schools, VA
Sinai Psychiatry and Behavioral Health Deaf and Hard of Hearing Program, Chicago, IL
South Carolina School for the Deaf and the Blind
Springfield Hospital Center, Sykesville, Maryland
Saint Joseph's School for the Deaf, NY
The Albuquerque Sign Language Academy
The Learning Center for the Deaf, MA
The Pennsylvania School for the Deaf
The Regional Day School for the Deaf, Lubbock, TX
Virginia Beach Public Schools, VA
Virginia School for the Deaf and Blind
APPENDIX A

Educational Policy and Accreditation Standards, 2015

The full text of this updated document can be found here:

http://www.cswe.org/File.aspx?id=81660
APPENDIX B

Division of Academic Affairs
Communication Access Policies and Guidelines
And Related Documents
Division of Academic Affairs
Communication Access Policies and Guidelines

Introduction

1. The Division of Academic Affairs is one of the university’s heaviest consumers of communication access services, broadly defined as interpreting and captioning. In recent years, each new undergraduate and graduate cohort has included increasingly greater numbers of students for whom American Sign Language and Deaf culture are new or emerging concepts. In addition, Gallaudet enrolls a growing number of students with additional disabilities who request communication access services through the University’s Office for Students With Disabilities (OSWD). Finally, every year, the Division hires faculty, administrative and professional staff, and support staff who are new signers.

2. Enrollment and retention are two of the university’s five strategic priorities, so it is in our best interest to enroll and retain students who need communication access services. At the same time, this has resulted in dramatically rising costs. It has become necessary to institute more rigorous tracking of communication access requests and costs. This document sets out policies and guidelines to guide administrators, requesters, and consumers.

Scope

These policies and guidelines apply to faculty, staff, undergraduate and graduate students, and visitors in all academic departments and units within the Division of Academic Affairs that use communication access services.

Philosophical Framework

The following philosophical framework was used to develop these guidelines:

Gallaudet University is a bilingual educational institution with the focus on a rich student experience that promotes students’ current and future successes. Because the majority of students rely on visual modes for accessing communication and direct communication is the ideal norm, each faculty, staff person, and student of the Gallaudet community is accountable for direct, effective, meaningful, and accessible communication in the various aspects of University life.

As Gallaudet strives to achieve the ideal norm, it is recognized that some members of the University community, particularly some of those who have recently been introduced to American Sign Language, require the prudent and efficient use of University resources in order to ensure that they can participate in effective and meaningful communications that promote student success until such time they become capable of directly communicating in ASL with other Gallaudet community members.
This philosophical framework was derived from careful review of the Americans with Disabilities Act, the Gallaudet University Sign Communication Statement, the Gallaudet University Language and Communication Expectations Recommendations, the Gallaudet University mission and vision statements, and the Gallaudet Strategic Plan. It is subject to revision as the university itself evolves.

**Definition of communication access services**

1. Gallaudet University provides communication access services via interpreting and captioning through Gallaudet Interpreting Service (GIS), a unit of the Division of Administration and Finance.

2. Communication access services are provided in a variety of situations, both on-campus and off-campus. These situations include, but are not limited to:
   a. Academic classes
   b. Practicum, internships, externships, student teaching, and other “field” activities
   c. Telephone calls and teleconferences
   d. Meetings
   e. Lectures, panels, symposia, face-to-face conferences, videoconferences, webinars
   f. Performances
   g. Athletic events
   h. Official University functions (Convocation, Commencement, dissertation defenses, etc.)
   i. Mission-critical activities
   j. Crisis and emergency situations

3. The following types of interpreting are provided.
   a. American Sign Language to English
   b. English to American Sign Language
   c. deaf-blind (including tactile, tracking, and close vision)

4. The following types of captioning are provided.
   a. Communication access real-time translation (CART)
   b. TypeWell, also known as C-Print or Text Interpreting
   c. live captioning
   d. transcription services

5. GIS will make every effort to provide other specialized communication access services, such as international interpreting, trilingual interpreting, or cued speech, if requests are submitted in a timely manner and qualified providers are available.

**Shared Responsibility for Communication Access**

The University has an affirmative responsibility to meet the communication access needs of its present and future students. Enrollment Management and demographic research units must make
every effort to project future enrollment trends. This will help the division to allocate its communication access resources and contain costs.

Each member of the Academic Affairs community has a responsibility to work cooperatively, patiently, and respectfully so that everyone understands and is understood in classes, meetings, and other situations, both formal and informal. Determination of optimum communication modality must be a collaborative endeavor among faculty, staff, and students to ensure that each Academic Affairs community member has full access.

Related Documents: Student Attendance Requirements; Student Agreement Forms, Academic and Student Affairs
Student Attendance Requirements

Students who use interpreting services for communication access for a long-term class or required activity (defined as a field placement, practicum, internship, or externship), must attend regularly and on time. Individual departments may institute superseding policies/requirements; however, those policies must be clearly communicated to the student and to Gallaudet Interpreting Service (GIS).

- **Timely cancellations.** Students must inform Anne Braun (internships.interpreting@gallaudet.edu), the field director, the field instructor and/or task supervisor, their assigned interpreter(s), and their Gallaudet liaison of any expected absences three or more business days prior to their occurrence.

- **Late cancellations.** Late cancellations are those that are reported to Anne Braun and/or GIS with less than three business days’ notice.

- **Emergency situations.** Students who miss an internship assignment because of an unforeseen illness or emergency must inform Anne Braun (internships.interpreting@gallaudet.edu), GIS, their assigned interpreter(s), the field director, the field instructor and their Gallaudet liaison as soon as possible. Typically, the field director and/or field instructor will excuse illness and/or emergency situations. However, a pattern of such absences will be addressed by the student’s department/program and may result in termination of services.

- **Tardiness.** Interpreters may be dismissed from an assignment if students show up late for a class, internship or required activity. The standard wait time is 20 minutes per hour of the as-assignment. Students who arrive past the wait time are not guaranteed communication access services for that day’s internship. Sometimes unforeseen circumstances arise, including traffic and public transportation delays. We expect the student and the regularly scheduled interpreter(s) to exchange mobile contact information and for students to contact the site supervisor and the interpreters as well as Anne Braun, if they are running late. If a student who has not made contact, arrives past the wait time and the interpreter has already been dismissed, the assignment is considered a late cancellation.

- **Cessation of services.** A pattern of tardiness or absences will not be tolerated and GIS is obligated to suspend communication access services for students who are excessively absent or late to class or their internship. The following conditions may lead to suspension of services: three (3) unexcused absences; and/or three (3) non-emergency late cancellations; or any combination thereof.

- **Notification.** When a student has had two (2) unexcused absences or non-emergency late cancellations, the student’s liaison and the field director will inform the student and the re-questing department that suspension of services may occur if the student has one more absence/late cancellation.
• **Required actions.** Students for whom communication access services are suspended must meet with the field director, their academic advisor and/or program director to discuss their attendance issues. The field director must inform GIS that a satisfactory student meeting has occurred before communication access services are reinstated.

• **Reinstatement of services.** After notification from the field director, GIS will reinstate communication access services as instructed by the field director.
The mission of Gallaudet University is to provide the highest quality in educational services. Gallaudet’s bilingual mission supports communication access services being provided for Deaf-Blind, Deaf and hard of hearing students when undertaking academic studies at Gallaudet, on an as needed basis. Students in internships will be provided with interpreting services and other communication access services as needed to ensure academic goals are being met.

I understand that I have the right to request communication access services, as I also have corresponding responsibilities. By making a request for communication access services, I agree to the following:

1. While I have the right to request, and the University will make every reasonable effort to provide access services, I understand that short notice requests and changes in my schedule may result in no services being available.

2. It is my responsibility to communicate changes in my internship schedule, including 1) additionally scheduled dates due to make up days 2) absences or tardiness to my internship and 3) times when additional services might be needed, i.e. team meetings or trainings lasting more than 90 minutes. I accept this responsibility and will notify via email:
   - Anne Braun (interships.interpreting@gallaudet.edu), and Gallaudet Interpreting Service, gis@gallaudet.edu
   - The Assigned Interpreter
   - The Director of Field Education
   - My Gallaudet Liaison
   - My Agency Field Supervisor

3. If I have three (3) unexcused absences, my services may be suspended. (Please see “Student Attendance Requirements”.)

4. If my services are at risk of being suspended, I must meet with the field director, and my academic advisor and/or the program director to discuss my attendance issues.

5. I understand that I can appeal a decision regarding my access services by following the appeal process which follows the chain of command within the academic department or following the process as listed in the A&O Manual.
Communication Access Agreement Form (cont.)

I am placed in an internship which requires interpreting services and/or other communication access services, and I agree to abide by the agreement made herein.

Student Name

________________________________________________________

Signature

________________________________________________________

Student ID #

________________________________________________________

Date

________________________________________________________

For any questions or concerns regarding this agreement, please contact the following campus resources.

<table>
<thead>
<tr>
<th>Department of Social Work</th>
<th>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td><a href="mailto:academic.advising@gallaudet.edu">academic.advising@gallaudet.edu</a></td>
</tr>
<tr>
<td>Gallaudet Interpreting Service</td>
<td><a href="mailto:gis@gallaudet.edu">gis@gallaudet.edu</a></td>
</tr>
<tr>
<td>Office for Students with Disabilities</td>
<td><a href="mailto:oswd@gallaudet.edu">oswd@gallaudet.edu</a></td>
</tr>
<tr>
<td>Student Success</td>
<td><a href="mailto:studentsuccess@gallaudet.edu">studentsuccess@gallaudet.edu</a></td>
</tr>
<tr>
<td>Office of the Provost</td>
<td><a href="mailto:provost@gallaudet.edu">provost@gallaudet.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For office use:</th>
<th>Date</th>
<th>Received By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Director</td>
<td></td>
<td>OSWD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For office use:</th>
<th>Date</th>
<th>Received By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

Social Media Policy
MSW PROGRAM
SOCIAL MEDIA POLICY

The social media policy refers to the use of online sites including, but not limited to: Facebook, Myspace, Twitter, LinkedIn, YouTube, Photosharing, Snapshot, Instagram, Blogs, SMS/texting, and other websites.

While social media creates exciting opportunities, it also creates serious challenges in a professional setting. It is important for social work students to be cognizant of the implications of the use of social media in order to maintain professional boundaries. They must be made aware that anything (comments, pictures, videos, etc.) posted online is accessible to anyone (clients, agency staff, field instructors, professors, and prospective employers), despite the use of security settings.

In this era of innovative technology, social media can be useful in building networks with deaf, hard of hearing, and hearing colleagues and maintaining relationships with deaf, hard of hearing, and hearing families and friends; however, the boundaries between personal and professional matters have become increasingly blurry. And all social media is in the public domain and may be accessed by anyone online. Consequently, as social work students and professionals, we must exercise caution in the use of social media technology.

For purposes of complying with social work’s professional standards and adhering to the National Association of Social Workers Code of Ethics, deaf, hard of hearing, and hearing social work students need to continually assess the ethical implications/complications of social media use particularly within the deaf and hard of hearing community.

Students need to take steps to insure and protect their privacy. Once information is shared, it does not disappear. Students must engage in the rigorous protection of privacy, as it is inevitable that social networks allow access of personal information to countless numbers of people, both in the present and the future. Students are encouraged to remind and support other social work students regarding compliance with this policy. Lapses/non-compliance that the students observe or experience should be reported to the MSW Program Director. Guidance will then be provided to those students involved.

Student interns must maintain the privacy of their clients. The same rules regarding the privacy of clients and confidentiality of client information must be strictly adhered to in the realm of social media use. It is important that student interns read, reflect upon, and incorporate the NASW Code of Ethics regarding the implications of the use of social media to protect the welfare of clients.

Student interns must seek the guidance of field instructors and task supervisors at their field placement agencies to learn about agency rules regarding the use of social media. Students must reflect upon their “online behavior” and consider the repercussions of inappropriate and/or unethical use of social media, the latter of which may result in referral to MSW Program Director and Field Education Director and/or dismissal from the social work program.
Guidelines for Social Work Students:

- Discuss this policy with Field Instructors, Field Liaisons, and Professors
- Practice the use of secure settings on Facebook and other social media
- Be cognizant of your professional self when using social media
- Know that boundaries may be easily blurred (personal, social, educational, professional)
- Consider the welfare of clients, colleagues, peers, and yourself when using social media
- Understand that any unethical use of social media may result in termination from placement, referral to MSW Program Director and Field Education Director, and/or dismissal from the Social Work Program

If the fieldwork site/agency already has a policy on social media use, this policy should be shared with social work student interns as part of their orientation to the fieldwork site. Even without its own formal social media policy, the fieldwork site should have and communicate clear guidelines and expectations for students regarding social media use at home and at the fieldwork site.

The following guidelines have been developed to help fieldwork agencies in determining appropriate online conduct within the context of their fieldwork sites. Students are encouraged to share, explore and discuss them with their supervisors:

1. What type of information is okay to share on a personal social media site?
   a. It seems that it should be inappropriate for student interns (or employees) to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, Myspace, Twitter, Blog), no matter how many security settings have been invoked.
   b. Should student interns/employees share their personal contact information including email, cell number, address, etc. with a current or former client or client group?
   c. While social workers have an ethical obligation to protect the privacy of their clients, no such restrictions prevent a client from searching online for information about a student intern or employee. Any photos, videos, written comments, and other postings can serve to undermine a social worker’s personal safety and/or professional competence.
   d. Student interns (and employees) should be expected to exercise great care in how they represent the social work profession as a whole in any online activities. It is very easy for an outsider to misinterpret statements or images out-of-context. (See NASW Code of Ethics Section 4.06a: Misrepresentation.)

2. When, if ever, is it permissible to conduct an online search for information about a client? In a
macro setting, this may be common practice when doing evaluation or other work, but in a clinical setting, such searches may lead to boundary violations and other interference with both client trust and the therapeutic process. (See NASW Code of Ethics Section 1.07a: Privacy and Confidentiality.)

3. What is the policy on “friends with current or past clients? Are there contexts in which this might be acceptable? (See NASW Code of Ethics Section 1.06c: Conflict of Interest.)

4. How can social media be used to further the goals of the fieldwork site? How does a student intern or employee present information on a social media page in a professionally-appropriate manner?

5. What types of information should not be sent via email? Because the privacy of email can never be completely ascertained, student interns and employees should take precautions to ensure they are not sending sensitive information in an email. (See NASW Code of Ethics Section 1.07e: Privacy and Confidentiality.)

It is in the profession’s best interest to remind student interns that social media sites are public domains and any and all information can be accessed by anyone. Once information is in cyber space, it never goes away.

The challenges of social media use are particularly important as they relate to a few of the established social work competencies listed below:

1. Professional Identity: Identifies as a professional social worker and conduct oneself accordingly.
2. Critical Thinking: Apply critical thinking to inform and communicate professional judgments.
3. Values and Ethics: Apply social work ethical principles to guide practice.
4. Organizational Context: Respond to contexts that shape practice.
5. Engagement: Engage with individuals, families, groups, organizations, and communities.

When reflecting upon the importance of preparing student interns to function as solid, ethical, social work professionals, it seems that supervision/discussion/consultation regarding the social work competencies is critical in navigating the challenges social media presents in practice.
APPENDIX D

Sample Evaluation Forms
Fall 2016 Gallaudet Department of Social Work MSW Combined Foundation Field Evaluation

This end-of-semester field evaluation measures how the student demonstrates the 31 CSWE practice behaviors.

For each item, you will be using the following scale to rate performance:
1 = This practice behavior has not yet emerged as expected
2 = This practice behavior is demonstrated at an emerging level of competence
3 = This practice behavior is demonstrated at a good level of competence
4 = This practice behavior is demonstrated at a very good level of competence
5 = This practice behavior is demonstrated at a high level of competence

Please note that an asterisk (*) = required response. The field instructor should complete and submit this electronic field evaluation AFTER meeting with the intern and consulting with the liaison.

The term "combined" in the title refers to students in school settings as well as community settings.
At the end of the document are 12 questions that need to only be answered for placements in *school settings*.

* Required

Student's name *

Field Instructor or Task Supervisor's Name *
This should be the name of the person completing the evaluation.

Field Practicum Site *
This is the name of the agency or school and, if appropriate, the specific program in which the student is interning.

Today's Date: *

Competency 1: Demonstrate Ethical and Professional Behavior

PBF1: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. *

1 2 3 4 5

PBF2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. *

1 2 3 4 5

PBF3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. *

1 2 3 4 5
PBF4: use technology ethically and appropriately to facilitate practice outcomes. *

1 2 3 4 5

PBF5: use supervision and consultation to guide professional judgment and behavior. *

1 2 3 4 5

Competency 2: Engage Diversity and Difference in Practice

PBF6: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. *

1 2 3 4 5

PBF7: present themselves as learners and engage clients and constituencies as experts of their own experiences. *

1 2 3 4 5

PBF8: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. *

1 2 3 4 5

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

PBF9: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. *

1 2 3 4 5

PBF10: engage in practices that advance social, economic, and environmental justice. *

1 2 3 4 5

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

PBF11: use practice experience and theory to inform scientific inquiry and research. *

1 2 3 4 5
PBF12: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. *

1 2 3 4 5

PBF13: use and translate research evidence to inform and improve practice, policy, and service delivery. *

1 2 3 4 5

Competency 5: Engage in Policy Practice

PBF14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. *

1 2 3 4 5

PBF15: assess how social welfare and economic policies impact the delivery of and access to social services. *

1 2 3 4 5

PBF16: apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. *

1 2 3 4 5

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

PBF17: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. *

1 2 3 4 5

PBF18: use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. *

1 2 3 4 5

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
PBF19: collect and organize data, and apply critical thinking to interpret information from clients and constituencies. *

1 2 3 4 5

PBF20: 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. *

1 2 3 4 5

PBF21: develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. *

1 2 3 4 5

PBF22: select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. *

1 2 3 4 5

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

PBF23: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. *

1 2 3 4 5

PBF24: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. *

1 2 3 4 5

PBF25: use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. *

1 2 3 4 5

PBF26: negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.*

1 2 3 4 5

PBF27: facilitate effective transitions and endings that advance mutually agreed-on goals. *
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

PBF28: select and use appropriate methods for evaluation of outcomes. *

PBF29: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. *

PBF30: critically analyze, monitor, and evaluate intervention and program processes and outcomes. *

PBF31: apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. *

COMPLETE ONLY IF INTERNSHIP PLACEMENT IS A *SCHOOL SETTING*

PBFSSW1: Advocate for students and their families to ensure that all students have equal access to enhance their academic program.

PBFSSW2: Demonstrate the ability to maintain timely, accurate, and confidential records that document school social work service, demonstrate outcomes, and promote accountability to the LEA (Local Educational Agency).

PBFSSW3: Apply ethical decision making skills while understanding the unique aspects of school social work and the needs of students, families, & communities they serve.
PBFSSW4: Demonstrate self-awareness, knowledge and practice skill, and continue to develop specialized knowledge and understanding about the school clients they serve.

1 2 3 4 5

PBFSSW5: Demonstrate a commitment to life-long learning to enhance knowledge and skills to provide the most current, beneficial, culturally appropriate services to students and their families.

1 2 3 4 5

PBFSSW6: Provide leadership in developing a positive school climate and work collaboratively with other school staff to promote respect and value differences.

1 2 3 4 5

PBFSSW7: Demonstrate specialized knowledge and understanding of the historical context of school social work, educational reform, educational laws and policies.

1 2 3 4 5

PBFSSW8: Advocate for policies that promote student and family’s well being and optimizes the opportunity to be successful in school.

1 2 3 4 5

PBFSSW9: Stay current with school based intervention research and use evidence informed practices in service delivery.

1 2 3 4 5

PBFSSW10: Conduct systematic assessment, data gathering at multiple levels using a variety of methods to assess the needs, characteristics and interactions of students, families, and school environment.

1 2 3 4 5

PBFSSW11: Demonstrate the ability to perform roles and responsibilities across a multi-tier framework within the educational mission of the school or district in which they work.
Thank you for completing this evaluation form!

PLEASE NOTE: This evaluation is actually sent out as a link to a live Google form. A similar form is completed at the end of each semester. Student learning contracts need to contain activities that enable students to explore, practice and master all 31 practice behaviors of professional social workers.

Gallaudet University Department of Social Work: Evaluation of the Field Program by Internship Supervisors

Dear Supervisors,

Once again, we are grateful for your willingness to participate in the field education of our students by serving as a field instructor or supervisor. The purpose of this survey is to gather your feedback about our field program and our department. Your candid input will help us to improve our curriculum and better support you in your work with our students.

* Required

Your name:
(We ask for identifying information so that we can improve our working relationship with you and your agency or school, but if you prefer to respond to the survey anonymously, you may do so.)

Today's date: *

Period of Internship *
  o  2012-2013 Fall and Spring
  o  2013 Spring only
  o  2013-2014 Fall and Spring
  o  2014 Spring only
  o  2014-2015 Fall and Spring
  o  2015 Spring only
  o  2015-2016 Fall and Spring
  o  2016 Spring only

Name of practicum site:
Please briefly describe your agency, the program(s) in which the intern worked, and the populations served. *

Type of intern *
- BSW
- MSW Foundation -nonschool
- MSW Foundation -school
- MSW Concentration -nonschool
- MSW Concentration -school

Field Days
On which days was the intern at the placement? *
- Mondays and Wednesdays
- Tuesdays and Thursdays
- Four days per week (typically Monday-Thursday)
- Other: □

How well did the field days fit your program needs? *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not a good fit at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How well did the field days meet the student's learning needs? *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments for this section:

Support from the field program
Did you attend the Social Work Department's orientation for field supervisors at the beginning of the academic year? *
- yes
- no
- NA-this was a spring-only foundation year placement for a student with advanced standing
- NA-this was a spring-only concentration year placement

Comments

If you could not attend the fall orientation, or this was a spring only placement, did the field program provide you with information before the student arrived? *
NA - I attended the orientation.

Comments

Overall, how would you rate the quality of support that you received from the field program? *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>unsatisfactory</td>
<td></td>
<td></td>
<td></td>
<td>very good</td>
</tr>
</tbody>
</table>

Did the field program provide clear expectations of you as a field instructor/supervisor? *

| yes | no |

Did the program create an environment where you felt comfortable to ask questions? *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td>very much so</td>
</tr>
</tbody>
</table>

Was the field program responsive to your questions? *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td>very much so</td>
</tr>
</tbody>
</table>

Comments for this section:

Documentation

Overall, were the program's expectations related to documentation reasonable? *

| yes | no |

Overall, were the field forms clear and easy to use? *

| yes | no |

The learning contract and plan was *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>very easy to understand and use</td>
<td></td>
<td></td>
<td></td>
<td>very difficult to understand and use</td>
</tr>
</tbody>
</table>

The process recording form was *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>very easy to understand and use</td>
<td></td>
<td></td>
<td></td>
<td>very difficult to understand and use</td>
</tr>
</tbody>
</table>

The field evaluation form *
### Preparation of the student

**Overall, how prepared was the student for a field placement?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td>very much so</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td>very much so</td>
</tr>
</tbody>
</table>

**How prepared was the student for a field placement with your agency or school?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td>very much so</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td>very much so</td>
</tr>
</tbody>
</table>

**How knowledgeable was the student about social work concepts and theories?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td>very much so</td>
</tr>
</tbody>
</table>

**How knowledgeable was the student in the area of policy related to social work?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td>very much so</td>
</tr>
</tbody>
</table>

**How prepared was the student for culturally competent social work practice?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td>very much so</td>
</tr>
</tbody>
</table>

**How prepared was the student for micro practice?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td>very much so</td>
</tr>
</tbody>
</table>

**How prepared was the student for mezzo practice?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td>very much so</td>
</tr>
</tbody>
</table>
How prepared was the student for macro practice? *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How prepared was the student for writing tasks associated with the practicum? *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please describe any curriculum changes you feel are needed to better prepare our students for field in general.

Please describe any curriculum changes you feel are needed to better prepare our students for an internship at your school or agency.

Would you accept an intern from this program again next year? *

- yes
- no

Comments for this section:

Thank you for making time to complete this survey. We truly value your input.
APPENDIX E

Student Corrective Action Plan Template
<table>
<thead>
<tr>
<th>Goal and Corresponding Competency</th>
<th>Specific Actions to Achieve Goals</th>
<th>Expected Behavior</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP 2.1.1 (sample) Improve professional conduct</td>
<td>• Student will practice self reflection through</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student will attend to her professional roles and boundaries by</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student will demonstrate professional demeanor through</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EP 2.1.2 (sample) Apply ethical principals to guide professional practice</td>
<td>• Student will manage personal values by</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student will resolve ethical conflicts through</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EP 2.1.3 (sample) Apply critical thinking and use professional judgment</td>
<td>• Student will develop effective communication with her supervisor through</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student will develop effective communication with colleagues through</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student will demonstrate professional demeanor through</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:

Student Signature

____________________________________________________
APPENDIX F

Incident Report Form
Field Education Incident Report Form

The attached incident report form should be used whenever a safety or ethical concern arises for either the student or agency participating in field education.

A safety incident is any occurrence that involves an individual’s physical or emotional safety in the course of conducting their duties and responsibilities in the field.

Ethical concerns involve any occurrence that is not in abidance with the practice procedures set forth by NASW, Gallaudet University, and other governing policy for the social work profession.

The form should be completed and forwarded to the Director of Field Education for follow-up as needed.

Reported by: ____________________________________________  Date: ____________

Date/time incident occurred: ________________________________________________

Student’s name (if applicable): ________________  Phone or Email: ________________

Name of agency: _________________________________  Phone or Email: ________________

Address of agency: _________________________________________________

Field Instructor: _________________________________  Phone or Email: ________________

Faculty Liaison: _________________________________  Phone or Email: ________________

Other witnesses/persons involved (if applicable):

Name: ____________________________________________  Phone or Email: ________________

Name: ____________________________________________  Phone or Email: ________________

Name: ____________________________________________  Phone or Email: ________________
Details of Incident

Presenting Problem of student/agency/liaison (please describe occurrence, concerns, and any actions taken):

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Signature______________________________________________  Date __________________

To be completed by the Director of Field Education:

Report received by:_____________________________________________  Date:____________

Actions Taken (include dates):

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Outcome and Plan:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Name: ___________________________________________ Date: __________

Title: ______________________________________________

Reviewed by Director of Field Education: ________________________________

Date Reviewed: _______________