



INDIANA UNIVERSITY

SCHOOL OF SOCIAL WORK

BACHELOR OF SOCIAL WORK

FIELD MANUAL

2015-2017

all students of the

Indiana University School of Social Work

(IUB, IUE, IUPUI, IUN, and IUSB Campuses)



Giving Hope and Changing Lives

*The mission of the IUSSW is excellence in education, research
and service to promote health, well-being,
and social and economic justice in a diverse world.*

Updated by:
Indiana University School of Social Work, December 2014

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SCHOOL OF SOCIAL WORK

INDIANA UNIVERSITY

Greetings from the Dean's Office!

The Indiana University School of Social Work celebrated its 100th anniversary in 2011. The School of Social Work is the oldest university-based social work education in the nation. Whether you are an agency-based Field Instructor, Faculty Liaison, or BSW student, we thank you for being a part of this rich tradition.

Throughout history, Field education has been identified as the primary component for student learning. The Council on Social Work Education (CSWE) has now identified field education as the *signature pedagogy* in social work education. This distinction places the field practicum experience as a primary vehicle for student learning of social work knowledge, values, and skills for professional practice. Additionally, a new emphasis on competency-based education and assessment provides us the opportunity to demonstrate the expertise of our BSW graduates as they progress into the practice world. The field practicum is a time of new learning for students, Field Instructors, Task Instructors, and faculty alike as the knowledge from the classroom is applied to the unique qualities of clients, whether they are individuals, families, groups, agencies, or communities.

We appreciate all your hard work and commitment in continuing the tradition of excellence in social work education. We wish you all the very best for a productive and enjoyable year.

A handwritten signature in black ink that reads "Michael A. Patchner".

Michael Patchner, Ph.D.
Dean

A handwritten signature in black ink that reads "Cathy King Pike".

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Chapter 1 BSW Curriculum

Indiana University Mission Statement

Indiana University is a major multi-campus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical, and technological education. Indiana University's mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to offer leadership in creative solutions for twenty-first century problems. Indiana University strives to achieve full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom.

Indiana University School of Social Work Vision and Mission

The Indiana University School of Social Work (IUSSW) strives to be *an exemplary university and community-based collaboration advancing social and economic justice, empowerment, and human well-being in a changing global landscape*. The mission of the IUSSW is *excellence in education, research and service to promote health, well-being, and social and economic justice in a diverse world*.

BSW Program Vision and Mission

The BSW vision and mission grow out of those of both Indiana University and IUSSW. The BSW Program's vision is to be a leader in preparing social workers for strengths-based generalist social work practice with vulnerable populations. The BSW Program is committed to high standards for educational delivery and achievement; the core values of the profession (service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence); diversity among students, faculty, and staff; and development, dissemination, and assessment of effective practices.

Reaffirmed in 2011, the Bachelor of Social Work Program's mission reads:

The education mission of the Bachelor of Social Work program of Indiana University is to prepare students for generalist social work practice with vulnerable people in Indiana and beyond and prepare graduates as critical thinkers and lifelong learners, who reflect a global perspective, recognize strengths, enhance opportunities, create change, and contribute to the empowerment of the people they serve.

Definition of Generalist Practice

The BSW program's mission statement speaks to the commitment to preparing generalist social work practitioners. The BSW Program defines generalist practice as follows:

Generalist social work practice focuses on improving the well-being of individuals, families, groups, organizations, communities and society by creating social change both within and among these social systems in a global context.

Grounded in the liberal arts, generalist social work practice utilizes research informed knowledge, professional social work values and ethics, and a core set of competencies transferable across a variety of social service practice settings. Generalist practitioners are educated to think critically as they engage, assess, intervene, evaluate practice outcomes, and engage in practice informed research. Generalist social workers respond to a variety of context and strive to protect human rights, promote social and economic justice, and provide culturally competent services.

Educational Goals

In keeping with its mission, the BSW Program has set forth five educational goals:

1. Prepare graduates for generalist social work practice within a global context.
2. Prepare graduates with a broad liberal arts foundation that emphasizes the development of critical thinking.
3. Prepare graduates to serve vulnerable people and to promote social and economic justice.
4. Prepare graduates with a foundation for lifelong learning, including graduate education.
5. Prepare graduates to engage in research informed practice and integrate technological advancements.

Educational Outcomes

The BSW Program's Educational Outcomes are derived from the Council on Social Work Education's (CSWE) competencies as articulated in the Educational Policy and Accreditation Standards document (CSWE, 2008). The BSW Program is evaluated based upon students demonstrating, at the point of graduation, the ability to:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social services.

9. Respond to contexts that shape practice.
10. Engage with individuals, families, groups, organizations and communities.
11. Assess with individuals, families, groups, organizations and communities.
12. Intervene with individuals, families, groups, organizations and communities.
13. Evaluate with individuals, families, groups, organizations and communities.

Practice Behaviors

The Baccalaureate Social Work program (BSW) prepares students for generalist social work practice. The program assists students in developing competence to exercise judgment and skill for intervention in practice with individuals, small groups, families, organizations, and communities. This equips the BSW practitioner with a diversified professional skill set that promotes working with people who are encountering challenges related to personal and/or social circumstances. Furthermore, the program prepares students for graduate education and lifelong learning for professional development. The core competencies identified by CSWE (2008) are operationalized through specific practice behaviors which guide the curriculum. Students demonstrate these behaviors in their senior practicum placement as well as through various assessment methods specific to each campus.

Upon completion of the Baccalaureate Social Work Program, graduates will demonstrate each of these specific practice behaviors.

Competency #1: Identify as a professional social worker and conduct oneself accordingly. This competency is operationalized as:

1. *Students identify, select, and appropriately fulfill multiple social work roles in their professional practice.*
2. *Students integrate learning from supervision and consultation for self-reflection and self-correction.*
3. *Students maintain professional relationships with colleagues and clients.*

Competency #2: Apply social work ethical principles to guide professional practice. This competency is operationalized as:

4. *Students apply standards of the NASW Code of Ethics to professional relationships and practice situations.*
5. *Students acknowledge and manage personal values to allow professional values to guide decision making and practice.*

Competency #3: Apply critical thinking to inform and communicate professional judgments. This competency is operationalized as:

6. *Students apply strategies of ethical reasoning to arrive at principled decisions.*
7. *Students identify, critique, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom, in assessment, prevention, intervention, and evaluation.*
8. *Students demonstrate effective oral and written communication in professional contexts.*

Competency #4: Engage diversity and difference in practice. This competency is operationalized as:

9. *Students actively seek supervision and engage in practice based on the unique situation of the client system.*
10. *Students identify interventions to address aspects of power and privilege.*

Competency #5: Advance human rights and social and economic justice. This competency is operationalized as:

11. *Students engage in practice that advances social and economic justice.*

Competency #6: Engage in research-informed practice and practice-informed research. This competency is operationalized as:

12. *Students use practice experience to inform scientific inquiry.*
13. *Students use research evidence to inform practice.*

Competency #7: Apply knowledge of human behavior and the social environment. This competency is operationalized as:

14. *Students apply knowledge of human behavior and the social environment to social work practice.*
15. *Students apply theoretical frameworks and apply appropriately in practice with clients.*

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social services. This competency is operationalized as:

16. *Students collaborate with colleagues and clients to develop and advocate for policies that advance social well-being.*

Competency #9: Respond to contexts that shape practice. This competency is operationalized as:

17. *Students take steps to initiate change and improve service delivery.*

Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Engagement

18. *Students use interpersonal and interactional skills to build and maintain rapport with client systems.*

Assessment

19. *Students conduct basic client system assessments including collecting, organizing, and interpreting client system information.*

Intervention

20. *Students will develop mutually agreed-upon goals, intervention and/or preventions strategies with client systems.*

Evaluation

21. *Students critically analyze, monitor, and evaluate interventions, transitions, and terminations.*

Field Education as the Signature Pedagogy

The process of moving from social work student to social work practitioner is facilitated by a systematic educational process that interconnects and creates synergy (application) between field and academic instruction. The Council on Social Work Education (2008) highlighted the importance of this process by describing field education as the “signature pedagogy” of social work education (p.8). The signature pedagogy is our profession’s primary mechanism of instruction, knowledge acquisition, and socialization of social work students. It is through this interplay of field and classroom that students synthesize and integrate social work theory and practice. The primary intention of this educational model is to purposefully connect the essential elements of the conceptual classroom with the diverse, complex practice settings of the social work profession. In order to facilitate student learning, the field education environment and experiences are systematically developed, supervised by competent practitioners, and then coordinated and evaluated to promote student achievement of BSW Program competencies and practice behaviors. The Council on Social Work Education (CSWE) has accredited the IUSSW BSW program since 1975. The CSWE (2008) Educational Policy and Accreditation Standards are included in the Appendices and may also be accessed at <http://www.cswe.org/File.aspx?id=13780>.

Description of Field Education and Courses

The practicum component of the BSW program is designed to ensure the integration of classroom information with experiences in the practice setting, thus providing the signature pedagogy. As students apply classroom learning in the field agency they gain the depth and breadth needed for competent social work practice which is evidence based. Concurrent field seminars and assignments related to field experiences enable students to think critically and to engage in research informed practice.

During the senior year, students in the undergraduate program engage in two practicum courses for developing competencies in generalist practice. Practicum courses are designed to provide learning experiences by engaging students in systems of various sizes in a field of practice. These courses are based on a strengths perspective model and they maintain a focus on the person-in-environment fit, with particular attention given to both the helping process and development of internal and environmental resources for social functioning. Competencies and practice behaviors identified by CSWE are assessed by the agency-based Field Instructor, Faculty Liaison and the student during the practicum courses.

Prior to beginning practicum courses, the BSW program requires students to complete S102, S141, S221, S251, S322, S331, S332, S352, and S371. Students in field practicum are required to take S423,

S433, S442, and S472 as pre- or co-requisites. Students MUST take field seminars S401 and S402 at the same time as their practica, S481 and S482.

BSW field placements are arranged by the BSW Field Coordinators on each campus in collaboration with the agency-based Field Instructor, Task Instructor (if assigned), pertinent agency personnel, and student. Field placements are developed to ensure opportunities to demonstrate the CSWE competencies and practice behaviors as well as the students' educational needs and practice preferences.

S481 Social Work Practicum I (4 credits) and S482 (4 credits)

Course Description and Place in the Curriculum

Field education provides the opportunity for social work students to demonstrate competency in practice, integrating knowledge, values and skills gained in the professional education curriculum. The first practicum experience in the Bachelor of Social Work program allows the student to develop and demonstrate beginning practice competency, laying the foundation for the final field experience (S482). S481 Social Work Practicum I builds upon the theoretical and experiential learning of both *S331 Generalist Social Work Practice I: Theory and Skills* and *S332 Generalist Social Work Practice II: Theory and Skills* both taught during the junior year. *S481 Social Work Practicum I* and *S482 Social Work Practicum II* afford the student an opportunity to make application of practice knowledge, values, and skills within an organizational structure of a human service agency. In the agency settings, students are expected to demonstrate beginning competency in working with clients, utilizing community resources, interacting with other professionals, and in functioning effectively within an organization. Furthermore, students are expected to identify and work to alleviate (at a beginning level) oppressive conditions in the lives of their clients.

As an essential complement to *S481 Social Work Practicum I* and *S482 Social Work Practicum II*, each student will participate in an integrative seminar course, *S401 Integrative Seminar I* (fall semester) and *S402 Integrative Seminar II* (spring semester), designed to assist the student to conceptualize his/her practice with the projected aim of professional integration. *S401* and *S402* Seminar activities are designed to be compatible with and supportive of the development of practice behaviors outlined in the competencies defined by the Council on Social Work Education (CSWE). **Students MUST take S401 and S481 concurrently in the fall and S402 and S482 in the spring (If students fail one or both of the S401 and S481/S402 and S482 courses and are allowed to reenroll in the BSW program, they will be required to successfully complete BOTH COURSES concurrently).**

The *S481 Social Work Practicum I* and *S482 Social Work Practicum II* placement is arranged by the BSW Field Coordinator in collaboration with the agency Field Instructor and the student. The placement is developed according to the student's educational needs, practice preferences, and field site availability. The student is at the practicum agency for 15 hours a week for the 16-week semester. A formal learning plan (S481 LET) is developed by the student and agency Field Instructor, and approved by the Faculty Liaison. It provides students the opportunity to demonstrate required practice behaviors through activities at the agency. Students complete a minimum of 240 hours of supervised practice in the agency.

The S482 practicum placement continues at the same agency as arranged for S481 with the student increasing the practicum time to 20 hours per week for the 16-week semester, with continued weekly

supervision from an approved agency-based Field Instructor. The learning plan developed by the student and agency-based Field Instructor, and approved by the Faculty Liaison in S481, is continued and updated to provide opportunity for students to demonstrate the requisite practice behaviors. Students complete a minimum of 320 hours of supervised agency practice during this semester experience.

S481 and S482 Social Work Practicum I and Social Work Practicum II
Course Objectives and Competencies

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to demonstrate the ability to:

1. [EP 2.1.1] Identify as a professional social worker and conduct oneself accordingly.
 - 1.1 Students identify, select and appropriately fulfill multiple social work roles in their professional practice.
 - 1.2 Students integrate learning from supervision and consultation for self-reflection and self-correction.
 - 1.3 Students maintain professional relationships with colleagues and clients.
2. [EP 2.1.2] Apply social work ethical principles to guide professional practice.
 - 2.1 Students apply standards of the NASW Code of Ethics to professional relationships and practice situations.
 - 2.2 Students acknowledge and manage personal values to allow professional values to guide decision making and practice.
3. [EP 2.1.3] Apply critical thinking to inform and communicate professional judgments.
 - 3.1 Students apply strategies of ethical reasoning to arrive at principled decisions.
 - 3.2 Students identify, critique, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom, in assessment, prevention, intervention and evaluation.
 - 3.3 Students demonstrate effective oral and written communication in professional contexts.
4. [EP 2.1.4] Engage diversity and difference in practice.
 - 4.1 Students actively seek supervision and engage in practice based on the unique situation of the client system.
 - 4.2 Students identify interventions to address aspects of power and privilege.
5. [EP 2.1.5] Advance human rights and social and economic justice.
 - 5.1 Students engage in practice that advances social and economic justice.
6. [EP 2.1.6] Engage in research-informed practice and practice-informed research.
 - 6.1 Students use practice experience to inform scientific inquiry.
 - 6.2 Students use research evidence to inform practice.

7. [EP 2.1.7] Apply knowledge of human behavior and the social environment.
 - 7.1 Students apply knowledge of human behavior and the social environment to social work practice.
 - 7.2 Students identify theoretical frameworks and apply appropriately in practice with clients.
8. [EP 2.1.8] Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
 - 8.1 Students collaborate with colleagues and clients to develop and advocate for policies that advance social well-being.
9. [EP 2.1.9] Respond to contexts that shape practice.
 - 9.1 Students take steps to initiate change and improve service delivery.
10. [EP 2.1.10] Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
 - 10a. **Engagement** – Students use interpersonal and interactional skills to build and maintain rapport with client systems.
 - 10b. **Assessment** – Students conduct basic client system assessments including collecting, organizing, and interpreting client system information.
 - 10c. **Intervention** – Students will develop mutually agreed-upon goals, interventions, and/or prevention strategies with client systems.
 - 10d. **Evaluation** – Students critically analyze, monitor, and evaluate interventions, transitions, and terminations.

S401 Integrative Practicum Seminar I (2 Credits)

Course Description and Place in the Curriculum

This course is designed to facilitate integration of material gained from previous junior and concurrent senior social work practice and theory courses with the realities of practice in the field as they occur in the student's practicum placement, S481 Social Work Practicum I. This course combines an exploration of social work practice with specific application to client situations. To allow students to fully explore issues and questions from the practicum experience, this course is taught in seminar format. Students are expected to share in the success of the seminar by presenting and sharing material from their practicum with seminar participants. The seminar is designed to enhance both collaborative and adult learning in that students are responsible to provide leadership in course activities.

BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to provide the opportunity for demonstration of the social work core competencies and practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate all ten of the EPAS competencies. However, emphasis is given to 2.1.1 (professional identity), 2.1.2 (values and ethics), 2.1.4 (diversity), 2.1.5 (human rights and social and economic justice), 2.1.6 (apply research), 2.1.8 (social policy), and 2.1.10 (a) and (b) (engaging and assessing practice).

S401 Integrative Practicum Seminar

Course Objectives and Competencies

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to demonstrate the ability to:

- 401-1 Participate in professional growth activities including personal reflection and self-correction. [EP 2.1.1]
- 401-2 Participate actively in the learning process and consultation to increase professional self-awareness. [EP 2.1.1]
- 401 -3 Analyze complex ethical dilemmas that occur in practice and apply models of ethical-decision-making to determine professional behavior in practice [EP 2.1.2].
- 401-4 Demonstrate understanding of and commitment to the standards of professional conduct and ethical practice according to the (2010) NASW Code of Ethics. [EP 2.1.2]
- 401-5 Apply critical thinking skills required for competent generalist social work practice. [EP 2.1.3]
- 401-6 Analyze knowledge of and commitment to the positive value of human commonalities and differences. [EP 2.1.4]
- 401-7 Analyze the forms and mechanisms of oppression and discrimination in order to advocate for social and economic justice. [EP 2.1.5]
- 401-8 Engage in research-informed practice with individuals, groups, and communities. [EP 2.1.6]
- 401-9 Analyze the knowledge of bio-psycho-social, spiritual, cultural, and political variables that affect clients and use theoretical frameworks to understand the interactions among and between person and environment. [EP 2.1.7]
- 401-10 Advance social and economic well-being through the analysis, development and advocacy of policy. [EP 2.1.8]
- 401-11 Analyze the agency context of generalist practice in terms of current impacts and future trends [EP 2.1.9].
- 401-12 Analyze engagement and assessment in the helping process of generalist social work practice utilizing interpersonal practice skills necessary for the provision of services to clients. [EP 2.1.10]

S402 Integrative Field Seminar

The second Integrative Field Seminar, like S401, is designed to help students integrate learning from both their course work and their field experiences. **Students MUST take S402 and S482**

concurrently: If students fail one or both of the S402 and S482 courses and are allowed to reenroll

in the BSW program, they will be required to successfully complete **BOTH COURSES** concurrently.

S402 Integrative Field Seminar (3 credits)

Course Description and Place in the Curriculum

This second semester of field seminar provides a continuing forum for the integration of academic learning with agency-based field placement. Taken as a co-requisite with S482 Field Practicum II, this course provides students with educational and administrative support to synthesize knowledge from all previous social work courses and the experiential learning from field, increases communication between student, liaison, agency, and provides opportunities for critical thinking in problem-solving practice challenges, utilizing collaborative conferencing with peers, and transitioning from student to social work practitioner. The seminar includes discussions on selected topics and issues related to the learning experiences in the field (both instructor- and student-initiated) with emphasis on student demonstration of core competencies for generalist social work practice. Through facilitated discussion, students learn about social work practice in various settings and assist each other in seeing the similarities and differences in applying generalist social work practice, knowledge, and skills across service delivery systems and practice methods.

BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate all ten of the EPAS competencies and serves as a capstone experience for the BSW curriculum. However, emphasis is given to 2.1.2 (values and ethics), 2.1.3 (critical thinking), 2.1.6 (research), 2.1.7 (human behavior and the social environment), 2.1.8 (social policy), 2.1.9 (community context) and 2.1.10 (c) and (d) (intervening and evaluating practice). This course serves as a capstone experience for the BSW curriculum where students demonstrate their competence in the social work practice behaviors.

S402 Integrative Field Seminar

Course Objectives and Competencies

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to demonstrate the ability to:

- 402-1. Participate actively in the learning process and collaborative consultation to increase professional self-awareness [EP 2.1.1].
- 402-2. Analyze complex ethical dilemmas that occur in practice and apply models of ethical-decision-making to determine professional behavior in practice [EP 2.1.2].
- 402-3. Apply critical thinking skills to make practice decisions which synthesize multiple aspects of client situations including theoretical knowledge, existing empirical research, community context, and the ethical base of the profession. [EP 2.1.3].

- 402-4. Apply research findings to inform agency-based practice with individuals, families, groups, communities and organizations [EP 2.1.6].
- 402-5. Synthesize knowledge of bio-psycho-social variables that affect individual development and behavior, and utilize theoretical frameworks to understand the interactions among individuals and between individuals and their environments and make practice decisions based upon that knowledge [EP 2.1.7].
- 402-6. Advance social and economic well-being through the analysis, development and advocacy of policy. [EP 2.1.8].
- 402-7. Analyze the community context of generalist practice in terms of current impacts and future trends [EP 2.1.9].
- 402-8. Synthesize the knowledge, values and skills of generalist social work to intervene and evaluate practice with systems of all sizes [EP2.1.10 (c) and (d)].
- 402-9. Synthesize knowledge and practice skills from all previous and concurrent courses to provide evidence of competence for generalist social work practice ([EP 2.1.1 through 2.1.10]).

Students are expected to develop, with their Field Instructors and Task Instructors, learning tasks and activities, which are uniquely related to the practice opportunities in their placement agency and which allow demonstration of the (CSWE) practice behaviors. In both practicum courses (S481 and S482), students are expected to have assignments that involve application of the strengths perspective and person-in-environment. Field instructors formulate work tasks and learning activities relevant to generalist practice. Students are required to have planned tasks and activities related to working with individuals/families, groups, and communities. Students are expected to gain skills in working with diverse populations and advocating for social and economic conditions.

Throughout the two semesters of practicum and the integrative practicum seminars, students will focus on all ten EPAS (CSWE, 2008) competencies that serve as the educational goals of the BSW program. They will also have demonstrated all practice behaviors that serve as the educational objectives of the BSW program, as evidenced by their final field evaluation and their campus-specific program assessment methods.

Statement of Required Hours in the Field

The two practicum courses described above provide students with a minimum of 560 hours of supervised field education. 240 hours are completed in the fall semester in the first field course, S481, Social Work Practicum I and 320 hours are completed in the spring semester field course, S482 Social Work Practicum II. Integrative seminars (S401 and S402) that are taken concurrently with the practicum courses do not count toward field hours since additional academic credit is awarded.

Chapter 2 Roles and Responsibilities in Field Education

Roles in Field Education

The successful completion of practicum course work relies upon the collaboration between the Indiana University School of Social Work, its BSW Programs, various field agencies, and practicum students. Each participant has clearly defined roles and responsibilities that accomplish the educational process. The behaviors of students, Field Instructors, and faculty must reflect commitment to professional practice standards. Responsibility to clients must remain primary in all efforts to achieve educational objectives. Consistent with this principle, students, faculty, Field Instructors, Task Instructors, and Faculty Liaisons are expected to abide by the (2010) National Association of Social Workers Code of Ethics.

GLOSSARY OF TITLES

Program Director

The Program Director provides leadership to all aspects of field instruction, as a primary aspect of the BSW curriculum.

Director of Field Education

The Director of Field Education serves as a statewide coordinator of administrative field functions.

Field Coordinator

Field Coordinators provide administrative support for all aspects of field education within their specific campus and/or assigned curriculum. Field Coordinators have primary responsibility for recruiting and assessing field placement agencies and Field Instructors, engaging students in the field planning process and assigning students to specific field placements. Field Coordinators often act as consultants to Faculty Liaisons, Field Instructors, agency directors and students in resolving field practicum difficulties.

Agency-Based Field Instructor

The agency-based Field Instructor provides field instruction and practice supervision to the practicum student at their placement site. The Field Instructor also evaluates the student performance and level of competency on practice behaviors.

Off-Site Field Instructor

An Off-Site Field Instructor provides educational supervision to the practicum student when there is not an agency-based Field Instructor available. This position carries the same responsibilities as an Agency-Based Field Instructor and also consults regularly with the Task Instructor, if one is assigned by the agency.

Task Instructor

In some placement sites, the Field Instructor assigns or is assisted by other agency staff member/s in aspects of the supervision and/or training of the student in service delivery.

Faculty Field Liaison

The Faculty Liaison provides consultation to Field Instructors and students to ensure integration between classroom and field. The Faculty Liaison is in a strategic position to enhance communication regarding curriculum matters, field learning opportunities, new developments and demands of practice, and new projects undertaken by the School of Social Work.

Responsibilities of the School of Social Work

Field Education Responsibilities and Roles

The successful completion of practicum course work relies upon the collaboration of the BSW program, field agencies and students. Each participant has clearly defined roles and responsibilities that accomplish the development of requisite competencies for BSW-level generalist practice. The behaviors of students, Field Instructors, and faculty must reflect commitment to professional practice standards. Responsibility to the well-being of clients must remain **PRIMARY** in all efforts to achieve educational goals and objectives. Consistent with this principle, students, faculty, Field Instructors, and Faculty Liaisons are expected to abide by the NASW (2010) Code of Ethics.

Responsibilities of the BSW Program

Consistent with the mission and vision of the BSW program, the BSW Curriculum Committee is responsible for providing the conceptualization and implementation of the BSW curriculum implemented on all campuses. As it relates to field instruction, the respective BSW Program Directors provide educational leadership and oversee the quality of implementation of the field practicum curriculum at all campuses.

The BSW program assumes the following responsibilities to assure quality field experiences for students:

1. Recommends and assigns students for placement and provides relevant information regarding students to field agencies.
2. Implements field assessment methods as determined by the BSW Committee.
3. Provides orientation meetings for both students and Field Instructors to review curriculum and practicum expectations.
4. Disseminates information, evaluation forms, and other relevant materials for the practicum experience to both participating students and agency personnel involved in field education.
5. Provides social work professional liability insurance coverage to all students registered in a practicum course.
6. Assigns a Faculty Liaison who will engage with the agency in agency contacts and communications, approve and monitor the (S481) and (S482) Learning and Evaluation Tool (LET), maintains a productive working relationship with the student and Field Instructor, and evaluates the student's performance, learning opportunities, and quality of field instruction.
7. Determines whether a student is demonstrating the designated competencies and practice behaviors through the assessments of the Faculty Liaison and the Field Instructor.

Multiple roles are involved in the personnel of the BSW program to fulfill the above responsibilities. These include the **BSW Program Director, the IUSSW Director of Field, the Field Coordinator** and the Faculty **Field Liaison**.

BSW Program Director

There is a designated BSW Program Director on each of the five IU campuses which offer the BSW program. Responsibilities for this position, as they relate to the field curriculum, are to:

1. Provide leadership in the design and enhancement of field instruction.
2. Assure that field education meets CSWE Accreditation Standards.
3. Oversee the quality and quantity of field instruction provided in field agencies.
4. Collaborate with other campus directors to oversee the organization, planning, and implementation of field policies, procedures, standards and protocols.
5. Facilitate communication and working relations among the BSW Field Coordinators.
6. Collaborate with other campus directors to oversee the development and implementation of assessment mechanisms to evaluate the outcomes of field instruction.
7. Collaborate with other campus directors to oversee the development and production of the field manual and other system-wide field materials.
8. Support and provide assistance, as needed, to the Field Coordinator in carrying out delegated responsibilities and securing necessary resources.
9. Link appropriate faculty to service requests from agencies (such as seminars, in-service education, research, or program evaluation).
10. Provide consultation as needed to Faculty Liaisons.
11. Oversee the implementation of training sessions for Field Instructors and orientation meetings for students and Field Instructors.

Director of Field Education (located on IUPUI campus)

The responsibilities of the Director of Field Education include but are not limited to:

1. Secure and maintain Affiliation Agreements from all agencies within which IUSSW students are placed for practicum at the BSW and MSW levels.
2. Maintain contact with legal and other authorities of Indiana University to assure currency of language in Affiliation Agreements.
3. Establish procedures to document the adequacy of a field site before an Affiliation Agreement is finalized.
4. Collaborate with Field Coordinators to design, and update, a Field Instructor training curriculum for use statewide.

5. Manage the processes for professional liability insurance in field education for students and faculty.

Field Coordinator

Each campus has a designated Field Coordinator(s). The responsibilities of the Field Coordinator(s) are to:

1. Recruit, assess and recommend field practicum agency sites and Field Instructors/Task Supervisors.
2. Plan and implement Field Instructor trainings, using the adopted School curriculum for such trainings, collaborating as necessary with directors and Field Coordinators around the state.
3. Provide information to students regarding field placement opportunities consistent with core coursework.
4. Engage students in the field planning process and place students in specific field sites.
5. Plan and implement orientation sessions for students entering into the field.
6. Provide relevant student information, via written and verbal communication, to liaisons and Field Instructors prior to the beginning of the practicum.
7. Review student employment-based petitions and make recommendations to the respective BSW Program Director.
8. Review student petitions relating to placement exceptions (e.g., duplication of Field Instructor/field instruction agency) and make recommendations for exceptions to the respective BSW Program Director.
9. When necessary and appropriate, assist Faculty Liaisons, Field Instructors, and students in preventing and resolving field related difficulties.
10. Coordinate field activities with student services activities on their respective campuses or statewide if necessary (for example, orientations and special events).
11. Collaborate with the BSW Curriculum Committee, Program Director, Director of Field, and the Associate Dean of IUSSW in the development and implementation of field instruction evaluation instruments and in the compilation of evaluative reports.
12. Contribute to ongoing review and update of field instruction manuals, forms, website, and other relevant informational media.
13. Perform related assignments as deemed necessary by the Dean or Associate Dean of the IUSSW for reaffirmation of accreditation of the School's programs and to ensure the quality of field instruction meets the standards of the Council on Social Work Education.

14. Maintain, in collaboration with field support staff, student field files, databases, and records of communication.

Faculty Field Liaison

The Faculty Liaison is a faculty role designed to facilitate integration between the academic and field curriculum. With the inclusion of field seminars designed to integrate coursework and field, every effort is made to assign the instructor for the field seminar as the Faculty Liaison.

The responsibilities of the Faculty Liaison are to:

1. Provide consultation to Field Instructors about the BSW curriculum and the educational planning for assessment of student mastery of core competencies.
2. Arrange planned contacts during the semester with Field Instructors and students, at least one of which is a visit to the agency, to discuss students' progress and assess learning opportunities. Additional conferences are scheduled as needed.
3. Respond promptly to Field Instructors and students to problem-solve and implement changes in student field practice and field teaching when appropriate.
4. Provide feedback regarding progress in student learning and practice competence through discussion with the student and the Field Instructor.
5. Provide consultation to Field Instructors concerning student performance in the field practicum as needed.
6. Review and approve the student's (S481 & S482) Learning and Evaluation Tool (LET) ensuring learning activities and tasks provide the student opportunities to demonstrate (CSWE) core competencies and practice behaviors.
7. Record final grade for S481/401, S482/S402.
8. Assess the quality and effectiveness of field instruction in the practicum site.
9. Communicate with the BSW Field Coordinator and Program Director about developments, progress and challenges in field instruction experienced by instructors and students.

Responsibilities of the Field Agency

Criteria for Agency Selection

Field education at the baccalaureate level is a collaborative endeavor between the BSW program and community agencies in the education of students for generalist social work practice. Through appropriate learning experiences in the agency, students have the opportunity to apply knowledge as well as acquire professional skills useful in working with individuals, families, groups, organizations, and communities. At the same time, students contribute to the delivery of services and share their classroom learning with the agency staff. Given the importance placed upon practicum course work, the BSW program sets the following *criteria for agency participation*:

Commitment by Agency to Professional Practice

- An agency used for field education should maintain social welfare service as a recognized function of the agency or have planning, coordinating, and/or advocacy activities relevant to providing or improving human services.
- The agency should have identification with the purpose, program, and professional standards of appropriate accrediting bodies where such bodies exist.
- Agency philosophy and practice should be congruent with social work competencies and afford the student a positive learning experience. The board of directors and the agency's executive officer must be in full accord with the use of the agency for education of students from the BSW program.
- Agency policies and practices should stimulate the professional growth of its workers and encourage staff membership and participation in appropriate professional organizations.

Released Time of Staff Member for Field Instruction

- The agency should support the Field Instructor by adjusting the work load in order to supervise and teach students, prepare periodic written reports for the BSW program on students' progress, attend periodic field meetings, and confer, as needed, with the appropriate BSW program faculty and staff.

Nature of Field Assignments

- The agency should be able to provide a range of learning experiences consistent with the service functions of the agency, the students' learning needs, and the demonstration of the CSWE core competencies.
- Agency-based learning experiences should include opportunities for students to work with diverse populations and more than one client system size (individual, families, groups, community, and/or the organization).
- Practicum sites should include opportunities to integrate and consolidate learning from all areas of the curriculum and to develop relevant skills for generalist practice. In the event that an agency is not able to provide full generalist practice experiences, the student will be required to have these experiences in other ways with the assistance and direction of the Field Instructor.

Nondiscrimination

- Agency policies and practices must be nondiscriminatory in the provision and delivery of services, in the employment of personnel, and the acceptance of students for placement. Agency policies of nondiscrimination must be parallel to that of the NASW Code of Ethics.

Physical Facilities

- Agencies are encouraged to provide the student with adequate physical facilities (desk, chair, telephone, private interviewing space, etc.), and sufficient technology to accomplish assigned tasks. For example, if a student is expected to electronically document in a medical record, than a student would need computer access.

Student Expenses

- The agency is encouraged to reimburse students for expenses incurred while providing service to agency clients. For example, mileage and travel as appropriate.

Criteria for Selecting Agency-Based Field Instructors

While the selection of the Field Instructor involves collaboration between the agency and the BSW program, the final appointment remains with the BSW program. In addition, the BSW Field Coordinator is responsible for overseeing the work of Field Instructors to determine ongoing compliance with the field education policies. The following criteria have been established to ensure appropriate Field Instructor selection:

1. The individual appointed as Field Instructor for S481 Social Work Practicum I and S482 Social Work Practicum II will have: (1) an MSW from an accredited school of social work, with a minimum of one year post-MSW social work experience desirable, and a demonstrated competence in practice or (2) a BSW from an accredited social work program and a minimum of two years post-BSW social work experience.
2. The individual appointed as the Task Instructor for S481 Social Work Practicum I and S482 Social Work Practicum II may have a degree other than a social work degree but has sufficient experience as a human services provider. In order to ensure the student's learning experiences are rooted in the social work perspective, the assigned agency-based Field Instructor is responsible for providing a generalist social work focus to the practicum experience and for assisting the Task Instructor with field teaching when appropriate.
3. This individual should have knowledge of and conviction about the School's mission and the BSW program mission, goals, and objectives, and a commitment to the education of undergraduate students and practice with at-risk populations.
4. The individual must be ready to assume a teaching role, which includes the ability to 1) link theory to practice, 2) develop and structure learning experiences which take into account individual student learning needs and patterns, 3) assist the student in expanding knowledge beyond the scope of the practicum setting, 4) aid the student in the reflection processes of professional supervision, 5) provide feedback and suggestions to enhance the student's learning, and 6) evaluate and document the student's performance.
5. This individual should have the ability to objectively handle disagreement and conflict that may arise between the agency and the student(s).
6. The Field Instructor should be willing to devote sufficient time to carry the responsibilities of field instruction and to work closely with the BSW program. This work includes weekly

conferences with the student(s), preparation of written assessments and evaluations for the BSW program on students' progress; attendance at periodic BSW program meetings with other Field Instructors and faculty.

Responsibilities of the Field Instructor

The responsibilities of the Field Instructor are to:

1. Provide a professional model of generalist social work practice within the agency that is consistent with the NASW (2010) Code of Ethics.
2. Individualize student learning tasks and activities based on student learning needs, CSWE social work practice behaviors, and the mission of the practicum agency.
3. Provide guidance and assistance to students in completing the (S481) or (S482) Learning and Evaluation Tool (LET).
4. Orient students to agency policies and procedures as they relate to work management including dress code, attendance, record keeping, intake and referral, transfer, and termination of clients.
5. Facilitate student understanding and adherence to responsible and ethical conduct at the practicum.
6. Actively assist the students in understanding agency's general liability, risk management, health, and safety policies.
7. Provide educational supervision. It is expected that the Field Instructor will meet with each student for a minimum of one hour per week to review work performed, assist the student in conceptualizing the issues inherent in learning experiences, articulate thoughts and reactions, and facilitate the integration of coursework and field learning experiences.
8. Provide feedback on student Process Recordings and other written products produced in the field.
9. Inform the Faculty Liaison immediately in the event concerns arise in the student's performance and provide the appropriate documentation.
10. Attend and participate in the field orientation and in periodic trainings with other Field Instructors organized by the BSW program.
11. Confer periodically with the Faculty Liaison.
12. Assess students' progress in achieving competency by completion of evaluative methods provided by the S481/S482 LET.

Off-Site Field Instructor

In cases when there is no Field Instructor available at an agency, the BSW Program will identify an off-site Field Instructor to provide supervision. The off-site Field Instructor will perform the same duties as an Agency-Based Field Instructor: they will meet with the student for a minimum of one hour per week as well as with agency representatives, provide supervision and review LET assignments and process recordings. They will approve LETs and rate the student on the final evaluation along with Task Instructors at the agencies.

Responsibilities of the Task Instructor

The responsibilities of the Task Instructor are to:

1. Facilitate a professional model of practice within the agency that is consistent with the NASW (2010) Code of Ethics.
2. Help the student understand and adhere to responsible and ethical conduct in the practicum.
3. Actively assist the students in understanding agency's general liability, risk management, health, and safety policies.
4. Orient students to the agency policies and procedures as they relate to work management including dress code, attendance at meetings, record keeping, intake and referral, transfer, and termination of clients.
5. Attend and participate in the field orientations and in periodic trainings organized by the BSW program.
6. Collaborate with the Field Instructor on the development of learning activities and the evaluation of the student.

Responsibilities of Students

As a vital component of the field practicum process, the student will:

1. Conform to the standards and practices established by the BSW program for the practicum course including adherence to the Code of Ethics (2010) of the National Association of Social Workers.
2. Demonstrate professional behavior in their practice, classroom, and other settings.
3. Follow the administrative policies, standards, and practices of the agency.
4. Comply with the Patient Confidentiality and the Health Insurance Portability and Accountability Act (HIPAA). Students shall follow all policies and procedures of the agency, including those governing the use and disclosure of individually identifiable health

information under federal law, specifically 45 CFR parts 160 and 164. Solely for the purpose of defining the students' role in relation to the use and disclosure of agency's protected health information, such students are defined as members of the Agency's workforce, as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, such students are not and shall not be considered to be employees of the Agency. In addition, University agrees that a student's breach of Agency's policies concerning confidentiality shall be grounds for student discipline by the University, including dismissal from the program and/or removal from the agency.

5. Complete practicum hours over the course of the entire semester. Be present at the agency throughout the entire academic semester as outlined in the BSW Field Calendar. Schedule of hours at the agency should maximize practicum-learning experiences. With permission from the BSW Field Coordinator in consultation with those assigned to oversee the practicum experience a student's practicum may be extended for compelling reasons.
6. Notify the Field Instructor when ill or faced with a personal emergency and develop a plan to make up the time and/or missed assignments. Studying for a test or working on papers is not considered an emergency to be absent from the practicum.
7. Demonstrate a readiness to learn and become involved in all appropriate aspects of the field experience to complete course objectives.
8. Engage in on-going self-evaluation by identifying specific strengths and learning needs, and completing the Learning Evaluation Tool.
9. Assume an active role in the learning process including preparation for and openness to field instruction related conferences and conferences with the Faculty Liaison and Field Instructor.
10. Complete all documentation in keeping with agency and field practicum expectations.
11. Discuss field placement concerns such as those related to the assigned Field Instructor and field agency with the Faculty Liaison or BSW Field Coordinator. Should the student be dissatisfied with the outcome, the student may discuss the situation further with the respective campus BSW Program Director.

Student Professional Expectations in Field Education

Social Work Practicum Code of Conduct

Social work students are expected to adhere to the standards and ethics of the (2010) National Association of Social Workers Code of Ethics and the standards of the Council on Social Work Education. Prior to beginning practicum placement courses (S481 and S482), students are expected to review the entire NASW (2010) Code of Ethics in preparation for ethical practice and review/sign the IUSSW BSW Social Work Practicum Code of Conduct statement indicating an understanding of and commitment to adhering to the Code. **Ethical violations during practica can result in discontinuation of practicum placement and/or failure of the course.** In addition, ethical violations can result in possible legal/civil actions apart from university consequences.

Guidelines on Confidentiality

When students begin their field placements or are involved in any other activities in which they have direct client contact, they must accept the responsibilities of a practicing professional. This professional practice includes adherence to the principles of confidentiality. The following statements are designed to protect client anonymity, and to assist students in knowing how to handle privileged information responsibly. Students should review the NASW Code of Ethics section on Confidentiality and Privacy (II.H.1-5).

1. Students must become familiar with and follow confidentiality policies of the agencies in which they are placed or in which they have client contact.
2. No identifying information regarding specific clients, their families and/or other significant persons is to be revealed outside of the agency. Within coursework, students will use pseudonyms or third person references in all oral presentations and written assignments (process recordings, journals, logs, case studies, etc.). No client information or situations should be shared in any courses outside the School of Social Work.
3. Identifying information includes names, addresses, telephone numbers and any background information by which clients might be identified.
4. For community or professional presentation or for written material distributed outside of a class, students must alter case information to eliminate identifying information.
5. Students are responsible for the protection of any professional information or records they might have in their possession.
6. Students should not remove records containing privileged information from their placement site.
7. When in doubt about the integrity of any confidentiality issue or practice, students should feel free to seek consultation and advice from field facilitators, Field Instructors and social work faculty.

Adapted from Ursuline College, Ohio
Social Work Department

Dual Relationships

IUSSW adheres to pertinent standards in the NASW Code of Ethics concerning dual relationships and conflicts of interest. In addition, in field instruction, dual relationships may occur when a Field Coordinator, Field Instructor maintains a relationship with a student(s) in more than one area, whether it is professional, in the classroom, or social. Dual or multiple relationships can occur consecutively. So a previous social work course instructor may now be the Field Instructor for a student in the agency where he or she works full time. In such a case, the student and the Field Instructor need to discuss the relationship and clarify boundaries as per Standard 3.02(d) below.

According to the NASW Code of Ethics:

Standard 1.06(a) Social Workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. . .

Standard 1.06(c) Social Workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the clients in which there is a risk of exploitation or harm to the client. . .

Standard 3.02(d) Social Workers who function as educators or field educators for students should not engage in any dual or multiple relationships with students in which there is risk of exploitation or potential harm to student. Social Work educators and Field Instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries. (NASW, 2010).

If in any aspect of field education the potential of a dual relationship exists, the student or Field Instructor should notify the advisor/liaison or the BSW Director.

Chapter 3 Field Practicum Policies and Guidelines

Student Coursework and Preparation for Field

The curriculum for the BSW degree consists of a minimum of 120 credit hours provided through required and elective courses. Of these 120 credit hours, 42-45 credit hours are devoted to general/supportive liberal arts courses and 52 credit hours to social work courses. The remainder of the required credit hours is earned through elective courses. Students are free to select elective courses of their choice.

The BSW program is offered on five IU campuses: Bloomington, East, Indianapolis, Northwest, and South Bend. Students in the BSW program must successfully complete all freshman, sophomore and junior social work courses and achieve senior standing, as defined by the program, before enrolling in the senior year course work, including the S481 practicum.

For more information, please see the BSW Student Handbook.

Student Readiness for Field Education and Field Pre-Placement Processes

Student readiness to begin the field education component of the program includes the accomplishment of a) curricular benchmarks, b) successful completion of field pre-placement processes including the completion of the BSW Application for Field Placement, c) placement interviews, and d) attending the student field orientation.

Curricular benchmarks: Prior to beginning practicum courses, the BSW program requires students to complete S102, S141, S221, S251, S322, S331, S332, S352, and S371. Students in field practicum are required to take S423, S433, S442, and S472 as pre- or co-requisites. Students **MUST** take field

seminars S401 and S402 at the same time as their practica, S481 and S482. Students may have no more than one Incomplete in any course prior to beginning the field courses.

Field pre-placement processes: The pre-placement processes begin in the student's junior year in the program. Pre-placement field processes include, but are not limited to, attending practicum information sessions held by field faculty, completing documentation requirements such as the BSW Practicum Application and Background History Addendum, development of a resume to be used in the agency interview process, and the completion of pre-placement interviews with the Field Coordinator to discuss placement particulars. Once a placement is identified as an appropriate match for the student's interests and learning needs, the student must complete a practicum interview with the agency-based Field Instructor and be confirmed by the agency and BSW Field Coordinator, in the form of placement agreement or placement confirmation letter. The final step is the completion of Student Field Orientation which is mandatory for all students entering field practice.

Student Field Orientation: It is expected that all BSW students complete the Student Field Orientation *prior* to having any client contact in the field placement agency. As a component of student field orientation, students are provided a copy of the **Social Work Practicum Code of Conduct**. Social Work students are expected to adhere to the standards and ethics of the NASW (2010) Code of Ethics and the standards of the Council on Social Work Education. Prior to beginning practicum placement courses (481 and 482), students are expected to review the NASW (2010) Code of Ethics in preparation for ethical practice and review/sign the IUSW Social Work Practicum Code of Conduct statement, indicating the student's understanding of his/her commitment to adhering to the Code. **Ethical violations during practicum may result in discontinuation of the practicum placement and/or failure of the course.** In addition, ethical violations can result in possible legal/civil actions apart from university consequences.

Incomplete Course Work

No BSW student can enter a field practicum with more than one Incomplete ("I") in any social work course that is a prerequisite or co-requisite to the practicum course. However, if a student has received an Incomplete in *S481 Social Work Practicum*, *S401 Integrative Field Seminar*, or in *S423 Generalist Social Work Practice II: Knowledge and Skills* or *S442 Integrated Practice/Policy Seminar*, the student **will not be allowed** to begin *S482 Social Work Practicum II* and *S402 Integrative Field Seminar*.

Use of Employer as a Practicum Site

A student's place of employment is not used as a practicum site at the BSW level except when requested under conditions of extreme hardship and/or special circumstances. Determination of the appropriateness of the placement based on NEW learning experiences, opportunities to meet all course competencies, and all other field requisites is the responsibility of the BSW Field Coordinator in consultation with the BSW Program Director. In order for the practicum to have substantial NEW learning opportunities, it must reflect activities and experiences that are different from the student's present work scope and the practicum and employment supervision must be provided by separate individuals to minimize conflict of interest and avoid dual relationships. In this placement site, the student must be able to advocate for policies that are relevant to the placement in order to enhance the social well-being of clients and be able to collaborate with agency personnel and clients for policy action

that is effective. It should be noted that according to the Council on Social Work Education (CSWE, 2008) “*To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment*” (p. 10).

The steps to pursue an employment-based placement are as follows:

1. The student, proposed Field Instructor, and the agency Employment Supervisor should complete the BSW PETITION FOR EMPLOYMENT-BASED PRACTICUM (see Appendices) to complete and return to the campus Field Coordinator for review.
2. The BSW Field Coordinator and BSW Program Director review the petition and, if needed, may ask for additional information.
3. The Field Coordinator, in consultation with pertinent field team members reviews the petition and determines approval or denial. The Field Instructor/Facilitator and Employment Supervisor will need to sign before the document will be approved.
4. The student is notified of the final decision.

International Placements

Human rights and global justice can be pursued through international field placement opportunities for BSW students. Since 1979, IUSSW has had affiliations with many social service organizations outside of the United States for field education experiences. Students may elect to do their S482 Practicum in an international setting. This arrangement will refine advanced planning to coordinate between a local placement for S481 and the international site for S482. Such placements are initiated when the student indicates interest in an international placement on the Practicum Application. Then, the student submits a *Petition for International Placement* (see Appendix for Petition form) to the campus Field Coordinator. International field placement is dependent on the outcome of review and approval from IUSSW and Indiana University study abroad offices. Students interested in such placements should make their interests known at least six months in advance to allow for the time necessary for the petition and placement planning process. International placements typically occur during the spring semester. Students must be ready to assume all costs associated with an international placement. Agency and Field Instructor qualifications are equivalent to those of an Indiana or United States based placement. The IUSSW Field Placement Program is approved by the Indiana University Committee on International Programs and supported by the Office of International Affairs at IUPUI.

Student Academic Files

An academic file is created and maintained for each social work student to facilitate the advising process. The 481 and 482 LET becomes part of the student’s academic file. All student files are confidential. Students can request to review their student files from the BSW Program Director or her/his designee on each campus. The perusal of the file will take place in the presence of the Program Director or her/his designee. In the case where a student transfers from one campus to another, the academic file follows the student. For specific information on federal guidelines regarding student record confidentiality (FERPA), see Appendix H of the BSW Student Handbook.

Sex Offender Screening Policy

Policy Statement - It is the policy of the School of Social Work that no applicants or students who have been convicted of sex offenses against children shall be eligible for admission or continuation in the BSW, MSW, or Ph.D. programs.

University Procedure - The Office of the Registrar is responsible for running a report every semester against the state's Sex Offender Registry and notifying the School of anyone who appears on the Registry.

IUSSW Procedure

Applicants and Transfer Students - Applicants will be asked to self-report any history of Sexual Offenses against children. Any applicant or transfer student whose name is on the Registry will be ineligible for admission or transfer and shall be notified.

Continuing Students - Any continuing student whose name appears on the Registry during the time of matriculation, or who has been convicted of an offense, for which the student can be listed on the Registry, shall be ineligible for continuation in the program.

Notice - The School Bulletin shall include a statement giving notice to potential applicants that criminal convictions may render persons ineligible for admission.

Non-exclusive Policy - Nothing in this policy shall be deemed to preclude the School from taking other appropriate action in such cases, or in the case of applicants or students involved in other conduct or criminal activities not covered in this policy.

Right to Appeal - Any applicant or student already admitted to one of the IUSSW programs who is deemed ineligible for admission or continuation based upon a record of criminal conviction may appeal to the Dean of the School for reconsideration if she/he believes there are extenuating circumstances that might mitigate the findings. The Dean will appoint a review panel, of three full time faculty members to consider the student's appeal. The review panel, in consultation with the office of University Counsel, will consider all pertinent information and make a ruling which shall be considered final.

Criminal Offense Screening - Many agencies require a criminal check for all employees, volunteers, and practicum students working in the agency. The student is responsible for the expenses of these checks. This background check is mandated for the protection of the clients in some agencies and they may reimburse students or pay for these checks. Results of the criminal check will be discussed with the student. If the student has a record, the agency will make a decision on the type of offense and whether the student can proceed with the practicum. The School of Social Work cannot guarantee placement in a practicum. If unable to identify an agency willing to accept a student based off of his or her criminal history, the student will not be able to graduate.

Support Services for Students with Disabilities

Each campus has an office that coordinates support services to students with physical and mental challenges. Students with disabilities include individuals who are hearing impaired or deaf, visually impaired or blind, learning disabled, orthopedically disabled, medically disabled, learning disabled, temporarily disabled or disabled as veterans. Medical disabilities include persistent illnesses, traumatic

injuries, emotional disorders, and recovery from substance dependency. Disability support services assist students in achieving their academic goals by enhancing their existing strengths and abilities. Accommodation cannot be made until the student has documented the need for services. That is, a student must file the appropriate forms and supporting information with the office, such as test results; evaluations by medical doctors, psychiatrists, social workers, psychologists; high school teachers; principals; counselors and/or appropriate service agencies. Students should register at the start of their college coursework. Students who discover disabilities while in college may document their disabilities even up to their final semester at Indiana University. It is also recommended that the student make an appointment with the BSW Field Coordinator to discuss any issues and/or needs related to planning for social work practice for the field practica.

Students may call the campus office for detailed information about the services provided for students with disabilities

Campus	Office	Location	Phone
IUPUI	Office of Equal Opportunity	UN 117	317- 274-2306
IUB	Office of Disability Services for Students	Franklin Hall Room 006	812- 855-7578
IUE	Student Support Services	Hayes Hall (Hy) 064	765-973-8310
IUN	Office of Student Support Services	239 Hawthorn Hall	219-980-6798
IUSB	Office of Disability Support Services	AI 113	547-520-4832

The BSW program at all campuses strives to maintain a close relationship with their respective disability support service office to support students with disabilities to successfully achieve their academic goals. After documentation has been provided the BSW program works with the campus disability support service office, the student, and the agency to develop a plan for making reasonable accommodations.

Non-Discrimination

Based on the tradition of the social work profession, and consistent with Indiana University’s Equal Opportunity Policy, the Indiana University School of Social Work affirms and conducts all aspects of its teaching, scholarship, and service activities without discrimination on the basis of race, color, gender, socio-economic status, marital status, national or ethnic origin, age, religion/creed, disability, political and/or sexual orientation.

The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is celebrated as strength. This perspective is demonstrated by the composition of its faculty and student body, curriculum content, recruitment and retention activities, participation in University committees dealing with oppressed populations, numerous service activities, including advocacy on

behalf of the disadvantaged, selection of field practicum sites, and School policies related to promotion and tenure of its faculty.

Both Field Instructors and placement settings are included in the University Policy on Non-Discrimination since they are educational partners of the IU School of Social Work.

Policy Against Sexual Harassment

By Action of the Trustees of Indiana University

Harassment on the basis of sex is a violation of federal and state law. Indiana University does not tolerate sexual harassment of its faculty, staff or students. Individuals who believe they are the victims of sexual harassment, as well as those who believe they have observed sexual harassment, are strongly urged to report such incidents promptly. Indiana University will investigate every sexual harassment complaint in a timely manner and, when there is a finding of sexual harassment, take corrective action to stop the harassment and prevent the misconduct from recurring. The severity of the corrective action, up to and including discharge or expulsion of the offender, will depend on the circumstances of the particular case.

Once a person in a position of authority at Indiana University has knowledge, or should have had knowledge, of conduct constituting sexual harassment, the university is exposed to liability. Therefore, any director, supervisor, manager or faculty member who is aware of sexual harassment and condones it, by action or inaction, is subject to disciplinary action.

A. Definitions

Following federal guidelines, Indiana University defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;
2. submission to or rejection of such conduct by an individual is used as the basis of for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or learning environment.

B. Application

This University policy is designed to protect all members of the University community. It applies to relationships among peers as well as to superior/subordinate relationships. It also applies to all individuals, regardless of their gender or sexual orientation.

C. Provisions

1. Faculty, staff and students have the right to raise the issue of sexual harassment. Further harassment against complainants or retaliation against complainants or others who participate in the investigation of a complaint will not be tolerated. Appropriate and prompt disciplinary or remedial action will be taken against persons found to be engaging in such further harassment.

2. The university will deal with reports of sexual harassment in a fair and thorough manner, which includes protecting, to the extent possible and to the extent permitted by law, the privacy and reputational interests of the accusing and accused parties.
3. Education is the best tool for the prevention and elimination of sexual harassment. Each dean, director, department chair, and/or administrative officer is responsible within his/her area of jurisdiction for the implementation of this policy, including its dissemination and explanation.
4. It is the obligation and shared responsibility of all members of the University community to adhere to this policy.

D. Enforcement Principles

Enforcement and implementation of this sexual harassment policy will observe the following principles:

1. Each campus must have procedures--consistent with notions of due process--for implementing this policy including where complaints are made, who investigates complaints, how complaints are resolved, what procedures are available for appeal, and how records are kept.
2. The Campus Director of the Office of Equal Opportunity shall serve as a resource with regard to interpretation of sexual harassment guidelines.
3. Confidentiality of information relating to investigations of complaints of sexual harassment shall be maintained to the extent practical and appropriate under the circumstances and to the extent permitted by law. Individuals charged with implementing this policy shall share information with regard to given incidents of sexual harassment only with those who have a "need to know" in order to implement this policy.
4. Investigations must be conducted promptly and thoroughly.
5. Whether a particular action constitutes sexual harassment will be determined from the facts, on a case-by-case basis. The University will look at the record as a whole, as well as the context in which the alleged misconduct occurred.
6. Both the charging party and the respondent will be notified of the outcome of the investigation.
7. In the event it is found that sexual harassment has occurred, corrective action, up to and including discharge or expulsion of the offender, will be taken through the appropriate channels of the university. The corrective action will reflect the severity and persistence of the harassment, as well as the effectiveness of previous remedial action. In addition, the university will make follow-up inquiries to ensure the harassment has not resumed and the complainant has not suffered retaliation.

For more information or to make a complaint contact:

Campus	Office	Location	Phone
IUPUI	Office of Equal Opportunity	UN 117	317-274-2306
IUB	Office of Affirmative Action	Poplars 825	812-855-7559
IUE	Office of Affirmative Action	Springwood Hall (RW)	765-973-8625

IUN	Office of Affirmative Action	Raintree Hall, Room 213	219-980-6705
IUSB	Office of Affirmative Action	Administration Building, Room 247A	574-520-4384

Risk/Safety Policies

This information points out some of the potential risks associated with the field practicum and suggests some precautions for students to take.

Professional Self

An important aspect of practice is, knowing the limits of professional knowledge and skills and avoiding helping situations that are not within areas of competence. Whenever there is a question about the handling of a particular case and whether or not a given intervention is appropriate, consult the Field Instructor.

Client Office Visits

Prior to seeing clients in an office setting, it is important to be informed of agency policies and recommended courses of action should a client become agitated or hostile.

Transporting Clients

Indiana University School of Social Work (IUSSW) strongly discourages students from transporting clients while completing a practicum. However, we do understand that some placement agencies may expect students to transport clients in the performance of the field assignments that involve outreach, home visits, and community resource work.

If transporting clients is an expectation of the placement agency, the agency should ensure that policies and practices are in place to protect both the social work student and the client(s).

Home Visits

It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose worker to risks. It is important that all home visits be made with the full knowledge of the Field Instructor—time of departure, time of return, other activities while on the trip, etc. If uncomfortable or threatened in a situation, leave immediately. Safety is the primary concern. It is important to return to the agency and report the experience to the Field Instructor. It may be appropriate to make visits accompanied by the Field Instructor or other person.

Other safety guidelines include:

- Beware of dogs or other household pets that might be a threat.
- If alcohol, drugs, or weapons are in sight, offer a reason to leave and leave promptly.
- If it is detected that a person in the home is using substances, leave quickly.

- If the vehicle in use breaks down, know who to call and what steps to take.
- Do not put yourself at risk, be attentive.

Institutional Settings

Some field agencies serve client populations whose behavior may be unpredictable. It is important to learn strategies for handling clients whose behavior becomes threatening. If uncomfortable with a client, inform the Field Instructor. It may be appropriate to make visits accompanied by the Field Instructor or other person.

After-Hours Meetings

Some social service settings have activities that occur beyond normal office hours. Be aware of the location of activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth. It is appropriate to travel in pairs after dark. Do not take risks.

Professional Liability Insurance

Students in field placements are acting in a professional role with the responsibility to uphold the same professional, legal, and ethical standards as other practicing social workers. Clients expect students to perform their role in a competent manner. However, students are vulnerable to the extent that they lack professional skills. Situations that can lead to civil or criminal action against a student include: misrepresenting qualifications such as failing to inform client of student status; providing treatment without obtaining proper consent; keeping inaccurate or inadequate records; administering inappropriate or radical treatment; failing to consult with or refer to specialist; failing to seek proper supervision; failing to take action to prevent a client's suicide; and failing to warn third parties of potential harm. Malpractice is an act of commission or omission by a professional that falls below accepted standards of care and results in or aggravates an injury to the client. Indiana University School of Social Work purchases professional liability insurance for social work students which are in effect during the time period students are in the field placement. **The professional liability insurance does not cover the student for volunteer work at any agency, automobile-related incidents, or coverage of the student's automobile involving the transportation of clients.** Students are encouraged to check with their personal automobile insurance provider, if client transportation is a function of the practicum.

Indiana University School of Social Work provides for its students liability coverage that meets the minimum expected standards set forth by the profession. This coverage goes into effect after each student attends the mandatory Field Orientation prior to the start of the field practicum. Copies of the certificate of liability can be given upon request. In some situations students may be required to carry additional professional liability insurance, often termed malpractice insurance by their field practicum agency. This request would mean that the students would be covered through inclusion in the School's blanket malpractice policy and through their own personal student liability policy as well. Students who are placed in a health care provider listed in I.C. 34-18-2-14 are also covered by Medical Malpractice Insurance coverage with limits of not less than those prescribed for health care providers as set forth in I.C. 34-18-4-1. Students who are denied coverage under the school's blanket professional liability insurance are required to obtain and pay for their own Professional Liability Insurance. These students

are unable to proceed with their practicum placement until they provide a Certificate of Coverage to the Field Coordinator and the Agency. If a student is not able to continue in his or her practicum, he or she will not be able to graduate.

Situations that can lead to civil or criminal action against a student include:

1. Misrepresenting qualifications such as failing to inform the client of student status.
2. Providing treatment without obtaining proper consent.
3. Keeping inaccurate or inadequate records.
4. Administering inappropriate or radical treatment.
5. Failing to consult with or refer to specialists.
6. Failing to seek proper supervision
7. Failing to take action to prevent a client's suicide.
8. Failing to warn third parties of potential harm.

Indiana University School of Social Work Field Policy on the Use of Social Media

The internet has created the ability for social work students and social workers to communicate and share information quickly and to reach millions of people easily. Participating in social networking opportunities, such as, LinkedIn, Twitter, Facebook, YouTube, Instagram, etc. can foster collegiality and camaraderie within the profession, and advocate for social policies. Social networks, blogs, and other forms of communication online create new challenges as well as opportunities in the social worker's professional development. It can also create challenges for the social worker-client relationship.

Students should weigh a number of considerations when maintaining a presence online:

1. Students should be cognizant of standards of client privacy and confidentiality that must be maintained in all environments, including online, and must not post identifiable client information online.
2. When using the internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible, realizing that privacy settings are not absolute and content is likely there permanently. Thus, students should routinely monitor their internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.
3. If students interact with clients on the internet, they must maintain appropriate boundaries of the social worker-client relationship in accordance with professional ethical guidelines, just as they would in any other context. Establishing informal relationships with faculty and clients through social media and networking sites can make it difficult to maintain professional boundaries and are thus not usually appropriate.
 - a. To maintain appropriate professional boundaries students should consider separating personal and professional content online.
 - b. Students are expected to adhere to the standards and guidelines of the social work profession when interacting with classmates, Field Instructors and colleagues using social media or social networking. Students will follow confidentiality standards in both face to

face and online environments.

- c. When students see content posted by colleagues that appears unprofessional, they have a responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to appropriate authorities.
- d. Students must recognize that actions online and content posted may negatively affect their reputations among clients and colleagues, may have consequences for their social work careers, and can undermine public trust in the social work profession. (Based on **AMA Policy: Professionalism in the Use of Social Media**).

Before communicating online, students are cautioned to carefully think through their postings, by reflecting on how it represents them, their field agency, IUSSW, and the social work profession. All postings should be professional and respectful in tone including those “private” posts between site members. Online evidence of NASW Code of Ethics violations can result in disciplinary action including a Student Review or possible dismissal from the program.

Note the applicable portions of the NASW Code of Ethics include: 2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES 2.01 Respect and 2.02 Confidentiality; 4.06 Misrepresentation (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency. (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations; 5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION 5.01 Integrity of the Profession (a) Social workers should work toward the maintenance and promotion of high standards of practice.

Guidelines Statement

“The following Indiana University guidelines also provide suggestions on how to protect personal and professional reputations while using social media. These guidelines do not usurp existing university policies related to the use of technology, codes of conduct or confidentiality.”

Existing Indiana University policies regarding Information Technology, Ethics, Conduct and Confidentiality:

IT / Cyber security Policies: <http://protect.iu.edu/cybersecurity/policies>

Student Conduct: <http://www.iu.edu/~code/>

Employee Conduct: <http://hr.iu.edu/handbook/conduct.html>

Confidentiality of Student, Medical and Personnel Information:
<http://hr.iu.edu/policies/uwide/confidential.html>

Academic Handbook: <http://www.iub.edu/~vpfaa/policies/Handbooks%20and%20Guides.shtml>

Social media are included in speech, so the same rules apply regarding hate speech and other similar issues. Rules regarding political / lobbying purposes have been established by Congress as part of [IRS policies](#).

For more information on creating and using official IU social media accounts, contact the Public Relations and Campus Initiatives staff in the Office of the Vice President for Public Affairs and Government Relations as follows:

Cindy Miller
Department of Public Relations and Campus Initiatives
(812) 856.2676 or cynmmill@iu.edu

“There are some general do’s and don’ts which apply to all types of accounts created on behalf of an Indiana University unit:

DON’T:

- Use your IU-recognized profile for your own commercial gain or for communications or activities that are purely personal in nature.
- Share your password or do anything to jeopardize the security of your account.
- Post content or take action that infringes or violates someone else's rights.
- Post content or take action that violates the law.
- Post identification documents or sensitive or confidential financial, medical, educational, or other personal information of any person without that person’s express, prior consent.
- Use the service for any unlawful purpose or for promotion of illegal activities.
- Publish or link to malicious content intended to damage or disrupt another user's browser or computer or to compromise a user's privacy.

DO:

Collect information including screen grabs, posting dates and origin of messages when something is posted which appears to be threatening, criminal in nature or announcing an action which may be unlawful or unsafe. Using your best judgment – send any such information to IUPD, while also informing the [IU Communications team](#) who will disseminate as necessary. “(Taken from the **Social Media Guidelines for Indiana University Last Date of Revision: March 2, 2012**)

Health and Personal Injury

TB Skin Test (PPD-S)

The prevalence of TB in society has seen an increase in recent years. Students who anticipate a field practicum setting serving populations at risk for TB should take this test prior to entering the field. Some settings may require the student to be tested as well as pay for this procedure.

Blood-borne Pathogens

Some agencies require training in the handling of Blood-borne Pathogens prior to beginning the practicum. This training is often referred to as “Universal Precautions”. It is strongly recommended that all Social Work students receive training on Blood-borne Pathogens. Some agencies will provide this training, others do not.

Hepatitis B Vaccine

Students who anticipate a placement setting where there is the chance of being exposed to blood-borne pathogens should get the hepatitis B vaccination. Also, most medical/health care organizations will require this vaccination or a vaccine refusal statement. This vaccination involves a series of three injections over a 6-month period of time. The second injection is given 1 month following the first with the third coming 5 months later. Given the time requirements for this protection, it is important to begin immunizations at a time that will provide protection by the time the student enters the field. This series of immunizations can be administered by the University Health Center (IUPUI) (costing about \$65.00 per shot) or by the physician of the student’s choice (fees vary).

Research Involving Human Subjects

When the field practicum involves research of human subjects, the proposed research project must receive formal approval from the Institutional Review Board (IRB) prior to course registration. Research projects requiring human subjects review must also have Institutional Review Board approval. For more information visit: <http://researchadmin.iu.edu/cs-humsub.html>.

Chapter 4 Student Performance Policies and Guidelines

Evaluation of Student Performance

The evaluation process begins as practicum goals and expectations are mutually discussed by the student and the Field Instructor in the initial field instruction supervision session at the beginning of the placement. The OUTLINE FOR EDUCATIONAL ASSESSMENT (see Appendices) is a useful assessment tool to guide these initial planning meetings to ensure communication of teaching/learning styles and practicum expectations and goals. It is important that there are no "surprises" in the midpoint and final evaluation. Therefore, the student and instructor share responsibility for assuring that there is an open and ongoing discussion about student’s performance, learning experiences, and program experiences.

The Learning Evaluation Tool (S481/S482 LET) (see Appendices) provides the template for the learning process in field. It combines the learning plan, midpoint evaluation and final evaluation into one document.

Planning for Learning

During the first weeks of the practicum, all students, and Field Instructors are responsible for preparing the learning plan based upon the CSWE core competencies and practice behaviors. The midpoint and final evaluation (LET) should reflect the student's level of performance and achievement of the practice behaviors based on the associated learning plan activities and products as identified on the LET. The plan is developed by the student and Field Instructor and is submitted to the Faculty Liaison for consideration. The Faculty Liaison may accept the plan as submitted or request revisions.

The Evaluation Process

The evaluation process should be characterized by openness and mutuality. It provides specificity regarding student strengths, learning needs, identified progress, and student's learning experiences with the agency and instructor. The evaluation process is an integral part of the learning experience and contributes significantly to the student's professional and personal growth.

Students may have copies of their evaluations. Such a policy is viewed as consistent with the adult learning model. However, it is important for the instructor and the student to discuss the fact that the use of the narrative performance evaluation as a job reference for the student is not congruent with its intended purpose. Students are encouraged to request letters of recommendation for employment rather than use field evaluation tools.

The final evaluation process reflects the student's performance demonstrating social work practice behaviors that support CSWE Competencies. Similar to the midpoint process, the student will complete a self-evaluation and then the student and Field Instructor, in a supervisory session, will share and discuss the evaluation process. The Faculty Liaison then reviews the completed evaluation. Agency-based Field Instructors also provide additional evaluative comments in the narrative section of the evaluation. This final evaluation process includes a scoring rubric which evaluates the level of mastery of core competencies. The rubric used is illustrated below.

The final grade for *S481 Social Work Practicum I* and *S482 Social Work Practicum II* is Satisfactory (S) or Fail (F). The evaluation process begins when the student and Field Instructor mutually discuss expectations during the pre-placement interview and during the first weeks of placement. **Therefore, the student and the Field Instructor share responsibility throughout the practicum for assuring that discussion of student progress and performance as well as the student's experiences with the agency and the Field Instructor are open and ongoing.** By the end of the fourth to fifth week in the placement, the student and the Field Instructor should have completed the *S481 Learning & Evaluation Tool (LET)* for review and approval by the Faculty Liaison. The (LET) provides a framework for practicum experiences and the student is evaluated upon his/her ability to demonstrate the CSWE practice behaviors. **Students MUST take S401 and S481/S402 and S482 concurrently: If students fail one or both of the S401 and S481/S402 and S482 courses and are allowed to reenroll in the BSW program, they will be required to successfully complete BOTH COURSES concurrently.**

At two points during the S481 and S482 practicum, the School requires that written evaluative documents be completed: at the end of S481 (mid-point) and at the end of S482 (final).

In order to receive a satisfactory (S) in the S481 Practicum I, the student must have:

- Completed the S481 Learning and Evaluation Tool components (plan and midpoint evaluation) by deadlines established in the field calendar
- Completed 1 required process recording by deadline established in the field calendar.
- Demonstrated consistency in effort, performance, and development as a social worker.
- Met all required assignments and practicum hours in the field placement.
- Achieved at least a score of “3” on each of the practice behaviors outlined on the S481-S482 Learning Evaluation Tool. (When a Field Instructor is not able to observe student learning outcomes for a practice behavior, the Field Instructor and student shall insert “not observed” in the score for a given practice behavior, and this practice behavior score should be excluded in the determination of the “S” or “F” S481 grade assignment.

For students receiving a score of 3 or below for each practice behavior, the student will submit to the Faculty Liaison rationale for the score and a supportive plan to demonstrate how the student will progress to the required “5” for each practice behavior during the S482 course. If the plan is approved by the Faculty Liaison, the student may enroll and continue into S482. By the final evaluation, occurring in S482, a score of “5” or above for each practice behavior is required for an “S” S482 grade assignment.

Should the Field Instructor and Faculty Liaison assess the student to require remediation that exceeds a supportive plan, the Faculty Liaison may determine that the student shall be assessed a Fail (F) grade for S481.

In order to receive a satisfactory (S) in the S482 Practicum II, the student must have:

- Achieved at least a score of “5” or above on 18 out of the 21 practice behaviors with no score lower than a “4” on three practice behaviors on the LET in order to pass the S482 course.
- Completed the S482 Learning and Evaluation Tool components (plan, midpoint, and final evaluation) by deadlines established in the field calendar
- Completed 2 required process recording by deadline established in the field calendar.
- Demonstrated consistency in effort, performance, and development as a social worker.

- Met all required assignments and practicum hours in the field placement.

S481 LET Mid-Point Evaluation

At the end of the fall semester, the Field Instructor and student complete the midpoint evaluation. The student completes a self-assessment of their progress toward demonstrating the requisite practice behaviors and outlines the opportunities for demonstrating those not yet demonstrated. The Field Instructor also completes an assessment of student progress toward demonstrating the requisite practice behaviors and the opportunities for demonstrating those not yet demonstrated. Both student and Field Instructor discuss, document, and sign the midpoint evaluation which is forwarded to the Faculty Liaison.

Although ongoing contact with the liaison is expected, it is critical that if there are difficulties in student performance or disagreement between the student and the instructor regarding student performance, the Faculty Liaison is informed and some discussion between the liaison, the Field Instructor, and the student take place to examine the problem and plan for its resolution.

S482 LET Final Evaluation

At the final evaluation point, the student and Field Instructor review the (S482) LET, including practice behaviors, learning activities, and learning outcomes. The student completes a self-assessment of each practice behavior demonstrated. The Field Instructor completes an assessment of each practice behavior demonstrated by the student. Both student and Field Instructor complete an overall written evaluation as well.

The “S” or “F” grade for the three credit hours of the S481 practicum course and the four credit hours of the S482 practicum course is assigned by the Faculty Liaison in consultation with Field Instructor. The liaison’s role in the evaluation process is to assist Field Instructors in assessing student performance as well as to assure comparability among expectations for students in various settings. A clear agreement between Field Instructor and Faculty Liaison regarding the evaluation and grading process prevents confusion and problems at the semester’s end.

The evaluation process should be characterized by openness, mutuality and specificity regarding student strengths, learning needs, and progress identified as well as the process of the student’s experience with the agency and Field Instructor. The evaluation process is an integral part of the learning experience and can contribute in a major way to the student’s professional and personal growth.

In addition, students and Field Instructors evaluate the instruction and course content of *S481 Social Work Practicum I* and *S482 Social Work Practicum II*. It is the responsibility of the BSW program to conduct this evaluation to enhance field education and provide Field Instructors and Faculty Liaisons feedback from these course evaluations.

GRADING RUBRIC

The final grade for *S481 Social Work Practicum I* and *S482 Social Work Practicum II* is Satisfactory (S) or Fail (F). Students must earn at least a score of “3” on each of the practice behaviors in the LET in order to pass the S481 course and at least a score of “5” or above on 18 out of 21 of the practice behaviors with no score lower than a “4” on three practice behaviors on the LET in order to pass the S482 course.

1	2	3	4	5	6	7
Complete <i>inability</i> to demonstrate skills.	Demonstrates skill at a <i>basic, rudimentary</i> level of someone having no formal undergraduate coursework.	Demonstrates skill at the level of <i>beginning-level BSW coursework</i> with no more than one semester/quarter of courses.	Demonstrates skill at the <i>mid-point BSW level</i> of education.	Demonstrates skill at the level of <i>new BSW graduate (expected performance level by end of practicum)</i> .	Demonstrates skill at the level expected of a <i>relatively new BSW graduate</i> (less than two years of social work experience).	Demonstrates skill at the level of a <i>seasoned, highly experienced post-BSW practitioner</i> (rarely expected score).

Student Performance Problems

In practicum courses, the professional responsibilities to clients, agencies, and the community demonstrated through the CSWE social work core competencies are of primary importance in assessing student performance. Professional, educational, and ethical responsibilities are involved when students work with clients and assume professional responsibilities (see STUDENT CODE OF CONDUCT in Appendices). Agency-based Field Instructors need to recognize any performance challenges of students, particularly those of a serious nature, early in the learning experience and respond accordingly. Personal or emotional challenges of a serious nature may result in the student not being able to complete the practicum. These challenges may include a serious physical illness or mental health issue, a life crisis, serious legal offense, addiction, or demonstrated unsuitability for the profession. These challenges may be evidenced by inappropriate or unethical behavior, excessive absences, noncompliance with agency policies, lack of social work skill development, and/or inability to demonstrate competence in course objectives.

Present life realities demand that students play multiple roles. Most often students have adequate skills to balance those roles. However, in a few situations, students' professional behavior is compromised to the extent that client obligations are not being met appropriately.

The challenges mentioned above present a set of interrelated concerns which require communication, monitoring, and professional judgment on the part of student, Faculty Liaison, and agency-based Field Instructor. All parties involved need to (a) protect the rights of clients to adequate services and professional care, (b) accommodate the educational needs of the student within the context of the challenges if those accommodations do not to compromise the clients' well-being and agency policies, (c) uphold the "gate-keeper" role of the BSW program, university, and professional community, and d) ensure the student is provided information on corrective and support services available. The Faculty Liaison, the agency-based Field Instructor, the Field Coordinator, the academic advisor, and the BSW Program Director may be involved in the discussion of student's field and classroom performance. Some guidelines follow:

1. When students perform poorly in placement, the treatment and service needs of clients become the higher priority. Agency-based instructors and Faculty Liaisons should act to protect the needs of the client and ensure appropriate service provision.
2. Early recognition of serious performance concerns and prompt feedback to the students is essential to the learning process. There are program resources in the university and community to give students support to deal with personal challenges that affect their education. Career and psychological counseling, additional assignments or volunteer experience, reconsideration of career goals, etc., are possible recommendations to assist students demonstrating behaviors in the practicum which are not acceptable. The following resources are available at the respective campuses and should be utilized if applicable to the performance problem.

Campus	Office	Phone
IUB	Counseling and Psychological Services	812- 855-5711
IUE	Student Counseling Services	765-973-8216
IUN	Counseling Services	219-981-6741
IUPUI	Counseling and Psychological Services	317-274-2548
IUSB	Student Counseling Center	574-520-4125

3. Field educators have the right and the obligation to expect quality performance and professional behavior, to evaluate and provide feedback on the field performance, and especially, to bring to the attention of the student serious performance concerns. At that point, students may voluntarily share personal information to explain their poor performance. This personal information should be treated in a professional manner and students will be provided guidance, resource information, and concerned support. Students need to be aware that the agency-based Field Instructor may share this information with the Faculty Liaison and the BSW Field Coordinator.
4. Faculty liaisons and agency-based Field Instructors need not, and should not, be therapists to students. Field education does not permit automatic access to students' private lives or personal problems.
5. In some instances, students may need to be relieved of their practicum and client responsibilities based on the collective judgment of the Faculty Liaison and Field Instructor. In this case, the practicum will be terminated.
6. If a student presents or demonstrates behaviors or conduct which is disruptive, inappropriate, unprofessional, or not conducive to social work field practice/placement, the practicum will be terminated according to IUSSW BSW Termination from Field Practice policy. The Faculty Liaison and the Field Coordinator work together to ensure the student is provided proper referral to University and community resources as appropriate.

In situations where student performance is below practicum expectations, it is crucial that the following be addressed:

1. Assurance of quality service to the clients
2. Assurance of student competence in achieving course objectives and demonstration of core competencies
3. Identification of support services for the student and, in cases when the practicum is not terminated the development of a field contract for improvement and successful completion of practicum.

Common Problems in Field Placement and Possible Resolutions

Most students find their field placement the most rewarding part of their education in social work. However, each semester, some students do experience problems. When this challenge occurs, most Field Instructors wish they had given constructive feedback earlier and had documented the problems earlier during the semester. Students usually wished that they had discussed their concerns more specifically with the Field Instructor and contacted the School for support earlier. The Faculty Liaison is the first support for Field Instructors and students in deciding how serious a field problem really is. The Faculty Liaison should be consulted by students and Field Instructors in these situations. The Field Coordinator is also available for consultation. Some examples of problems, which have occurred with some regularity include:

Field Instructors giving ONLY negative or critical feedback:

Most students seek constructive feedback and some students would be able to be assertive and request some positive feedback on their agency performance. However, some students cannot handle constant negative feedback and the placement may be threatened. A rebalancing of negative feedback to more strengths-based constructive feedback is needed.

Students may be overconfident of their own ability or feel that their previous experience exempts them from learning in practicum:

Many of our students come to our programs with life and professional experiences in working with people. Most students are able to accurately assess their strengths and growth areas and focus on the things they need to learn in the practicum. However, some students find it hard to take on the student role after being an authority in other areas and may not adequately assess what they do not know. Open acknowledgement of this issue with “permission given to be a learner” by the Field Instructor is often useful.

Student has difficulty in integrating theory and practice issues:

Although academic faculty and Faculty Liaisons work hard to provide opportunities for students to integrate theory and practice, some students may need extra support in tying academic theory into their work with clients. They seem to separate the two worlds (class/agency) and often get caught off guard when asked how they relate to one another. Students are aided when the Field Instructor regularly talks about how specific theories are linked to the student’s assignments.

Field instructor and student have a personality conflict:

The Field Coordinator works hard to match compatible students and Field Instructors. Though most students interview prior to placement, sometimes a personality conflict may occur. Early identification and discussion are a key aspect of resolving this problem.

Field instructor is unclear about expectations and deadlines:

Field may be a very stressful experience for students and they may need a good amount of structure in clarifying placement expectations, including getting information with due dates in writing.

Student workload in the agency is too much or too little:

Because of variations in agency client population and staffing, students may not have enough experiences to meet their learning goals or may be overwhelmed by the expectations. Students also differ in their readiness to “jump right in” and in their experience and ability in managing time or case responsibilities. Regular discussion during the semester and brainstorming about how to address problems is required to maintain a good placement throughout the year.

Clarification of roles when students work with more than one “instructor” during the placement experience:

Students usually value seeing a wide variety of social work styles, skills, and experience. Often, students work with more than one agency staff person during the practicum, co-leading a group or working in more than one program/department. Learning communication about how students are to develop these collaborations is important. Detailing how students will be evaluated on their work with other staff is also important as well as developing ongoing communication among the student, Field Instructor and other staff with whom student is involved during the placement. The designated Field Instructor remains the “coordinator” and is expected to maintain at least one hour of supervision per week with the student.

Student Performance Review

All students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. All students in the BSW Program are expected to maintain the standards established by the School of Social Work and those held by the social work profession. In order to detect possible academic problems, the BSW program reviews student performance periodically.

Any of the following are criteria for review by the Performance Review Committee:

1. Conduct that is not congruent with the values and ethics of the social work profession (e.g., NASW, NABSW, CSWE) and the academic code of conduct for students at Indiana University. This includes behavior in the student's field work, social media interactions/postings, and the classroom that does not conform to the profession's values and ethics.
2. Behavior that interferes with the student's functioning and/or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers.
3. Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit comfortable interaction with other people.

4. Failure to adhere to practicum agency policies and professional standards.
5. Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for physical or emotional problems which interfere with professional functioning.
6. Having more than one Incomplete at a time in course work or having received more than two grades of Incomplete in any courses after admission to the program.
7. Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one's own.
8. Marginal academic performance.
9. A request by a faculty member for a review due to student's poor course work performance.
10. Failure to self-disclose any form of criminal history, or a serious driving infraction, in writing during the formal admission process or prior to the field placement process.

Procedures for Student Performance Review

The School has established mechanisms to respond to requests for students' performance reviews. At the beginning of the academic year a performance review committee shall be formed at each of the five campuses composed of the Program Director and a faculty member. The Program Director will be responsible for convening the meeting for the review process. The performance review committee is conceptualized as a mechanism to detect as early as possible any developing problems with students' academic and/or professional performance. The functions of this committee will be:

1. to review those students who fall under "Criteria for Review by Performance Review Committee."
2. to receive faculty requests for student performance review.
3. to receive student requests for a student performance review.

When a student's performance is evaluated as deficient, the committee determines what, if any, course of action could bring the student's performance into compliance with School and professional standards. In situations where such action is feasible and desirable, a contract will be created. The contract will set forth problems to be solved, actions to be taken to solve said problems, and a time period for completion of designated actions and re-evaluation of student performance. Consequences for non-performance also will be included in the contract. The committee will work together with the student, her/his advisor, and other relevant parties. If the student fails to fulfill the contract, or, if while working on the contract some

serious impropriety or failing academic performance occurs, the committee may decide that the student cannot continue in the BSW program. Discontinuance can occur during any semester of enrollment in the BSW Program, including the last semester of enrollment.

Automatic Dismissal

A. Criteria for Automatic Dismissal

1. Failure to earn at least a "C" in each Social Work course.
2. Failure in S481 and/or S482: *Social Work Practicum II*. This course is graded on a Satisfactory-Fail basis.
3. Failure to maintain a 2.5 cumulative GPA in required Social Work courses or a 2.5 overall GPA.
4. Failure to carry out professional activity in conformity with the values and ethics of the profession, or failure to sign and or comply with any contract entered into under Section II.B.

B. Notification Procedures

The following procedures are used in the event a student falls under any of the criteria for Automatic Dismissal:

1. If a student is dismissed for any of the above, the instructor for the course or the Program Director will notify the advisor. Also, the student should notify her/his advisor immediately.
2. Within five working days of receiving the above notification, the Program Director will send by certified mail a written statement to the student indicating that she/he has been discontinued from the program and explain the due process procedures. Copies of the letter should be forwarded to the student's advisor and student file.
3. The advisor will meet with the student, should she/he wish to discuss options and the reinstatement procedures.

Reinstatement Procedures

1. A student wishing to continue in the program may petition the respective BSW Program Director for continuance. The petition should be presented in writing and should address two major points. First, there should be an identification of extenuating factors, if any, which contributed to the poor performance in the course. Second, there should be a discussion of the steps which would be taken to alleviate the impact of those factors and to improve academic performance if permitted to continue in the program. Written appeals must be submitted no later than twelve months after notification of dismissal.
2. Upon reviewing the student's petition, the Program Director will review the case, including consultation with appropriate faculty such as the student's advisor, and make a decision.

3. The Program Director will advise the student and advisor of the decision verbally and in writing. The director will also advise the student of her/his right to petition for reconsideration by an Appeals Committee.

Petition for Readmission

If a student has not been reinstated by the Program Director, the student must present a substantive written statement for an appeal to the Dean's Office of the School of Social Work in order to request a review. Within 15 days of receiving a Program Directors decision to deny a petition for reinstatement, the student may send an appeal to the Dean's Office. The appeal is reviewed by the Dean or Associate Dean (his designee). This Office is the final option for appeal within the School of Social Work.

In conducting a review of the case, the Dean or Associate Dean (as his designee) may decide to convene an Appeal Committee if more information is needed. This step is entirely at the discretion of the Dean or Associate Dean. The Appeal Committee will consist of at least three full-time faculty members who are not primary actors in the reason for the student's dismissal.

If an Appeal committee is convened, the Chair of the Committee will inform all parties involved. The student will receive at least two weeks' notice by certified mail of its meeting date. The student will have the right to:

1. Present information on her/his behalf;
2. Have up to two additional guests present. The student should inform the Chair of the Committee in advance regarding the names of the guests and the nature of the information they bring. The Chair reserves the right to structure the hearing and the length of time each party can speak. Generally, only those guests with information relevant to the issue that led to the dismissal are invited to speak. The student and students' guests may be present only for the information-giving portion of the meeting and must leave prior to deliberation by the Committee.

The student's advisor will meet with her/him prior to the hearing and, in the hearing, present comprehensive information concerning the student's overall academic/professional performance. To prepare this background statement, the advisor shall secure performance information from academic and field faculty who have taught the student. The advisor may ask questions at any time during the hearing, including during the committee's deliberations. The advisor may also recommend actions to resolve the performance problem. However, the advisor shall not have a vote during the proceedings.

The recommended actions of the Appeal Committee shall be forwarded in writing to the Dean's Office of the School of Social Work. Copies will be sent to the student, student's advisor, and placed in the student's file. The action by the Dean or Associate Dean (as his designee) is final.

Grievance Procedures

If a student believes that she or he has been treated unfairly or unprofessionally by a faculty or staff member, or that a policy or procedure is unjust or unwise, then the student may submit, in writing, a formal grievance petition to the Dean of the School.*Grievance petitions are reserved for those issues or

incidences that warrant formal and thorough investigation. Such petitions should be submitted in a professional manner, consistent with social work norms, values and ethics.

Student complaints regarding discrimination, sexual harassment, racial harassment, and harassment on the basis of sexual orientation have established complaint procedures available in the Indiana University Code of Student Rights, Responsibilities, and Conduct. The Code is available at <http://www.iu.edu/~code/>.

- * Students on the Gary Campus follow the IU Northwest appeal process which involves the Dean of the College of Health and Human Services. Information regarding the appeal process on the IUN campus can be found in the IU Northwest supplement of this handbook.

Field Practicum Termination

On occasion, field agencies or the school will request or require that a student be removed from the agency.

When an instance occurs:

1. The agency-based Field Instructor or Faculty Liaison will immediately notify the BSW Field Coordinator and determine whether the difficulty can be addressed without removing the student from the practicum agency.
2. If it is determined that the student must be removed from the agency, the agency-based Field Instructor or Faculty Liaison will write a report of the circumstances for termination which is forwarded to the BSW Field Coordinator and Program Director for review. The report will include a written statement from the agency. This report shall include a recommendation as to whether attempts should be made to place the student in another agency.
3. After a thorough review by the BSW Field Coordinator and the BSW Program Director in collaboration with other appropriate faculty, a decision will be made on next steps.
 - a) Should the student be placed in another agency, a new field timetable will be determined for the practicum. In order to assist the student to succeed in his or her performance during the practicum, the agency will be made aware of prior field performance.
 - b) Should the decision be made not to place the student in another agency, a practicum course grade of "F" shall be entered. In this case, further student appeal procedures are the same as those identified and defined in the BSW Student Handbook under "Educational Requirements" and the BSW Policy on Student Continuation, Review and Dismissal.

Removal from practicum agency and course can occur due (but is not limited) to the following:

- Student demonstrates behavior or conduct which is disruptive, inappropriate, unprofessional, or not conducive to social work field placement/practice.
- Student has not completed the Learning and Evaluation Tool (LET) according to field calendar timelines.
- Student has committed or has been alleged to commit an ethical violation.

- Student has not complied with requirements of the Field Contract for improvement and successful demonstration of CSWE social work core competencies.

Withdrawal

Due to the nature of the field practica courses, students cannot withdraw from a field practicum course without faculty permission. To maintain our commitment of service to clients, agencies and the social work profession, the BSW program requires students considering withdrawal from the course (as well as students being terminated from an agency) to immediately contact the BSW field coordinator. The BSW Field Coordinator in consultation with the BSW Program Director and any appropriate faculty will assess the circumstances and make recommendations for actions to be taken. Permission to re-enroll in a field course is not automatic. The student must meet with the BSW Field Coordinator and the BSW Program Director to determine whether the student will be allowed to re-enroll at a future date.

References

Council on Social Work Education (2008). *Educational policy and accreditation standards*. Alexandria, VA: Author.

National Association of Social Workers (2010). *Code of Ethics for Social Workers*. Washington, D.C.: Author