SW 4860/4870/4880/4890
Field Manual

Fall 2013 edition
WRIGHT STATE UNIVERSITY

DEPARTMENT OF SOCIAL WORK

FIELD MANUAL

Wright State University
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Wright State University is committed to achieving full equal opportunity in all aspects of university life. We are proud of the diversity of the university community and strive to make all members of the community feel welcome.

The policy of Wright State University is to not discriminate against any persons on the basis of race, religion, color, sex, sexual orientation, disability, veteran status, national origin, age, or ancestry. In addition, we take affirmative action to recruit and assist members of various racial or ethnic groups, women, Vietnam-era veterans, and persons with disabilities whose ability to achieve academic success might otherwise be unrecognized because of cultural barriers. Our policy is fully consistent with the various federal and Ohio statutes which prohibit discrimination.
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I. THE DEPARTMENT OF SOCIAL WORK

The Department of Social Work is located in the College of Liberal Arts, one of the six undergraduate colleges/schools at Wright State University (WSU). The program is accredited by the Council on Social Work Education (CSWE). This ensures that the curriculum and faculty meet established, national standards. As of October, 1992, a social work degree from an approved program is a prerequisite to apply for your state social work license.

The department has six full-time faculty. This includes the department chair and five full-time classroom faculty. Additionally, there is a Campus Coordinator for the University Partnership Program and several adjunct faculty. Students may take the two required introductory courses, as well as Core requirements at the Dayton campus or the Lake Campus, located in Celina, Ohio.

The full-time faculty and staff in the Social Work Department are:

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The Part-Time Adjunct Faculty in the Department are:

Nancy Grieshop
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Beth Kinsel, Ph.D., Greene County Council on Aging
Pam Mayor, MSW
Jenny McDermott, LSW, Greene County Children Services
Tarin Mink, MSW
Mary Anne Nelson, MSW, LISW, Montgomery County Children Services
Josie Olsvig, LISW, Montgomery County Children Services
Jonathan Varhola, MA, Instructor, WSU Dept of Sociology
II. DEFINITION OF GENERALIST SOCIAL WORK PRACTICE

The faculty in the Social Work Department at Wright State University adhere to the following definition of generalist social work practice:

“Generalist social workers work directly with client systems at all levels, connect clients to available resources, intervene with organizations to enhance the responsiveness of resources systems, advocate just social policies to ensure the equitable distribution of resources, and research all aspects of social work practice.

Generalist Social Work Practice:
- Utilizes generic practice processes to organize work with client systems
- Recognizes the potential for change at multiple system levels—within human systems, between systems, and among environmental systems
- Views human behavior in the context of the social environment
- Integrates direct practice with social policy and social work research activities”


Generalist Social Work Practice
- Uses a systems or person-in-environment perspective
- Uses the strengths and client empowerment perspectives
- Requires multi-systems level intervention
- Involves the application of critical thinking skills to the planned change approach/process
- Integrates direct practice with social policy and social work research
- Is guided by the professional code of ethics
- Provides the core competencies (knowledge and skills) for beginning level practice in a variety of social and human service settings
- Serves as the foundation for advanced practice

Students will learn more about generalist social work practice as they progress through the first few courses. By way of introduction, generalist practice prepares students for beginning practice with individuals, small groups, families, and organizations and communities in a wide variety of social problem areas. Students will develop basic knowledge of human behavior in the social environment, social welfare policy and services, practice and research and evaluation. Students will develop beginning skills in sociobehavioral assessment, social problem solving, intervention planning, interviewing, leading groups, etc.

Students will be prepared to practice with different types of clients and client groupings in a variety of social service settings. Thus, upon graduation, students will not be specialists in any one kind of social work within a specific client-problem arena. Rather, students will start out as generalist practitioners.

Students may pursue special interest by the specific topics chosen for term papers in senior classes and through their requests relative to the setting for the senior practicum.
III. DEPARTMENT MISSION, GOALS, COMPETENCIES AND PRACTICE BEHAVIORS

Social Work Program Mission Statement

The Social Work Department at Wright State University is dedicated to preparing ethical, competent, creative, and critically thinking generalist practitioners who pursue their work from a social justice perspective. The program strives to prepare students who are self-aware life-long learners, who deliver culturally competent interventions, and who are optimistic about their abilities to promote well-being through all levels of social intervention.

The Social Work Department’s mission aligns well with the WSU Vision and Mission Statements*:

Vision Statement
In the pioneering spirit of the Wright Brothers, Wright State will be Ohio’s most innovative university, known and admired for our diversity and for the transformative impact we have on the lives of our students and on the communities we serve.

Mission Statement
We transform the lives of our students and the communities we serve.
We are committed to:
• achieving learning outcomes through innovative, high quality programs for all students: undergraduate, graduate and professional;
• conducting scholarly research and creative endeavors; and to
• engaging in significant community service

Social Work Program Goals

The Goals of the Social Work Department to meet the Program Mission are:
1. Prepare students to be professional, ethical, and competent generalist social workers.
2. Prepare students to practice without discrimination and be advocates for social justice.
3. Prepare students with a generalist knowledge, skills, and values foundation.

10 Competencies and 41 Practice Behaviors

Competency 1 - Identify as a professional social worker and conduct oneself accordingly.
Students will:
1. advocate for client access to the services of social work
2. practice personal reflection and self-correction to assure continual professional development
   3. attend to professional roles and boundaries
   4. demonstrate professional demeanor in behavior, appearance, and communication
3. engage in career-long learning
6. use supervision and consultation
**Competency 2 - Apply social work ethical principles to guide professional practice.**
Students will:
7. recognize and manage personal values in a way that allows professional values to guide practice
8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
9. tolerate ambiguity in resolving ethical conflicts
10. apply strategies of ethical reasoning to arrive at principled decisions

**Competency 3 - Apply critical thinking to inform and communicate professional judgments.**
Students will:
11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
12. analyze models of assessment, prevention, intervention, and evaluation; and
13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

**Competency 4 - Engage diversity and difference in practice.**
Students will:
14. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. recognize and communicate their understanding of the importance of difference in shaping life experiences
17. view themselves as learners and engage those with whom they work as informants

**Competency 5 - Advance human rights and social and economic justice.**
Students will:
18. understand the forms and mechanisms of oppression and discrimination
19. advocate for human rights and social and economic justice
20. engage in practices that advance social and economic justice

**Competency 6 - Engage in research-informed practice and practice-informed research.**
Students will:
21. use practice experience to inform scientific inquiry
22. use research evidence to inform practice

**Competency 7 - Apply knowledge of human behavior and the social environment.**
Students will:
23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
24. critique and apply knowledge to understand person and environment
Competency 8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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

Competency 9 - Respond to contexts that shape practice.

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

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

Students will:
29. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
30. use empathy and other interpersonal skills
31. develop a mutually agreed-on focus of work and desired outcomes
32. collect, organize, and interpret client data
33. assess client strengths and limitations:
34. develop mutually agreed-on intervention goals and objectives
35. select appropriate intervention strategies
36. initiate actions to achieve organizational goals
37. implement prevention interventions that enhance client capacities
38. help clients resolve problems
39. negotiate, mediate, and advocate for clients
40. facilitate transitions and endings
41. critically analyze, monitor, and evaluate interventions

General Policies

Admissions

Students are admitted into the major once a year: Students must complete and submit the Social Work application by February 1.

Students wishing to be a social work major should have the following:

University and College of Liberal Arts requirements for admission which include completion of ENG 1100 and ENG 2100.
SW 2700 and SW 2710 with a minimum of "C" in each.

SW 2720 with a minimum grade of "C".

The department's related social science requirements:

- BIO 1050 or 1070
- SOC 2000
- PLS 2000 or 2120
- COM 2020 (prior to Spring 2014) or COM 4710 (Spring 2014) or COM 2021 (after Spring 2014)
- PSY 1010
- ECON 2000 or 2900

G.P.A. of 2.25 or better

Departmental admission application which is available on the SW Department website, liberal-arts.wright.edu/social-work

Two professional letters of reference.

Social work professional statement for admissions.

Complete criminal background disclosure statement.

Copy of transcripts with grades of all classes taken at another college or university.

Based on all application materials, a student may be admitted to the program, admitted on a conditional basis, or not admitted to the program.

Currently we are only able to accept 60 students into the major during each admission period in order to comply with CSWE standards for faculty: student ratio and social work class sizes.

The faculty may feel a student meets all of the admissions criteria and would be a good candidate but there is an area of concern that needs to be addressed. Such a student may be admitted on condition that she/he address that area of concern. Examples of concerns are a student's writing skills or personal issues that may affect a student's academic work. A student will remain on conditional status until the student and faculty agree the concern has been addressed. Conditional status must be removed before a student can begin Senior Practicum.
Students may not be admitted into the program if they do not meet all admissions criteria during the semester prior to beginning the major. Students may also not be admitted because other students had higher qualifications among the admissions criteria. Students may reapply for future admissions but they must submit a new application. The Department Academic Advisor is available to assist students in considering other alternatives if they are not accepted into the major.

Once admitted to the major, each student is assigned a social work faculty advisor for general professional and career advising, to formulate a curriculum plan, and to discuss the senior practicum. Students can also check with the department academic advisor for specific academic and course information. Students must meet with their faculty advisors to have their curriculum plans signed during the semester they apply for field education and the semester prior to graduation.

TRANSFER STUDENTS

The Social Work Program is a professionally accredited program by the Council on Social Work Education. Thus, the curriculum must demonstrate continuity, integration, and sequencing of knowledge acquisition. This includes the core courses, related courses, and a structured sequence of social work courses.

Transfer students must meet the same, aforementioned admissions criteria. Students can not receive Social Work course credit for life experience or previous work experience.

Students, transferring from other accredited social work programs, will have their coursework reviewed by the department chair so as to prevent duplication of academic content and to ensure equivalent content of WSU social work courses. Students transferring from social work programs that are not accredited will have their transcripts and courses reviewed on a case-by-case basis for equivalent content as well as validation of the credentials of the faculty teaching the courses. Students will be required to provide the following: the institution's course catalog, copy of the syllabus, and credentials of the instructor.

Wright State University Department of Social Work Student Dismissal Policy

Students in the Social Work program during the annual orientation into the program are given a list of expected positive behaviors to become healthy, responsible, and ethical students. Students are also given a list of resources on campus to assist them in meeting these behavioral expectations. Students are directed to the on-line version of the Social Work Student Handbook which outlines the curricular expectations and supportive resources available in the department and university.

All WSU students are expected to abide by the Code of Student Conduct as specified by the Office of Community Standards and Student Conduct. The Code of Student Conduct specifies behaviors expected in and outside of the classroom. For a complete list of behaviors that are in violation of the Code of Student Conduct go to [http://www.wright.edu/students/judicial/conduct.html](http://www.wright.edu/students/judicial/conduct.html). The faculty of the Social Work Department follows the procedures outlined by the Office of Community Standards and Student Conduct to report violations of student conduct, take actions in response to the violations, notify students of the reported violation and recommended action, inform students of their right to appeal the faculty decision, and cooperate with the appeal process if taken by the student.
Some severe violations of student conduct and repeated violations of student conduct can result in dismissal from the University by the Office of Community Standards and Student Conduct.

There are expectations of student behavior in the Social Work Department that are outside of the auspices of the Office of Community Standards and Student Conduct. There are times when a student’s behaviors prevents him/her from being able to complete the expectations in the Social Work curriculum, especially the application of course work in the field education setting. The WSU Social Work Department’s Dismissal Policy focuses on responses to student concerns when that behavior prevents a student from completing the Social Work requirements.

Minimally, the Social Work requirements are:
* Students must maintain a 2.25 GPA to be accepted into the program and to begin field education.
* Students must receive a “C” or higher in all Social Work classes.
* Students may NOT repeat a Social Work course more than two (2) times.

The Social Work Department’s Dismissal Policy attempts to help students overcome concerns that may affect their ability to meet the Department requirements. The Dismissal Policy below defines student concerns, the procedure to report student concerns, a plan of action to address the concern, consequences of not meeting the Social Work requirements, and the appeal process for the student if she/he disagrees with the actions taken by the Department.

**Definition of Student Concerns:**

Wright State University’s Department of Social Work adheres to the following definitions of concern: Students who show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with generalist social work practice is a student concern (adapted from Bemak, Epp, & Keys, 1999, p. 21). The student concern can be reflected in one or more of the following ways: “(a) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior, (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning” (Lamb, Presser, Pfost, Baum, Jackson, & Jarvis, 1987, p.598).

This definition of student concern is in sync with the NASW Code of Ethics, Section 4.05:

(a) Social Workers should not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties or interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social Workers whose personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making
adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

**First Identification of Student Concerns:**

The identification of a concern is a necessary entity in order to maintain the integrity of the social work program. This identification can happen in one of the following ways:

1) A **student** can self identify for issues regarding concern.
2) A **student** may observe a concern in a fellow student.
3) A **faculty member** may observe a concern in a student.
4) A **field supervisor** may observe a concern in a student.
5) A **staff person** may observe a concern in a student.

There are 3 possible options when a student concern is identified to the social work faculty for the **first time**:

1) The student and at least one social work faculty meet to discuss the concern and develop a Plan of Action to resolve the concern.
2) An ad hoc committee intervenes if the student does not agree that there is a student concern and develops a Plan of Action to resolve the concern.
3) Dismissal from the major is recommended if the concern is severe.

**1) Procedures for Plan of Action Form when a student agrees there is a concern**

If a faculty member or field supervisor has cause for concern for issues of student concern, the faculty member/field supervisor is to meet with the student privately to discuss the matter. If a student self-identifies issues of concern, or if a student or staff member observes a concern in a student, the student or staff member is to take the issue to the Chair of the Department of Social Work.

Examples of concerns warranting a Plan of Action are: students habitually coming late to or missing class; students having difficulty with writing assignments, or students not demonstrating professional behavior in the field education setting.

If all agree that the student behavior causes concern, the student, faculty member, and if necessary, the Chair, will write a **Plan of Action Form** in order to remediate the concern. The plan could include, but is not limited to: a referral to the WSU Office of Community Standards and Student Conduct for a Health and Wellness Conference, self-monitored behavioral change, taking additional course work, or repeating field experiences.

The methods and goals discussed at the meeting will be written on the **Plan of Action Form**, and all pertinent parties will sign the document. The Chair will monitor the plan of action and follow up as the agreed upon timeline indicates. The faculty will also be aware of the plan. The **Plan of Action Form** will become part of
the student’s departmental record. Students may have no more than two Plan of Action Forms during their academic time in the Department of Social Work.

2) Procedures for Plan of Action Form when a student does not agree there is a concern

If the meeting between student and faculty member/field supervisor has not resolved the issue, then either/both parties are free to notify the chair that they want to bring the issue to a review by an Ad Hoc Committee. The committee will consist of three voting members and the Chair of the Department of Social Work, who will facilitate the committee. Membership will include: one member of the Professional Advisory Committee and/or the Social Work Alumni Society, one member of the faculty, and a representative from the Office of Community Standards and Student Conduct.

- Ideally, within two weeks (but up to thirty days) of notification to the Chair, the Ad Hoc Committee will have a formal meeting with the student. Documentation, from written notice of the meeting to written notice of the allegations, will be made available to all parties.
- All parties present will discuss the student’s behavior of concern, and all parties present will agree on time-based/outcome-focused goals. Possible methods that could be recommended by the Ad Hoc Committee for the attainment of these goals could include, but are not limited to: a referral to the WSU Office of Community Standards and Student Conduct for a Health and Wellness Conference, self-monitored behavioral change, additional coursework, or additional field experiences.
- The methods and goals discussed at the meeting will be written on the Plan of Action Form, and all pertinent parties will sign the document. In the event that the parties still cannot agree, the Department Chair will be the final decision maker of the Plan of Action.
- The student’s Social Work advisor will monitor the plan of action and consult as needed with the Department Chair for two weeks following the meeting.
- All faculty will be informed at the next faculty meeting of the student concern and the Plan of Action.

3) Procedures for Recommended Dismissal after first student concern:

Given the severity of the behavioral concern (i.e., incidences when criminal charges would be pressed or a social work license revoked), the Social Work Department may suggest immediate dismissal. Students who disagree with the recommendation for dismissal can follow the appeal procedures described later.

Second Identification of Student Concerns

Once the Plan of Action Outcomes/Goals are met and the student and faculty agree, students will be able to end the Plan of Action.

However, a student may be asked to develop her/his second and last Plan of Action under the following circumstances:

1) She/he is not meeting the Plan of Action 1 Outcomes/Goals within the stated timeline and she/he agrees to a second Plan of Action;
2) A second concern has been identified that warrants a Plan of Action and the student agrees to a second Plan of Action;
3) The student is not meeting the Plan of Action 1 and/or a second concern arises and the student does not agree there are concerns.
4) A second concern occurs that is severe and warrants a recommendation for dismissal from the major.

The same procedures described for the identification of the first student concerns apply here:
1) & 2) Students who agree there are concerns will develop a second Plan of Action with their faculty advisor.
3) If sufficient student progress is not made in the time that was set forth in the Plan of Action and the student denies there are concerns, the student will meet again with the Ad Hoc Committee to discuss consequences for not rectifying the concerns, including dismissal from the program.
4) Dismissal or voluntary withdrawal from the major will be discussed for severe concerns, such as participating in behaviors that would result in having their professional license revoked.

**Student Appeal of Decision for Plan of Action or For Dismissal**

Students may withdraw from the major voluntarily based on not being able to resolve the areas of concern. If students disagree with the Plan of Action and/or the recommendation for dismissal, they may request an appeal meeting with the Ad Hoc Committee. The student will be given 14 days from the date of receipt of the letter of written notification from the Chair to appeal a decision.

The student may bring witnesses in his/her own defense to that meeting. Students may not bring an attorney to represent them, and if they do so, the meeting will be cancelled and the student and attorney will be referred to the WSU counsel. The possibility to termination or extended probation for the student will be discussed at this time. The student is free to voluntarily resign from the program at any time.

All meetings/decisions should contain humanist values, with the understanding that the University is to balance the well-being of the student as well as future clients.

All student concern actions will fully comply with state and federal anti-discrimination laws and regulations.

Academic decisions or decisions of clinical insufficiency will be made in good faith by the members of the Ad Hoc Committee. The decision at this time may include recommendation for dismissal from the program. All decisions/proceedings will be documented, and all documentation will be signed by the student and members of the Ad Hoc Committee. This documentation will be presented as a suggested course of action to the Chair of Social Work. Upon receipt of the written recommendations from the Ad Hoc Committee, the Chair of Social Work will consult with all social work faculty and with the Assistant Dean for Academic Affairs in the College of Liberal Arts. The decision including recommendations will be determined by the Department Chair. A letter detailing the decision made by the Chair will be sent to the student, ideally within two weeks but up to thirty days of the Chair’s receipt of the Committee’s recommendations.
If the student disagrees with the appeal hearing decision, the student may proceed with the College of Liberal Arts academic mediation process (http://www.wright.edu/cola/Academic_Mediation_Policy.pdf). Students should begin their process and pay specific attention to Phase Four of the CoLA appeal protocol.

IV. CURRICULUM

CORE Requirements

The social work program builds on a strong liberal arts foundation before beginning the upper-level social work courses. Thus, most of your Core courses will be completed prior to beginning the major.

Upon completing the Core courses, students should have, at minimum:

1. Developed critical, analytical thinking abilities - to be able to separate facts from assumptions and values and then to put them together again in a logical fashion to develop causal explanations and support rational actions.

2. Developed beginning problem-solving skills - to be able to use knowledge (especially sociobehavioral knowledge) and their critical thinking abilities and apply them to any specific client-problem situation in order to develop a rational, workable approach.

3. Developed communication skills, both verbal and written. Communication skills are the primary tools of our profession. We must speak accurately, clearly, and often times convincingly. We must also write in the same fashion. Use the University Writing Center!!

4. Developed an awareness of their values, how they differ from others' values, and how they guide interpersonal behavior. This awareness will help students make a positive, workable synthesis between their value system and that of the profession.

Other Required Courses

COM 2020 and PSY 1010. In addition to your Core courses, you should complete COM 2020 – Interpersonal Communication and PSY 1010 – Introduction to Psychology prior to beginning junior level social work courses.

A College of Liberal Arts requirement is to take courses in a modern foreign language up to the 2020 level. You may choose to complete a sequence in American Sign Language in lieu of the traditional foreign language (Wright State University or Sinclair Community College). In addition, students must take research related courses including computer science, statistics, and philosophy.

Students who graduated from high school in 1986 or before (prior to the college preparatory curriculum policy requiring two units of foreign language), must demonstrate proficiency at the 1020 level in a foreign language either by satisfactorily completing course work or by examination.

Students must demonstrate proficiency in research methods by completing two courses: one in quantitative thinking, and one in qualitative thinking.
Quantitative Thinking
SW 2910 – Social Science Data Analysis
Qualitative Thinking
PHL 2150, 2230, 4710, 4720

Required Social Work Courses

1. **SW 2700 – Intro to Social Work**
   Includes an introduction to: the historical development of social work as a profession, the major fields of practice, social systems theory, the ecological perspective on social problems, and the tenets and value base of the profession. The course includes an introduction to foundation knowledge, the skills and values needed for the profession, the development of critical thinking, self awareness, problem solving skills and an appreciation of diversity.

2. **SW 2710 – Intro to Social Welfare**
   Study of federal and state social welfare in the United States, with an emphasis on policies that reduce poverty, oppression, and discrimination. Study the values and ethics that form the foundation of social services. 48 hour agency observation required.

3. **SW 2720 – Multicultural Competence**
   This course provides an introduction to the methods of inquiry in the social sciences used to develop the knowledge and skills required to work and relate in a multicultural world. Content covers the historical development of discrimination in the U.S. and the need for multicultural competency to be an engaged and informed citizen in a democratic society.

4. **SW 2910 – Social Science Data Analysis**
   Discusses descriptive statistical methods for social science research. Includes theory and application of frequency distributions, graphic representations, measures of central tendency and variability, statistical package for Social Sciences. Introduces probability and measures of association.

5. **SW 3700 - Human Behavior in Social Environment: Micro**
   Analysis of human behavior in assessment of social functioning as it relates to social work intervention. Includes ego psychology, social-systems theory, role theory, and learning theory.
   Prerequisite:

6. **SW 3750 - Human Behavior in Social Environment: Macro**
   Analysis of groups, systems, and community organizations in order to guide assessment, intervention, and evaluation of social work practice. Includes theories such as systems theory, social justice, oppression, and basic human rights.

7. **SW 3800 - Social Work Practice I**
   Focus on ethics and an introduction to practice skills. Field observation required to apply skills related to ethics, rapport building, interviewing techniques, and bio-psycho-social assessment. Integrative Writing course.
8. **SW 4700 – Social and Economic Justice**
Examination of how social welfare policy affects service delivery and active engagement in policy practice to promote social and economic justice. Integrative Writing course.

9. **SW 4900 – Social work Research**
Basic skills of quantitative and qualitative social research methodology and techniques of gathering, analyzing and interpreting data. Evaluation of research reports for relevance to practice with at-risk populations.

10. **SW 4810 – Social Work Practice II**
Develops a framework for understanding micro-inclusive practice interventions with individuals and families. Integrative Writing course.

11. **SW 4820 – Social Work Practice III**
Develops a framework for understanding mezzo-to-macro inclusive practice interventions in groups within organizations throughout communities of varying types.

12. **SW 4860 – Social Work Field Practicum I**
First of two field practicum courses where students apply generalist social work practice knowledge to practice in agency settings. Individual learning experiences under the supervision of an agency field instructor, with guidance from the faculty-field liaison. Requires 210 clock hours of field experience during the semester.

13. **SW 4870 – Social Work Field Seminar I**
First of two field seminar courses where faculty-field liaison utilizes individual and group feedback to assist students in applying generalist social work practice knowledge while planning, implementing, and processing activities at their practicum sites.

14. **SW 4880 – Social Work Field Practicum II**
Second of two field practicum courses where students apply generalist social work practice knowledge to practice in agency settings. Individual learning experiences under the supervision of an agency field instructor, with guidance from the faculty-field liaison. Requires 210 clock hours of field experience during the semester.

15. **SW 4890 – Social Work Field Seminar II**
Second of two field seminar courses where faculty-field liaison utilizes individual and group feedback to assist students in applying generalist social work practice knowledge while planning, implementing, and processing activities at their practicum sites.
SAMPLE CURRICULUM PLAN
(Showing Sequencing of Social Work Courses after Admission to the Major)

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td>SW 2910</td>
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NOTE: A student is only permitted to take 3000 or 4000 level required social work courses if they have been admitted to the major (335) or with permission of the department. SW 4810 must be taken with Social Work Field Practicum I (SW 4870), and SW 4820 with Social Work Field Practicum II (4890).

Note!!! Many of the social work courses, not just the practicum, require community and/or agency-based experiential learning activity! Appropriate academic credit is, however, given for this learning.

Policy - No Academic Credit for life experience and previous work experience. The Department of Social Work does not provide academic credit for life experience and previous work experience, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas (social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research and field practica).

V. FIELD EDUCATION POLICIES/PROVISIONS

Field Supervisor Minimum Qualifications: Senior practicum field supervisors must have at least a Bachelor’s Degree in Social Work (BSW) from a CSWE accredited program and two years post-degree professional work experience. Those with a Master’s Degree in Social Work (MSW) from a CSEW accredited program are not required to have a minimum number of years of work experience. Social work licensure (i.e., LSW or LISW) is not required (unless the state requires it). Nonetheless social work licensure is not a substitute for the BSW or MSW. Exceptions may be granted with the instructor’s and/or field coordinator’s approval. In such cases, field supervisors must commit to reinforcing a social work perspective and the NASW Code of Ethics with training from the field coordinator and ongoing guidance from the faculty field liaison.
Reasonable Accommodations: If needed, students with physical, mental, and/or learning disabilities may ask the director of their field agency for specific and reasonable accommodations for their disabilities.

General Policies:

Hours: Students enrolled in the concurrent practicum must complete 420 clock hours. For the two term practicum, students must complete an average of 15 hours per week.

Attendance: Students are expected to be punctual and observe the regular agency working hours. When students are absent or tardy for reasons beyond their control (death in family, illness), they must call their field supervisor by 9:00 a.m. and give reason for absence or tardiness. Students should speak directly to the supervisor; a message should be left only if the supervisor is not accessible. Students are expected to make up missed time. This is to be structured in conjunction with the agency field supervisor.

Holidays: Students are expected to complete the 420 clock hours. Students can take agency holidays and university holidays. However, these holidays are to be negotiated at the beginning of each semester. Assignments and responsibilities to clients should guide the decisions relative to holidays.

Professional Meetings: Students are encouraged to attend professional meetings. The field supervisor can determine the appropriateness of such a meeting and whether practicum hours can be used. The Social Work Program may also encourage students to attend certain professional meetings and will allow time to count for practicum hours. Such a decision will be made in conjunction with the field supervisor.

Time Records: Students are required to maintain written documentation of practicum hours completed. These hours will be maintained in the students' logs and should be maintained at the agency. The field supervisor is to document hours on the evaluations submitted at the end of each semester.

Withdrawal from SW 4860, 4870, 4880, 4890: Students have the right to drop the practicum within the University approved period. However, this decision must be discussed in detail with the Field Education Coordinator and the field supervisor. Termination of the practicum may be initiated by the student, agency, or Field Education Coordinator and must be done in a planned way to minimize damage to agency services and clients, the student, and the future working relationship between the agency and the Department of Social Work.

Practicum and Employment: CSWE accreditation standards emphasize that the field practicum must demonstrate a "clear differentiation between work and student learning assignments." Thus, the W.S.U. program makes every attempt to have students complete their practicum at an agency where the students are not employed. For the exception - practicum at the same agency where the student is employed, the following conditions must be satisfied: 1) student must be assigned to a unit/division that differs from the regular work assignment, 2) student must be assigned a field supervisor who is not the work supervisor, and 3) the agency must provide release time for the practicum.
**Professional Liability Insurance:**

Senior practicum students are required to purchase liability insurance through the group plan offered to the Department of Social Work at Wright State University. The non-refundable, annual premium is paid in full as a course fee when enrolling in SW 4860.

**Placement Process for the Senior Field Education:**

Students must meet the following requirements before they can formally apply for the senior practicum (SW 4860):

1. Students must have a grade point average of 2.25 or better.
2. Students must have completed liberal arts courses that are pre-requisites for the 4000 level social work courses.
3. Students must have completed all 2000 and 3000 level social work courses (SW 2700, 2710, 2720, 3700, 3750, 3800) as well as SW 4700 and 4900.
4. Student must be able to concurrently enroll in SW 4810 Social Work Practice II and SW 4860 Social Work Field Practicum I.

When the above requirements are met, students are able to start the official process. In order to enroll in the practicum (SW 4860) for the Fall Semester, students must apply during the preceding Spring Semester. Students must complete the application form which is called the Student Profile (available online at the department Web site www.wright.edu/cola/Dept/social_work). Once the Student Profile is completed, students then schedule a screening interview with the Field Education Coordinator. The purpose of the screening interview is to determine the readiness of the student to enter practicum and the appropriate agency for the practicum site. Readiness of students for senior practicum is based on the student's completion of prerequisites, expressed readiness, and input from the social work faculty. If it is felt that the student is not ready to do a field practicum, the Field Education Coordinator reserves the right to not accept the student for practicum at that time.

The actual placement site is a negotiable matter between student, the Field Education Coordinator, and the desired agency, based on the student's interest and practice goals, and the availability of an appropriate agency to meet these goals.

The identified agency for desired placement will have the final decision to accept the student for placement, based on an interview between the student and the designated supervisor and/or agency designee. The student also has the right to accept or reject the agency for placement. The Field Education Coordinator will finalize the agreed upon placement in written form, clearly delineating the starting and ending dates of the practicum experience.
Responsibilities and Functions of the Department of Social Work and the Agency

The Field Education Coordinator has the following responsibilities:

A. To screen students making application for practicum.
B. To provide students with information about placement opportunities including specific agencies and programs.
C. To provide agencies with information about particular students.
D. To match students with agencies keeping the interests and needs of both in mind.
E. To assess student's performance/progress during visits to agency, including the assessment of at least one observation of a student activity in the agency.
F. To keep students and field supervisors aware of all dates and related expectations that effect practicum. This includes dates, times, and location of seminars, dates evaluations are due, etc.
G. To arbitrate issues that may arise where either agency or student is experiencing difficulty, and to make and carry out decisions to remove students when necessary.
H. To provide assistance as deemed appropriate, to the faculty-field liaisons/seminar instructors, field supervisor, agency, and/or student upon request.
I. To identify and evaluate agencies as potential practicum settings for students.
J. To plan and implement orientation and other seminars for field supervisors.
K. To carry out other duties as identified as being related to practicum.

The Faculty-Field Seminar Instructors have the following responsibilities:

A. To attend annual orientation.
B. To read and evaluate student's logs.
C. To maintain ongoing contact with assigned students and agencies and arbitrate issues that may arise between them.
D. To plan and conduct the seminar in which students participate during practicum at specified intervals.
E. To assign grades based on logs, participation in seminars, and/or other clearly specified criteria.
F. To keep Field Education Coordinator apprised of any major problems.

G. To notify the Field Education Coordinator whenever arbitration necessitates intervention at or above the Coordinator level.

H. To read and evaluate the student’s Final Portfolio.

The **Agency** has the following responsibilities:

A. To provide learning experiences that adhere to the Social Work Program's purpose and outcomes.

B. To provide the supervisory/instructional personnel to ensure quality learning experiences for students, that is, to select a person with the MSW or BSW from a CSWE accredited social work program and a minimum of two years of supervisory experience for BSW level supervisors. (Exceptions must be arranged with the Field Education Coordinator.)

C. To provide travel reimbursement for student expenses incurred while performing agency business or to explore the feasibility of reimbursement if such a policy does not exist.

D. To provide opportunities to work with members of different ethnic groups.

E. To provide adequate space and supplies for students.

F. To prepare the agency personnel for the arrival of student(s).

G. To participate in the selection of student(s) assigned to agency, including interviewing student(s) prior to placement and submitting forms indicating acceptance or non-acceptance.

H. To provide learning experiences that insure students direct involvement with clients in a manner consistent with Practicum course outcomes, professional social work practice, and the NASW Code of Ethics.

I. To provide learning experiences that expose students to the total operation of the agency.

The **Field Supervisor (Field Instructor)** has the following responsibilities:

A. To develop the learning/contract activities of the students that ensure achievement of the expected field outcomes.

B. To meet with students for at least an hour each week for an instructional conference, and at other times as needed.

C. To complete the mid-point and end of term evaluations.
D. To serve as a professional role model for the students.

E. To attend orientation and special meetings convened for field supervisors.

**Students have the following responsibilities:**

A. To be present at the agency during the times arranged for the practicum. If, for any reason, the student is unable to adhere to the designated dates and/or times, the student is to immediately notify their field supervisor and the Field Education Coordinator.

B. To make and comply with arrangements made to cover any missed time.

C. To spend a minimum of 420 clock hours in the practicum agency.

D. To conduct themselves in a responsible and professional manner at all times while carrying out the assigned duties of the agency. This includes promptness, neatness in personal appearance, and working cooperatively with other staff members.

E. To comply with the NASW Code of Ethics and to conform to the agency rules to protect client rights, particularly with regard to confidentiality of case material and other information the student may have access to because of the practicum assignment.

F. To work within the framework of the agency established by its policies and procedures.

G. To attend each scheduled practicum seminar.

H. To actively participate in case assignments (individual, family and group work), conferences, and all other activities deemed appropriate by the agency.

I. To be part of the learning experience, doing each assignment to the best of his/her ability.

J. To keep a log of the actual hours in practicum and be able to document that the total hours required have actually been fulfilled.

K. To keep the Field Education Coordinator and faculty-field liaison aware of any problems he/she is concerned about and/or is unable to resolve in cooperation with the field supervisor.

L. To not make initial contacts with agencies regarding practicum placement possibilities, without the specific permission of the Field Education Coordinator.

M. To complete all expectations, contractual agreements, and assignments that are defined as part of the practicum experience.

N. To meet all the obligations the student has to the University, agency, and clients.
Grievance Procedures

The grievance procedures are developed for use by students, faculty, agency based field supervisors, and clientele. The grievance procedures are designed to deal with discrepancies that may emerge during the field practicum experience. A step-by-step procedure is outlined and must be followed in order and timetable outlined.

Step 1. Whenever there is a discrepancy, the two parties involved should take every precaution to try to resolve the matter. If the matter cannot be resolved, then the matter should be brought to the attention of the agency based field supervisor. If the matter cannot be resolved at this level, the grieving person must inform the other party of his/her intention to proceed to Step 2. This should be communicated in writing with a copy being forwarded to the Field Education Coordinator within five working days following the meeting between the student and agency based field supervisor.

Discrepancies between clientele and students will be resolved and handled in Step 1 only. If additional action is required, the procedures of the agency will be followed. The agency based field supervisor will inform and keep the Field Education Coordinator and the faculty-field liaison/seminar instructor apprised of all developments.

Step 2. The student, field supervisor, faculty-field liaison/seminar instructor, and Field Education Coordinator will meet to resolve the matter. If satisfactory resolution is not obtained, then the grieving parties may initiate action within five working days following the meeting by written communication to the Chair of the Department.

Step 3. The Chair of the Department of Social Work will meet with parties to try to satisfactorily resolve the matter. If a satisfactory agreement cannot be reached, the parties will move to the final step.

Step 4. The final step will involve meeting with a panel of three. Each party in conflict will select a representative from a developed list to hear grievance. This panel of three (Department Chair and two selected representatives) will make a final decision to which parties must agree.

Evaluation Process for the Student in Senior Field Education

The evaluation of the student in field education is a joint assessment of the field supervisor and faculty-field liaison/seminar instructor.

Both the student and the agency field supervisor have an integral part in the evaluation. Each has a particular level of responsibility in making it an educational part of the practicum. Communication between the agency field supervisor and the student should be such that both are aware of the level of performance of the student at any given point in time. Ongoing and regularly scheduled conferences between student and supervisor are necessary in order for this to be achieved.
Students are evaluated twice during the first semester, and once at the end of the second semester. For the first semester practicum experience, students will receive a midpoint evaluation at seven weeks and an end of the semester evaluation.

The due date for each specific evaluation will be communicated to students and supervisors.

A contract/evaluation tool must be developed each semester based on the competencies and practice behaviors.

In addition to participating in the evaluation, each student is required to review and sign the evaluation before it is submitted. The student's signature does not denote agreement about its content but rather that the student has had an opportunity to read and discuss the evaluation with the supervisor. Students may submit a written addendum to the evaluation if there are disagreements with respect to the ratings and comments. The addendum must be reviewed and signed by the supervisor.

Evaluations are considered the property of the Department of Social Work. However, students may make a written request that a copy be given to them or sent to an employer or a graduate school.

**Grading Process**

Each student will receive a letter grade (A, B, C, D, or F) each semester for the Field Education seminar (SW 4870 and SW 4890) and a Pass/Fail grade for the Field Placement (SW 4860 and SW 4880).

The faculty-field liaison/seminar instructor is responsible for determining the final grade of each student in practicum, during any given term. The final grade is based upon the following factors:

1) Practicum evaluation completed by field supervisor.

2) Well-documented logs submitted at specified intervals, to the faculty-field liaison/seminar instructor.

3) Attendance and participation at scheduled practicum seminars.

4) Completion of a major paper during the final semester -- contents to be delineated by the faculty-field liaison/seminar instructor.

5) Completion of additional practicum assignments each semester.

**PLEASE NOTE:**

**SW 4860, 4870, 4880 and 4890 assignments are described in detail in the course syllabus.**
APPENDIX A

VII. Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and
standards to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code’s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws,
regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

### Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value: Service**

**Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems.*
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value:** Social Justice

**Ethical Principle:** Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value:** Dignity and Worth of the Person

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** Importance of Human Relationships

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** Integrity

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

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.
Value: Competence

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

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to
inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(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 client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest,
exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.
2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.
3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.
3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.
4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.
4.06 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.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

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.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research,
consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.
6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

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

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

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.
1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Educational Policy 1.1—Values

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

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

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

1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

† These six value elements reflect the National Association of Social Workers Code of Ethics.
2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

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

Educational Policy 2.1—Core Competencies

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

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

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

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

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

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

* recognize and manage personal values in a way that allows professional values to guide practice;
* make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
* tolerate ambiguity in resolving ethical conflicts; and
* apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

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

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

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

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement
Social workers

• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
• use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.
Educational Policy 2.1.10(b)—Assessment
Social workers

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

Educational Policy 2.1.10(c)—Intervention
Social workers

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

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice
Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education
Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum
The 10 core competencies are used to design the professional curriculum. The program
B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum
The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education
The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

2.1.4 Admits only those students who have met the program’s specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold
a baccalaureate or master’s degree in social work from a CSWE-accredited program. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. 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.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1—Diversity
The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity
3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.
3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.
3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.
Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.
M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service
responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

**B3.3.3** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

**M3.3.3** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

**3.3.4** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

**3.3.5** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

**3.3.6** The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

### Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

### Accreditation Standard 3.4—Administrative Structure

**3.4.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

**3.4.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

**3.4.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

**3.4.4** The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

**B3.4.4(a)** The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

**B3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.

**B3.4.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

**M3.4.4(a)** The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-
accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

**M3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.

**M3.4.4(c)** The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

**3.4.5(a)** The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

**3.4.5(b)** The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster’s social work degree practice experience.

**B3.4.5(c)** The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

**M3.4.5(c)** The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.
APPENDIX C
WRIGHT STATE UNIVERSITY
Department of Social Work

MID-POINT EVALUATION FORM
(Completed During Fall Semester)

Social Work 4860 – Field Education I

Field Instructor (circle one):  Layne/Myadze/Gentles-Gibbs

Date:  _______________________________

Name of Student:  ____________________________________________________________

Name of Supervisor:  __________________________________________________________

Name of Agency:  ____________________________________________________________

   (Address)   ____________________________________________________________

   Phone:  _________________________

Evaluation Period -
Hours Completed:  _______________________

Directions:  A meaningful performance evaluation must give an accurate assessment of the student's performance in carrying out assignments, as well as their ability to receive and actualize instructions for completing assignments.

Please use the following scale to evaluate each area:  You may include fractions (e.g., "3.5") if they provide a more precise indication of the student's performance.

4  =  Excellent  Performance is consistently above what is generally expected.

3  = Above Average  Performance is above what is generally expected.

2  =  Average  Performance is at the expected level.

1  =  Below Average  Performance is frequently below expected level.

0  =  Poor  Unable to perform.

NA  =  Not Applicable  No opportunity to perform this in practicum.
MID-POINT EVALUATION FORM

Page 2

____ Demonstrates appropriate understanding of the social policy and procedures that govern the agency and its service delivery.

____ Demonstrates a conscious disciplined use of the professional self (attendance, punctuality, and assignment completion, as well as thoroughness, etc.)

____ Demonstrates an ability to assume responsibility for own learning - i.e. comes to supervision prepared to ask questions and provide feedback regarding status of assignments, readiness to assume additional activity, etc.

____ Applies knowledge gained through past experiences to current situations (classroom, orientation, previous assignments, etc.)

____ Exercises initiative in pursuing opportunities to enhance and/or further professional learning.

Identify the areas the student needs to work to enhance, prior to the semester ending:


Are there new goals that have emerged as a result of this evaluation? If so, please list.

Please comment on the student’s observable potential as a "helping person."

Signatures: ____________________________  ____________________________  
Student                          Date                          Supervisor                       Date

Agency Name ____________________________  Academic Year___________
APPENDIX D
Cover Sheet for the Senior Practicum Contract/Evaluation: SW
Wright State University
Department of Social Work

SAMPLE CONTRACT

<table>
<thead>
<tr>
<th>Name of Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Supervisor</td>
<td></td>
</tr>
<tr>
<td>Agency</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Hours completed (at evaluation)</td>
<td></td>
</tr>
</tbody>
</table>

**N. B.** This document contains suggested or possible tasks for each of the competencies and practice behaviors outlined. This sample contract is therefore intended to be a generic document that can be used across agency types. In order to complete your specific agency contract for each semester, you may choose tasks from the examples provided as well as design relevant tasks of your own that are not included here. You may also change the language of the tasks suggested to fit your agency (e.g. residents vs. clients). Please then complete your contract using the template document provided.

<table>
<thead>
<tr>
<th>4 = Excellent</th>
<th>Performance is consistently above what is generally expected</th>
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</thead>
<tbody>
<tr>
<td>3 = Above Average</td>
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</tr>
<tr>
<td>2 = Average</td>
<td>Performance is at the expected level</td>
</tr>
<tr>
<td>1 = Below Average</td>
<td>Performance is frequently below expected level</td>
</tr>
<tr>
<td>0 = Poor</td>
<td>Unable to perform</td>
</tr>
<tr>
<td>NA = Not Applicable</td>
<td>No opportunity to perform this in practicum</td>
</tr>
</tbody>
</table>
### Competency #1: Identify as a professional social worker and conduct oneself accordingly.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested/Possible Task(s)</th>
<th>Score</th>
</tr>
</thead>
</table>
| Advocate for client access to the services of social work                         | - Assist client in identifying/recognizing need area  
- Provide client with a referral to an appropriate service provider  
- Liaise directly with a service provider on client’s behalf  
- Review/research relevant services and agencies for client and discuss with supervisor                                           |       |
| Practice personal reflection and self-correct to assure continual professional development | - Discuss personal observations and/or interactions with supervisor  
- Review task performance and goal achievement in weekly supervision  
- Maintain a journal/log to document personal and professional reactions and growth                                                                                      |       |
| Demonstrate professional demeanor in behavior, appearance and communication         | - Review and discuss with supervisor agency policies regarding professional conduct  
- Demonstrate knowledge and skills regarding professional attire, promptness, work-related notifications to supervisor, and in interpersonal interactions with agency staff  
- Display appropriate comfort level in phone and face-to-face communication with clients  
- Discuss student role and responsibilities in building professional relationships with workers/clients                                                                 |       |
| Engage in career-long learning                                                     | - Attend trainings and seminars pertinent to the population served  
- Demonstrate general openness to learning  
- Discuss personal and professional goals during supervision  
- Gain access to professional journal/magazine and discuss new knowledge with supervisor                                                                 |       |
| Use supervision and consultation                                                    | - Provide agenda for formal supervision  
- Seek out supervisor or designee for informal supervision  
- Consult with colleague on general or specific issues                                                                                                                   |       |
| Define what distinguishes Social Work from other helping professions                | - Define and discuss social work best practice and principles with supervisor in relation to professional behavior  
- Identify various roles performed by agency staff and discuss differing approaches by professional groups                                                                 |       |

**Comments:**
**Competency #2: Apply social work ethical principles to guide professional practice.**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested/Possible Task(s)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>□ Review/discuss NASW Social Work Code of Ethics in supervision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Identify any personal value that may differ from professional values and discuss steps to be taken to ensure non-interference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Discuss personal reflections on race/general background and potential impact on interactions with clients</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Review Ohio Revised Code Standards for abuse/neglect</td>
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</tr>
<tr>
<td>Make ethical decisions by applying standard of the NASW Code of Ethics and, as applicable, of the IFSW-IASSW Ethics in Social Work statement of Principles</td>
<td>□ Demonstrate ability to understand and apply codes of ethics as it applies to interaction with clients, other social workers and various members of the community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Identify two (real/imagined/potential) ethical dilemmas and discuss how/why the situations present as dilemmas</td>
<td></td>
</tr>
<tr>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
<td>□ Demonstrate an understanding of the hierarchy of rules/laws in resolving ethical conflicts</td>
<td></td>
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<tr>
<td></td>
<td>□ Discuss the importance of self-determination and apply it to a case/situation in practice</td>
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<tr>
<td></td>
<td>□ Identify a case/situation that presents as ambiguous/unclear in how it should be resolved and discuss options for resolution</td>
<td></td>
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<tr>
<td></td>
<td>□ Discuss with supervisor difficulties faced by agency and any existing agency limitations in resolving ethical conflicts</td>
<td></td>
</tr>
<tr>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>□ Discuss steps to be taken to resolve an ethical dilemma as outlined in the NASW Code of Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Identify steps to be taken to resolve an ethical dilemma as outlined/expected within agency protocol and discuss any differences between agency protocol and Code of Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Identify at least 2 social work ethical principles and 2 ethical standards that guide decision making and discuss how they are related to social work values</td>
<td></td>
</tr>
</tbody>
</table>
Competency #3: Apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested/Possible Task(s)</th>
<th>Score</th>
</tr>
</thead>
</table>
| Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom | □ Discuss with supervisor what research projects (small or large) are carried out at the agency  
□ Discuss with supervisor how the agency uses practice wisdom and how this differs from the incorporation of research findings  
□ Identify an agency policy related to client care/services and discuss with supervisor the origins of the policy  
□ Attend staff meeting and discuss experience and personal observations with supervisor |       |
| Analyze models of assessment, prevention, intervention and evaluation             | □ Create a Genogram and/or Eco-map of a case  
□ Review an assessment or evaluation tool used within the agency and document its strengths and weaknesses in capturing client information  
□ Identify how specific tasks performed within the agency are supported (or not) by intervention models used within social work  
□ Review alternative assessments from other sources and compare with those used by the agency |       |
| Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues | □ Conduct a literature review about a topic relevant to practice within the agency and do a written summary of the findings  
□ Prepare an oral presentation for clients/colleagues on an agreed upon topic of interest  
□ Complete daily/weekly agency documentation as agreed with supervisor |       |
### Competency #4: Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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<th>Score</th>
</tr>
</thead>
</table>
| Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | □ Identify one value or societal structure that may have a positive or negative impact on your agency’s client population and discuss with supervisor  
□ Discuss with supervisor how the agency addresses the negative impact of any societal value or structure  
□ Describe what diversity ‘looks like’ within the agency, i.e., describe the dimensions of diversity (race, class, age, gender, sexual orientation etc.), and discuss with supervisor how the agency encourages and addresses diversity  
□ Conduct a site visit to another agency serving a vulnerable population and discuss experience and observations with supervisor |       |
| Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | □ Identify at least one personal bias or personal value and discuss with supervisor its potential impact on clients  
□ Discuss an area of discomfort with any client population and identify why this is so  
□ Create a list of characteristics that detail the similarities and differences between the clients and the student social worker and discuss with supervisor  
□ Identify an area/client type on which the student worker has limited knowledge and detail steps to follow to gain knowledge |       |
| Recognize and communicate their understanding of the importance of difference in shaping life experience | □ Reflect upon own race and general background and the effect upon interactions with clients  
□ Discuss how cultural differences could impact relationships  
□ Discuss ways to bridge cultural differences or backgrounds  
□ Identify 2 existing clients within the agency and discuss the student worker’s impressions on how difference may have shaped their life experience and identity |       |
| View themselves as learners and engage those with whom they work as informants | □ Read agency’s policy manual and discuss/journal about new knowledge gained  
□ Demonstrate the ability to form appropriate relationships with colleagues and identify how they be may be useful in informal supervision  
□ Identify how clients can serve as teachers for the student worker and discuss how this differs from learning from supervisor and colleagues |       |

**Comments:**
### Competency #5: Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested/Possible Task(s)</th>
<th>Score</th>
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</table>
| **Understand the forms and mechanisms of oppression and discrimination** | - Identify ways in which clients served by the agency are oppressed and discriminated against  
- Discuss three ways used by the agency to enhance life experience for clients  
- Interview a client who identifies as being a victim of oppression and/or discrimination  
- Conduct research on oppression and discrimination and present findings to supervisor and/or colleagues |       |
| **Advocate for human rights and social and economic justice** | - Attend training on diversity, human rights etc.  
- Conduct research on the basic human rights to which all humans are entitled  
- Compile and post a directory of local agencies engaged in advocacy work for the agency’s client population  
- Identify a case (agency or community-based) in which there has been a human rights violation and discuss with supervisor |       |
| **Engage in practices that advance social and economic justice.** | - Identify agency procedures and activities that promote social and/or economic justice  
- Identify an issue that negatively impacts clients’ rights and discuss potential resolution with supervisor  
- Write a letter to a public official regarding client issues  
- Discuss with supervisor ways to empower clients regarding rights and justice |       |

**Comments:**
### Competency #6: Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested/Possible Task(s)</th>
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</table>
| Use practice experience to inform scientific inquiry | ☐ Identify practice issue within the agency for which the student worker needs information/data and conduct a small-scale quantitative or qualitative research project  
☐ Develop a questionnaire or observation sheet to be used to gather client data  
☐ Attend training/workshop on research or policy and discuss how this arose from or can be driven by practice issues |       |
| Use research evidence to inform practice | ☐ Do a literature review of empirical research related to the field of practice and present findings to supervisor/staff  
☐ Identify an area of practice with new research made available. Compare agency practice against research findings and discuss with supervisor how research can improve agency practice |       |

**Comments:**

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### Competency #7: Apply knowledge of human behavior and the social environment.

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<tr>
<th>Practice Behaviors</th>
<th>Suggested Task(s)</th>
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</table>
| Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation. | ☐ Observe clients at various stages of development and discuss observations with supervisor  
☐ Complete an eco-map/genogram of a case and discuss the various roles that social systems play in clients’ lives  
☐ Identify an assessment, intervention or evaluation tool used within the agency and assess how it utilizes concepts from any social work theory  
☐ Discuss with supervisor how the agency incorporates the impact of the social environment on human behavior |       |
Critique and apply knowledge to understand person and environment

- Discuss how social work theories, perspectives, or concepts are relevant or irrelevant to the client population
- Identify one client for discussion during supervision and detail important facts concerning his/her biological, social, cultural, psychological and spiritual development
- Complete a client assessment and present findings to supervisor and/or team

Comments:

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver social work service.

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<tr>
<th>Practice Behaviors</th>
<th>Suggested Task(s)</th>
<th>Score</th>
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<tbody>
<tr>
<td>Analyze, formulate, and advocate for policies that advance social well being</td>
<td>□ Identify one internal or external policy and discuss with supervisor its origin, purpose and impact on services/service delivery □ Discuss with supervisor any potential gap in services or policy and propose possible resolutions □ Interview client population regarding their satisfaction/recommendations for the promotion of their wellbeing</td>
<td></td>
</tr>
<tr>
<td>Collaborate with colleagues and clients for effective policy action</td>
<td>□ Discuss with supervisor/workers needed policy changes □ Identify protocol and means for suggested changes within agency □ Advocate for policy change</td>
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Comments:
Competency #9: Respond to contexts that shape practice.

<table>
<thead>
<tr>
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<th>Score</th>
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</thead>
</table>
| Continuously discover, appraise, and attend to changing locals, populations, scientific and technological developments, and emerging societal trends to provide relevant services | □ Identify agency and/or societal trends or changes that have an impact on client population, e.g. migration, funding changes, insurance coverage, unemployment etc. and discuss with supervisor  
□ Attend training relevant to social trends or emerging research impacting clients and document new knowledge |       |
| Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social service | □ Formulate suggestions for supervisor as to how agency can proactively respond to changes  
□ Conduct/arrange mini-training on new knowledge |       |

Comments:

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

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<tr>
<th>Practice Behaviors</th>
<th>Suggested Task(s)</th>
<th>Score</th>
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</table>
| Substantively and affectively prepare for action with individuals, families, groups, | □ Make a list of three strategies for effectively engaging a client  
□ Make a list of the student worker’s strengths and areas for development related to client interaction  
□ Develop a plan of action for addressing need areas/skill deficits regarding client interaction |       |
<table>
<thead>
<tr>
<th>organizations and communities</th>
<th>□ Debrief with supervisor any difficult client interaction and how this impacted the student worker</th>
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</table>
| Use empathy and other interpersonal skills | □ Describe the differences and implications between sympathy and empathy  
□ Complete process/summary recording after a client interaction and identify examples of active listening, attending, reflective listening, use of empathy etc. |
| Develop a mutually agreed-on focus of work and desired outcomes | □ Develop a contract with a client  
□ Assist a client in determining goals and plan of action  
□ Develop a client care plan |
| Collect, organize, and interpret client data | □ Obtain permission to gather client data in any form  
□ Complete and file agency documentation  
□ Complete a client assessment/interview and summarize personal and professional impressions |
| Assess client strengths and limitations | □ Identify 3 strengths of a client  
□ Identify at least one limitation of a client, suggesting how this can be turned into a strength  
□ Define ways to empower client to utilize/expand strengths  
□ Conduct an assessment of a client, detailing strengths and areas for development |
| Develop mutually agreed-on intervention goals | □ Demonstrate an understanding of how intervention goals flow from client assessment  
□ Complete a client treatment/care plan and discuss the rationale for the selection of goals  
□ Demonstrate an ability to work collaboratively with clients to develop goals |
| Select appropriate intervention strategies | □ Discuss with supervisor how selected intervention strategies relate to assessment and goals  
□ Identify the difference between evidenced-based intervention strategies and those based on practice wisdom  
□ Demonstrate an ability to evaluate the effectiveness of selected intervention strategies |
| | □ Learn/discuss agency mission statement |
| Initiate actions to achieve organizational goals | □ Discuss how agency achieves desired outcome of mission statement |
| Implement preventions that enhance client capacities | □ Discuss formulation of client treatment/care plan, addressing discontinuation of identified problem issues |
| | □ Demonstrate an understanding of the relationship between prevention and capacity building and strength-based intervention |
| Help clients resolve problems | □ Develop a client safety/risk management plan |
| | □ Teach a client problem-solving skills |
| Negotiate, mediate and advocate for clients | □ Link a client with external resources for material assistance/support |
| | □ Write a letter on a client’s behalf to secure access to services/support |
| Facilitate transitions and endings | □ Demonstrate an understanding of how to initiate and end client interactions appropriately |
| | □ Plan and prepare clients for termination as intervention ends or as the student worker ends placement |
| | □ Document student worker’s emotional responses to transitions and termination and discuss potential impact on clients |
| Critically analyze, monitor, and evaluate intervention | □ Update treatment/care plans in accordance with agency procedures |
| | □ Collect and review weekly data on a specific client outcome and synthesize the results |
| | □ Demonstrate an ability to evaluate goals, strategies and outcomes, making changes as needed |
| Exposure through agency observation to engagement, assessment, and intervention processes | □ Journal and/or discuss personal observations of all aspects of agency work and function |
| | □ Discuss with supervisor how agency activities support each other for clients’ benefit |

**Comments:**
Overall summary statement of student’s strengths and areas needed for further development.

Overall Rating: _________ (based on rating scale on page 1)

Signatures Upon Completion of Contract

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
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<tbody>
<tr>
<td>Supervisor</td>
<td>Date</td>
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<tr>
<td>Field Coordinator</td>
<td>Date</td>
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Signatures Upon Completion of Evaluation

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APPENDIX E

WRIGHT STATE UNIVERSITY
Department of Social Work

STUDENT EVALUATION OF AGENCY
(Completed at the end of the Spring semester)

Name _______________________________________________________________________

Agency Assigned______________________________________________________________

Time Period for the Practicum___________________________________________________

Please complete the following form. It will be used in making an assessment for agency
selection in the future.

Agency

1. Were service/learning experiences provided that allowed you to work with members of
   various ethnic groups?

   Yes ______ No ______ Uncertain ______

2. Were appropriate supervision and instructional personnel provided to ensure quality
   service/learning experiences?

   Yes ______ No ______ Uncertain ______

3. Were service/learning experiences provided that ensured direct involvement with
   clientele in a manner consistent with professional social work development?

   Yes ______ No ______ Uncertain ______

4. Were there adequate space and supplies?

   Yes ______ No ______ Uncertain ______

5. Were opportunities provided to utilize new approaches of social work interventions?

   Yes ______ No ______ Uncertain ______

6. Did the agency provide travel reimbursement for expenses incurred while performing
   agency business?

   Yes ______ No ______ Uncertain ______
7. Did the agency provide written copies of its rules and regulations?
   Yes _____  No _____  Uncertain _____
8. Did the agency provide easy access to records for learning experiences?
   Yes _____  No _____  Uncertain _____
9. Did the staff reflect the local diversity?
   Yes _____  No _____  Uncertain _____
10. Was the agency and other staff members prepared for the arrival of students?
    Yes _____  No _____  Uncertain _____
11. Were opportunities available for exposure to the total operation and activities of the agency?
    Yes _____  No _____  Uncertain _____

Supervision

12. Were there appropriate service/learning experiences?
    Yes _____  No _____  Uncertain _____
13. Were weekly instructional conferences held?
    Yes _____  No _____  Uncertain _____
14. Did you have access to instructional personnel when needed?
    Yes _____  No _____  Uncertain _____
15. Was adequate time allotted for consulting with instructional personnel?
    Yes _____  No _____  Uncertain _____
Learning Activities

16. Were there opportunities to learn about the structure of organizations and service delivery systems?

Yes _______  No _______  Uncertain _______

17. Were there opportunities to discuss and/or work toward making necessary organizational change?

Yes _______  No _______  Uncertain _______

18. Were there opportunities to use theoretical frameworks to understand individual development and behavior across the life span, and the interactions between individuals and among individuals and families, groups, organizations, and communities?

Yes _______  No _______  Uncertain _______

19. Were there opportunities to apply the knowledge (from textbooks) and skills of generalist social work practice with systems of all sizes?

Yes _______  No _______  Uncertain _______

20. Were there opportunities to apply the value base of the profession and its ethical standards and principles (SW Code of Ethics), and practice accordingly?

Yes _______  No _______  Uncertain _______

21. Were there opportunities to evaluate research studies, apply research findings to practice, and evaluate your own practice interventions (applying knowledge from research classes)?

Yes _______  No _______  Uncertain _______

22. Were there opportunities to describe the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice?

Yes _______  No _______  Uncertain _______

23. Were there opportunities to use supervision and consultation appropriate to social work practice?
24. Were there opportunities to learn to write clearly, concisely, and with good grammar, punctuation, and spelling?
   Yes _______  No _______  Uncertain _______

25. Were there opportunities to learn to speak clearly, concisely, and with conviction?
   Yes _______  No _______  Uncertain _______

26. Were there opportunities to use communication skills differentially across client populations, colleagues, and communities?
   Yes _______  No _______  Uncertain _______

27. Were there opportunities to apply critical thinking skills within the context of professional social work practice?
   Yes _______  No _______  Uncertain _______

Impressions

27. How did you perceive yourself at the agency?
   Student ___  Visitor ___  Staff ___  Other ___  Uncertain ___

28. How did the agency perceive you?
   Student ___  Visitor ___  Staff ___  Other ___  Uncertain ___

29. Were the supervisory sessions beneficial?
   Yes _______  No _______  Uncertain _______
30. What would you list as the positive features of the field placement?

31. What would you list as the features of the field placement which should be improved?

32. Would you recommend this agency as a site for future student placements? Why?

33. What recommendations would you make regarding this placement site?