

**MISSOURI WESTERN STATE UNIVERSITY**

**BACHELOR OF SOCIAL WORK PROGRAM**

**SWK 480 & 485**

**Practicum in Social Work**

**Fall 2019**

**FIELD EDUCATION  
MANUAL**

**for**

**PRACTICUM STUDENTS**

**and**

**FIELD INSTRUCTORS & PRECEPTORS**

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## INTRODUCTION

This Field Educational Manual is designed to serve as a guide for students, faculty, field instructors and preceptors. It will serve as a “road map” for students to navigate the field course and as an aid to field instructors in planning, implementing and evaluating students’ experiences in their field placements. It outlines the expected nature and structure of the field experience by delineating responsibilities of all concerned parties, and specifying student learning objectives and competencies required for successful completion of the field instruction courses.

Field education constitutes a vital part of the social work curriculum. The field experience provides structured opportunities for students to integrate and apply their social work knowledge, values and skills under supervision to become competent generalist social workers and prepare them for professional practice. Students, field instructors, and preceptors are expected to read the Field Education Manual prior to entry into the field and raise any questions or concerns with the Field Education Practicum Director.

Program changes may necessitate revisions of this manual over time. Students, faculty, field instructors and preceptors are encouraged to view this manual as a dynamic tool in tended to meet the changing needs of the Social Work Program as it strives to offer an undergraduate social work program of the highest quality, as reflected by national accreditation through the Council on Social Work Education. Suggestions to improve its overall content are encouraged.

### **History of the MWSU Social Work Program**

MWSU inaugurated the Social Work Program in September in 1969. The Council on Social Work Education granted the Social Work Program candidacy in 1977 and fully accredited the program in June 1979. The program has maintained its CSWE accreditation since that time. MWSU’s Social Work Program is the only accredited BSW program in Northwest Missouri.

### **Social Work Program: Mission, Goals and Objectives**

In keeping with the University’s and School’s goals, the Social Work Program’s mission is to prepare undergraduate students for ethical and effective generalist social work practice with individuals, families, groups, organizations, communities, and society in Northwest Missouri, and surrounding areas. Social work graduates will value human dignity, social and economic justice, and human and cultural diversity. They will competently serve individuals from diverse backgrounds including persons who are poor, vulnerable, and oppressed and work to reduce poverty, oppression, and discrimination by making government and social service agencies more just and responsive to consumer needs.

In addition to preparing competent social workers, MWSU’s Social Work Program is dedicated to offering its professional expertise and academic resources to support community efforts devoted to enhancing human well-being and social and economic justice.

## **Program Goals**

The mission of the MWSU Social Work Program is to prepare undergraduate students for ethical and effective generalist social work practice with individuals, families, groups, organizations, and communities in Northwest Missouri and surrounding areas. Social work graduates will value human dignity, social and economic justice, and human and cultural diversity. They will competently serve individuals from diverse backgrounds including persons who are poor, vulnerable, oppressed, and living in rural areas. They will work to reduce poverty, oppression, and discrimination by making government and social service agencies more just and responsive to consumer needs. In addition to preparing competent social workers, MWSU's Social Work Program is dedicated to offering its professional expertise and academic resources to support community efforts to enhance human well-being.

1. The program will prepare students in a broad, liberal arts perspective (EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.8).
2. The program will prepare students for generalist social work practice with individuals, families, small groups, organizations, communities, and society in changing social contexts (EP 2.1.1, EP 2.1.3, EP 2.1.9, EP 2.1.10 (a-e)).
3. The program will prepare students to be knowledgeable in the social work's history, values, ethics, and theories (EP 2.1.1, EP 2.1.2, EP 2.1.7)
4. The program will prepare students to be sensitive to issues regarding diversity, social and economic justice, social advocacy, social change, and populations-at-risk (EP 2.1.4, EP 2.1.5, EP 2.1.8)
5. The program will prepare students to effectively apply knowledge and skills related to human behavior in the social environment social work practice, social work ethics, policy, practice evaluation and research, and professional and personal development in practice with diverse populations (EP 2.1.1, EP 2.1.2, EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.6, EP 2.1.7, EP 2.1.8, EP 2.1.9, 2.1.10 (a-e)).
6. The program will provide professional expertise and resources to community efforts designed to promote human well-being and social and economic justice (EP 2.1.1).

## **CSWE Educational Policy and Accreditation Standards**

### **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 in 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; (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. These six value elements reflect the National Association of Social Workers Code of Ethics. National Association of Social Workers (approved 1996, revised 1999). Code of Ethics for Social Workers. Washington, D.C.: NASW.

### **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.

## **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 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 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.
- 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 intersection 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
- 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, and 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 services; and
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

### **Educational policy 2.1.20 (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, and 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 effectively 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 strength 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 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 the 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 just 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 preferable 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 a 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 post-baccalaureate or post master'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 (d)** *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.*

### **Educational Policy 3.5 – Resources**

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

#### **Accreditation Standard 3.5 – Resources**

**3.5.1** *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit the program planning and faculty development.*

- 3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*
- 3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*
- 3.5.4 The program submits the library form to demonstrate comprehensive library holding and/or electronic access to other informational and educational resources necessary for achieving its mission and goals.*
- 3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*
- 3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g. Braille, large print, books on tape, assistive learning systems).*

#### **4. Assessment**

##### **Educational Policy 4.0 – Assessment**

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

##### **Accreditation Standard 4.0 – Assessment**

- 4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measure, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*
- 4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*
- 4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*
- 4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.*
- 4.0.5 The program appends the summary of data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

# NASW CODE OF ETHICS

## Summary of Major Principles

- I. The Social Worker's Conduct and Comportment as a Social Worker
  - A. **Propriety.** The social worker should maintain high standards of personal conduct in the capacity or identity as social worker.
  - B. **Competence and Professional Development.** The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.
  - C. **Service.** The social worker should regard as primary the service obligation of the social work profession.
  - D. **Integrity.** The social worker should act in accordance with the highest standards of professional integrity.
  - E. **Scholarship and Research.** The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.
- II. The Social Worker's Ethical Responsibility to Clients
  - F. **Primacy of Clients' Interests.** The social worker's primary responsibility is to clients.
  - G. **Rights and Prerogatives of Clients.** The social worker should make every effort to foster maximum self-determination on the part of clients.
  - H. **Confidentiality and Privacy.** The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
  - I. **Fees.** When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the clients' ability to pay.
- III. The Social Worker's Ethical Responsibility to Colleagues
  - J. **Respect, Fairness, and Courtesy.** The social worker should treat colleagues with respect, courtesy, fairness, and good faith.
  - K. **Dealing with Colleagues' Clients.** The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

- IV. The Social Worker’s Ethical Responsibility to Employers and Employing Organizations
  - L. **Commitments to Employing Organizations.** The social worker should adhere to commitments made to the employing organizations.
- V. The Social Worker’s Ethical Responsibility to the Social Work Profession.
  - M. **Maintaining the Integrity of the Profession.** The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
  - N. **Community Service.** The social worker should assist the profession in making social services available to the general public.
  - O. **Development of Knowledge.** The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.
- VI. The Social Worker’s Ethical Responsibility to Society
  - P. **Promoting the General Welfare.** The social worker should promote the general welfare of society.

National Association of Social Workers  
**CODE OF ETHICS**

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 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 the *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 a 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 spate 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 border 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 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 audio taping 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, gender identity or expression, age, marital status, political belief, religion, immigration status, 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 are 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 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 that does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. 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 to public inspection.

- (k) Social workers should protect the confidentiality of clients when responding to request 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 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 the 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 the 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 sex- usual 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 clients' initiative and with the clients' 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 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, gender identity or expression, age, marital status, political belief, religion, immigration status, 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 member 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 and 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, request 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, psycho social 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 works 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 inquire, 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 provide 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 the states 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**

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 organizations' 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 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 for employment only on the basis of existing competence or the intention to acquire 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, gender identity, age marital status, political belief, religion, immigration status, 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, psycho social 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, psycho social 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 to 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 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' consent 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 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

## **SELECTION OF FIELD EDUCATION AGENCIES AND FIELD EDUCATION INSTRUCTORS**

### **Selection of Agencies**

Signature pedagogy of Social Work education is an integral part of the preparation of professional social work practitioners. Therefore, it is important that the agency and field instructor affiliate with the school reflect standards of professional practice that make it possible for the agency and field instructor to contribute to student learning.

The following criteria are used in the selection of field agencies:

1. The agency is able to provide appropriate learning experiences that are compatible with the learning objectives of the field instruction course(s).
2. The agency is able to provide a climate that encourages the student to pursue his/her interest and to develop professionally.
3. The agency is able to provide adequate work space, equipment, and appropriate supportive services, such as clerical help, to enable the student to carry out social work tasks.
4. The agency is willing to provide time for field instructors to attend on-campus seminars and time to plan and supervise the student's field experience.
5. The agency has sufficient staff to carry out its program without dependence on a student to increase the quantity and quality of services. Student practice should contribute to the agency's primary purpose of service, but it should not be depended on as a substitute for regularly needed staff.
6. The agency is operating under appropriate licensure/certification procedures (i.e. has not been "shut down" due to significant violations).

### **Selection of Field Education Instructors**

Field instructors are recommended by the agency and approved by the University. In addition, agency staff members who are interested in participating in field instruction may contact the Field Education Director. However, the final decision of the suitability of the staff member for field education is made by the Field Director.

The following criteria are used in selecting field instructors:

1. The field instructor is expected to have earned a Master's (MSW) or Bachelor's (BSW) degree in social work. **If** the field instructor is not a social worker, a preceptor who holds a MSW or BSW will be used to assure that social work focus is maintained in planning, instructing, and evaluating the student's field experience.
2. It is recommended that the field instructor be employed for a period of at least one year in that setting prior to assuming responsibility for supervising the student. However, in some

cases, this may be waived if the Field Education Director determines that the Field Instructor is able to provide an adequate field experience for the student.

3. The field instructor should be committed to working with the student throughout the field experience.
4. The field instructor should be genuinely interested in teaching and have the capacity to relate warmly and effectively, stimulating and supporting the student in the learning process.
5. The field instructor is in good standing with his/her agency. If the field instructor is licensed or a member of NASW, he/she is in good standing with each component.

### **RESPONSIBILITIES AND RIGHTS IN FIELD EDUCATION**

The partnership of the agency and school in the professional preparation of students must be built on mutual trust and clear understanding of joint and separate responsibilities. The following statements summarize the responsibilities of the partners: agency, school, and student, in field education.

#### **Responsibilities of the Agency**

1. The agency will provide adequate work space, equipment, and appropriate supportive services, such as clerical help, to enable the student to carry out social work tasks.
2. The agency is expected to reimburse the student transportation costs related to agency business. If the agency is unable to do so, this must be discussed with the student during the pre-placement interview.
3. The agency will provide time for field instructors to attend seminars and time to plan and supervise the student's field experience.
4. The agency administrator, or his/her designee, will inform the staff of the student's program and authorize the staff to participate when appropriate.

#### **Rights of the Agency**

The agency has a right:

1. To choose if they will accept students in field placement.
2. To terminate a placement with appropriate notification of Field Director.
3. To receive consultation from the Social Work Program.
4. To be informed when a placement must be terminated.

## **Responsibilities of the Agency Field Instructor**

1. The agency field instructor will plan and develop learning experiences for the student in accordance with the learning objectives of the field education course(s). The field instructor of record is the individual who has responsibility for oversight of the student's learning experience in the agency. The field instructor should be actively involved in directing the student's experiences while in the agency.
2. At the beginning of the semester of placement, the agency field instructor, in consultation with the student and the Field Education Director, will use the ten core competencies and practice behaviors as a guide in developing the student's learning contract. The agency field instructor will provide assistance to the student in the development of his/her learning contract for the semester.
3. The agency field instructor will hold regularly scheduled conferences (at least weekly for an hour) with the student and will provide guidance and supervision for the student's practice activities.
4. The agency field instructor will orient the student to the agency's organization structure, services, policies and procedure, physical plant, and other information.
5. The agency field instructor will assist the student in organizing his/her work realistically and effectively. The agency field instructor will monitor and assess the student's practice activities and discuss with the student how he/she is progressing and his/her areas of strengths and limitations.
6. The agency field instructor will assist the student in integrating and applying in the practice setting the knowledge, values, and skills learned in the classroom.
7. The agency field instructor will arrange for the student to attend staff and board meetings, conferences, workshops, and community activities that are appropriate to the field experience and to the student's professional development.
8. The agency field instructor will make a special effort to attend on-campus field education workshops and other meetings.
9. The agency field instructor will notify the Field Education Director of any problems or difficulties that arise which require discussion. For example, the student is frequently absent or misses hours without arranging to make up the time; the student is routinely tardy; or, there are indications that the student is in danger of receiving an unsatisfactory evaluation.
10. The agency field instructor will meet with the student and the Field Education Director for evaluation conference(s) at least once each semester, typically at mid semester. The mid-evaluation from should be reviewed with the student prior to, or during, the conference.

11. The agency field instructor must be physically present in the agency during a significant portion of the student's placement, in order to provide appropriate oversight to the student's learning experience.

### **Rights of the Field Instructor**

The field instructor has a right:

1. To receive needed support/advice/consultation from the Field Education Director.
2. To be afforded appropriate training in order to carry out field functions.
3. To have input into the field program and provide feedback to the program.
4. To evaluate, critique, review student's field work/assignments.
5. To expect students to fully engage themselves in field learning activities.
6. To have information that will keep them apprised of field activities/programs/events/initiatives/changes.
7. To expect students to comply with agency and field policies/procedures/rules/regulations.
8. To terminate student placement if student learning is compromised either by agency, field instructor or student default.
9. To be treated with respect and fairness.
10. To receive evaluative feedback concerning his/her performance.

### **Responsibilities of the University**

The University will:

1. Provide on-campus seminars for field instructors, field education manuals, evaluation forms, and other resource materials that are required for field instruction.
2. Maintain confidentiality regarding the agency clients. Student logs or other written data will not contain actual client names or other information that could identify a client.
3. Ensure that practicum students have professional liability insurance coverage. A certificate of insurance can be requested for the student to verify effective coverage liability limits.
4. Provide ongoing consultation to agency administrators and field instructors and will be prepared to discuss all concerns, which the agency might have regarding the field experience.

## **Rights of the University**

The University has a right:

1. To terminate a field placement due to situations which compromise student learning.
2. To assign students grades for Field Placement.
3. To expect that placements are educational in focus.

## **Responsibilities of the Field Education Director**

The Field Education Director will:

1. Identify, assess, and select agencies for the field practicum.
2. Explain and interpret the objectives of the field practicum agency administrators, field instructors, students, and other appropriate persons.
3. Provide consultation to agency administrators in the selection of staff members to serve as field instructors for students.
4. Elicit suggestions from agency administrators and field instructors of topics and/or issues for including in field seminar and/or the social work curriculum.
5. Plan workshops for agency field instructors.
6. Approve all student field placements. This will involve providing the student with information about the prospective field placement, supplying relevant personal data about the student to the agency supervisor, and arranging for a pre-placement visit by the student.
7. The Field Education Director will provide assistance to the agency field instructor and student in the development of the student's learning contract at the beginning of the semester of placement.
8. Read the student's log and confer with him/her, as needed. The Field Education Director will also be available to meet with the student and/or agency field instructor when requested or as needed.
9. Participate in decisions regarding the student's continued placement in the agency. The need for a placement change may be raised by the agency, student, or the school. The final decision should be made jointly by the school and agency; but the school has the final responsibility for the action taken and will interpret the decision to the student.
10. Meet with the agency field instructor and student for evaluation conferences as requested by the field instructor and/or the student.

11. The Field Education Director will take final responsibility for assigning the student a grade, with consideration of the recommendation of the agency field instructor.

### **Rights of the Field Education Director**

The Field Education Director has a right:

1. To be informed of student or field instructor concerns/problems.
2. To be informed of student progress/performance in field agency.
3. To be informed of plans for any changes in student field schedule.
4. To be afforded access to meet with student and field instructor when requested.
5. To review and critique student field work and assignments.
6. To expect the field instructor to fully engage him/herself in the field instruction process (involved in field activities, supportive of field activities, prepared to provide student with appropriate field experiences, attend orientations/in-services, complete all field related paperwork in a timely manner).
7. To evaluate suitability of the field placement and the field instructor to meet programs goals and student needs.
8. To evaluate the performance of the student and field instructor.
9. To terminate a placement when student learning is compromised either through agency, field instructor or student default.
10. To expect cooperation from student and field instructor in carrying out field responsibilities.

### **Responsibilities of the Student**

The student will:

1. Spend four, eight-hour days per week in the agency placement during the course of a semester. The usual placement days are T – F. In some settings, special client needs or agency schedules may suggest that adjustments in field schedules should be made. The student will complete 456 clock hours in field placement. The student will continue in placement throughout the semester even if the minimum clock hours have been met prior to the end of the semester.
2. Follow agency guidelines for reporting to work and remaining on duty throughout the entire work day. The student will notify the agency field instructor and the Field Education Director if for some urgent reason it is not possible to report as assigned. The student will make up

any hours missed at times convenient to the agency field instructor. The student will inform the agency field instructor of all university holidays and the Field Education Director of all agency holidays.

3. Learn about the services and programs of the field education setting and function within the framework of its policies and procedures. The student will learn about community services outside his/her agency setting and will represent the agency in a professional manner to clients and others in the community as appropriate.
4. Handle all information concerning clients with strict confidentiality and act in a manner consistent with the ethics, values and principles of the social work profession.
5. Participate in the development of his/her learning contract with the agency field instructor at the beginning of the semester of placement and adding to this document mid-way through the semester. If a preceptor is involved, this document will be reviewed by the designated person. The student will assume primary responsibility for turning this document in to the Field Education Director.
6. Keep an electronic weekly log of significant placement activities and will electronically record approved experiences at the appropriate place in the database.
7. Participate in regularly scheduled conferences with the agency field instructor. The student will participate in an evaluation conference at least once with the Field Education Director and field instructor prior to the evaluation conference. The student should read the evaluation from completed by the agency field instructor and electronically sign it to indicate that it has been read. If the student disagrees with any part of the evaluation, he/she has the privilege of noting in an addendum those areas in which there is disagreement.
8. Participate in regularly scheduled conferences with the Field Education Director. The student will inform the Field Education Director of any problem or difficulties in his/her agency setting.
9. Participate in all activities planned by the agency field instructor, i.e., conferences, seminars, workshops, and community activities.
10. Complete the Student Evaluation of Field Experience at the end of field work.
11. Not alter his/her field schedule in any manner without obtaining authorization from the Field Education Director and field instructor.
12. Before signing, the final evaluation, the student will electronically enter the total number of hours completed at the agency.
13. Submit weekly electronic time/activity log sheets.

## **Rights of the Student**

The student has a right:

1. To be treated with respect and fairness.
2. To be afforded appropriate learning opportunities.
3. To have appropriate access to field instructor and Field Education Director to meet student's learning needs.
4. To receive adequate supervision from the field instructor to accomplish learning goals.
5. To receive timely, specific and corrective feedback from field instructor and Field Education Director regarding performance.
6. To be informed of problems/concerns that could jeopardize the student's continuance in field.
7. To have access to needed information, material, supplies, space and resources to carry out field responsibilities.
8. To provide feedback to the field instructor/Field Education Director concerning the field program.
9. To request termination of placement if their learning needs are not being met.
10. To grieve decisions that they believe have violated or disallowed their rights.
11. To expect to be physically and emotionally safe in the practicum placement.

**MISSOURI WESTERN STATE UNIVERSITY  
SOCIAL WORK PROGRAM  
AGENCY PROFILE FORM**

**Return to:** Jana Frye, MSW, LCSW  
Missouri Western State University  
Department of Criminal Justice, Legal Studies, and Social Work  
4525 Downs Drive, Wilson Hall, Room 204  
Saint Joseph, MO 64507  
816-271-4341 (Work)  
[jfrye3@missouriwestern.edu](mailto:jfrye3@missouriwestern.edu)

Name of Agency: \_\_\_\_\_

Address: \_\_\_\_\_

Website: \_\_\_\_\_

Phone #: \_\_\_\_\_

**Type of Agency:** *(Check all that apply)*

- \_\_\_\_\_ Community Organization (Social Action)
- \_\_\_\_\_ Mental Health
- \_\_\_\_\_ Health Care
- \_\_\_\_\_ School
- \_\_\_\_\_ Public Welfare
- \_\_\_\_\_ Child Welfare
- \_\_\_\_\_ Corrections (Adult)
- \_\_\_\_\_ Corrections (Juvenile)
- \_\_\_\_\_ Substance Abuse
- \_\_\_\_\_ Developmental Disabilities
- \_\_\_\_\_ Other (Specify) \_\_\_\_\_

**Populations Served:** *(Check all that apply)*

- \_\_\_\_\_ Adults (non-elderly)
- \_\_\_\_\_ Elderly
- \_\_\_\_\_ Children
- \_\_\_\_\_ Adolescents

**Ethnic/Racial Groups Served:** *(Check all that apply)*

- \_\_\_\_\_ Black
- \_\_\_\_\_ White
- \_\_\_\_\_ Asian
- \_\_\_\_\_ Hispanic
- \_\_\_\_\_ Native American
- \_\_\_\_\_ Other (Specify) \_\_\_\_\_

**Practice Methods:** *(Check all that apply)*

- Individual casework
- Group work
- Community organization
- Research
- Family therapy
- Other (Specify) \_\_\_\_\_

Description of experiences student may anticipate. (Please be as specific as possible.)

Does this agency provide student training for colleges or institutions other than Missouri Western State University?  Yes  No

Please identify other institutions/schools and level of training.

Does this agency accept student trainees from fields of practice or disciplines other than social work?  Yes  No

Please identify other fields or disciplines that complete Practicums at this site.

Is an agency car available for student use?  Yes  No

Will the agency reimburse students for agency travel?  Yes  No

If not, is it essential that the student has a car?  Yes  No

Does this agency accept students with a felony?  Yes  No

If so, what is this policy?

Provide any additional information you feel would be helpful to prospective students.

**MISSOURI WESTERN STATE UNIVERSITY  
FIELD INSTRUCTOR PROFILE FORM**

**Return to:** Jana Frye, MSW, LCSW  
Missouri Western State University  
Department of Criminal Justice, Legal Studies, and Social Work  
4525 Downs Drive, Wilson Hall, Room 204  
Saint Joseph, MO 64507  
816-271-4341 (Work)  
816-271-4138 (Fax)  
[jfrye3@missouriwestern.edu](mailto:jfrye3@missouriwestern.edu)

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

Position: \_\_\_\_\_

Agency: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Agency Phone #: \_\_\_\_\_

Your email address: \_\_\_\_\_

Number of current agency supervisees you supervise: \_\_\_\_\_

Number of current student supervisees you supervise: \_\_\_\_\_

Primary job duties/responsibilities: \_\_\_\_\_

\_\_\_\_\_

**Education:**

Undergraduate Degree/Date: \_\_\_\_\_

Graduate Degree/Date: \_\_\_\_\_

Certificate/Licensure/Date: \_\_\_\_\_

Professional Affiliation(s): \_\_\_\_\_

\_\_\_\_\_

**MISSOURI WESTERN STATE UNIVERSITY  
SOCIAL WORK PROGRAM**

**PROCEDURES FOR ADMISSION TO FIELD EDUCATION**

A sincere effort will be made to place students in the agencies of their choice or one that is compatible with their interests. The Coordinator of Field Education, in consultation with students' faculty advisor, is responsible for making the final decision regarding students' placements. The application process is as follows.

1. Students scheduled to enter Field Education will be required to submit an Application for Field Education via the database, to the Field Coordinator at least one to two semesters prior to entering field. The Field Application will also contain the *Acknowledgement of Risk in the Field Practicum* and *Acknowledgement of Policy and Procedures/Code of Conduct* forms. Students are to review these documents. Students will verify they have read these when they submit the Field Application via the database. **Students not submitting applications by the indicated deadline will jeopardize timely entry into field.**

**Admission Criteria**

Applicants must meet the following criteria in order to be admitted to Field:

- Have been **unconditionally** admitted to the major;
- Have a C or better in all major social work prefixed courses;
- Have a 2.5 overall GPA;
- Have completed all core social work courses **prior** to entry into field;

Students applying for entry into field must also complete:

- Two individual interviews with the Field Coordinator;
- Submit Field Application via the database
- Interviews with potential field instructors. Identified field instructors will be referred by the Field Coordinator.
- Submit Pre-Interview Forms via the database by the pre-determined due date.

**Students who do not follow the above outlined criteria will be delayed entry into field for the semester the student is applying for.** Additional requirements may be expected if individual situations so dictate. Example of situations which may result in additional requirements are: questionable fit with the social work profession, a pattern of inappropriate or immature behavior, convictions for criminal behavior and/or violations of the Student Conduct Code and/or the Student Academic Misconduct Code and/or the Social Work Student Conduct Code, a pattern of disruptive/problematic behavior, addictive behavior, and psychological/mental instability.

The decision for the inclusion of additional requirements will be made in consultation with the Social Work Faculty. The need for additional requirements will be presented to the student both orally and in writing. Entry into field will be made once the student has

satisfactory met all admission criteria. Denial of entry into field can be made when that admission would seriously jeopardize the integrity of the social work program, the field agency, the profession, or be considered potentially harmful to the client(s) with whom the student would be working. Decisions of this nature will be made by the Social Work Faculty.

Students who are required to meet additional admission criteria for entry into field, who are denied entry into field, or delayed admission into field and feel that their rights have been violated or disallowed, have a right to appeal the decision. Students wishing to do so will follow the appeals process as outlined in the MWSU Social Work Student Handbook.

2. Upon submission of the Application for Field Education, students will schedule an appointment with the Field Coordinator.
3. In most case, the student will be provided with at least three referrals to agencies for placement interviews.
4. Pre-placement seminars will be scheduled which students are expected to attend.
5. Once students obtain agency referrals, the student should contact the agencies to schedule a pre-placement interview. Students will provide the prospective field instructor with a resume at least one week prior to their scheduled interview, unless the agency accessed the resume via the database. Students and Field Instructors will fill out the Pre-Placement Form (found in the database) following the interview. If agencies find the student unacceptable or do not rank the student among their first three (3) choices, additional interviews may need to be scheduled. Field Instructors who rank a student as their third choice will be contacted by the Field Coordinator to determine if they will accept the student in placement.
6. Placement assignments will be made on the basis of consent of the agency field instructor and the Field Education Coordinator.
7. The student and field instructor will be notified by e-mail (if possible) or by regular mail, of the final decision regarding placement. **Final decisions regarding placement are the sole responsibility of the Field Education Coordinator.**
8. **Students who have not completed their pre-placement interviews and have not submitted the appropriate forms in the database within the following time frames will be delayed entry into field until the next semester in which field is offered.**

	<u>Initial</u>	<u>Final</u>
<b>Students Planning SPRING Placement</b>	<b>First Friday in October</b>	<b>First Friday in December</b>

9. Out of region placements (beyond a 60 mile radius of Saint Joseph, MO) are possible and encouraged. Students wishing an out of region placement must discuss this request in their Application. Granting out of region placements will be at the discretion of the Field Coordinator.

## **FIELD PLACEMENT CHECKLIST**

- \_\_\_ Have completed and submitted (via database) the following:
  - \_\_\_ Field Application
  - \_\_\_ Acknowledgement of Risk Form
  - \_\_\_ Acknowledgment of Policy and Procedures/Code of Conduct Form
  
- \_\_\_ Have requested and submitted an updated background check
  
- \_\_\_ Have uploaded a Field Placement Essay
  
- \_\_\_ Have uploaded a resume
  
- \_\_\_ Have attended pre-placement seminar
  
- \_\_\_ Have set up and completed first interview with the Field Coordinator
  
- \_\_\_ Have completed 2<sup>nd</sup> interview with the Field Coordinator
  
- \_\_\_ Have contacted and scheduled interviews with potential field instructors
  
- \_\_\_ Have completed practicum interviews prior to the first Friday in December (preferably) and sent follow-up letters to each field instructor interviewed.
  
- \_\_\_ Have submitted Pre-Placement Interview form (via database) of each agency

**MISSOURI WESTERN STATE UNIVERSITY  
SOCIAL WORK PROGRAM**

**APPLICATION FOR FIELD PRACTICUM**

**This application can be found in the Social Work Database. Please refer to the Database Supplemental Guide**

(Please print or type clearly)

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

Name: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_

Campus Address: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Expected Date of Graduation: \_\_\_\_\_

GPA (Major): \_\_\_\_\_ (Overall): \_\_\_\_\_

Do you have a valid Driver's License?    \_\_\_ Yes    \_\_\_ No

Do you have a car available?    \_\_\_ Yes    \_\_\_ No

Have you done any volunteer work?    \_\_\_ Yes    \_\_\_ No

Volunteer work at:    Agency: \_\_\_\_\_

(Include SWK 250

Shadowing)    Dates: \_\_\_\_\_

Have you been convicted of a crime (excluding minor traffic offenses)?    \_\_\_ No    \_\_\_ Yes (If yes, please briefly explain)

Have you ever been in violation of academic dishonesty codes at any college or university that you have attended?

\_\_\_ Yes (If yes, please briefly explain, provide name of the institution) \_\_\_\_\_

\_\_\_ No

<b>BSW Program</b>
<b>Acceptance Status:</b>
_____ Unconditional
_____ Conditional
_____ Other

LOCATION (Preference of Practicum Placement):

I would prefer a practicum placement in (*Mark all that apply but \* for 1<sup>ST</sup> choice*):

- St. Joseph area
- Surrounding areas, (may include Kansas)
- Kansas City area (zip code area)
- Other (Please explain) \_\_\_\_\_
- No preference

List in order of preference the **type** of agency you are most interested in (such as child welfare, healthcare, school setting, nursing home, etc.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Disability Special Accommodation Request:

If you need special accommodations because of a disability, you are encouraged to discuss this with the Field Coordinator at the time of your initial interview with the Field Coordinator. Accommodations will only be made if you have discussed your special needs and they have been documented by Office of Disability Services.

**This information can also be found in the Social Work Database**

**CRIMINAL BACKGROUND CHECK:** The MWSU Social Work Program will need an up-to-date criminal background check on all prospective Social Work students making application to field. These checks are done to ensure that students do not pose a risk to their clients, the school and the agency.

If a student has registered previously with the Family Care Safety Registry, the student can receive an updated copy of the background check free. The student should contact the Family Care Registry at (Toll Free): 866-422-6872 and request an updated background check. A copy will be mailed out the next business day. Once the student receives the updated Registry check, he or she should provide a copy to the BSW Field Coordinator.

If the student has not registered with the Family Care Safety Registry, he or she must go to [www.health.mo.gov/safety/fcsr](http://www.health.mo.gov/safety/fcsr) and register online. Students should click, “No employer” and indicate they are a student. The cost of the screening is \$11.00 + \$1.00 processing fee. The student is responsible for paying for this background check. Once a copy is received, the student should provide a copy to the BSW Field Coordinator.

Updated background checks will need to be provided to the Coordinator before the start of the practicum semester.

## **FIELD PLACEMENT ESSAY**

Each student applying for a field placement must write an essay that is submitted at the same time as the Application for Field Practicum. The essay needs to be written using one-inch margins, 12 pt. font and doubled space, APA format (6<sup>th</sup> Ed.). An abstract is not necessary. Please use Microsoft Office Word only (1997 or newer). Content of the essay should address the following areas:

1. Describe any special skills you possess, such as interviewing, problem solving, crisis intervention, etc. that will aid you in your field placement.
2. Discuss any personal attributes or characteristics you feel would be assets to you as a practicum student.
3. Discuss any limitations or weaknesses that you feel need to be addressed in fieldwork.
4. Discuss the salient aspects of your volunteer or paid work experience and class experiences that influenced your preference(s) for a field practicum experience.

5. Identify the types of learning experiences that you want to learn from your field experience and your expectations for your practicum.

### **ACKNOWLEDGEMENT OF POLICY AND PROCEDURES/CODE OF CONDUCT FORM**

I have read and I understand the Policy and Procedures for Admission into Field and I agree to adhere to those policies/procedures. I understand that the Family Care Safety Registry check will be shared with the prospective field instructor, if requested and I grant permission for that information to be released to the prospective field instructor. I am aware that other information about my background (academic or personal) will only be shared with the prospective field instructor with this signed release of information form. I further understand that falsification of any information in this application, in information (oral and/or written) provided to the Field Instructor, and in information (oral and/or written) provided to the Field Coordinator will be cause for denial of entry into field and will be referred to the Social Work Program Director and the Dean of Student Development for further action. I am aware that providing false information to any faculty and/or field instructor is in direct violation of the NASW Code of Ethics, of the University Code of Conduct and of the policies of the Social Work Student Handbook.

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Print Name

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Signature

---

Date

**MISSOURI WESTERN STATE UNIVERSITY**  
**SOCIAL WORK PROGRAM**  
**ACKNOWLEDGEMENT OF RISK IN THE FIELD PRACTICUM**

This document is designed to inform you about some of the potential risks associated with the field education courses (SWK 480). It is the faculty's belief that you have a right to be informed of risks associated with this aspect of your educational preparation. We believe that risks can be minimized with proper knowledge and preparation. It is your responsibility to discuss the safety policies and procedures of your agency with your field instructor and to follow safety precautions in order to minimize risks to yourself.

**LIABILITY INSURANCE:** Students are required to have professional liability insurance by the first day that they start field placement. This coverage is provided for you by MWSU.

**PROFESSIONAL SELF:** An important aspect of professional practice is knowing and respecting the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention or referral is appropriate, consult your field instructor. If you are in a situation where you believe you have made an error in judgment concerning your work with a client, you should inform your field instructor of the situation.

**AUTOMOBILE LIABILITY INSURANCE:** If you will be using your personal vehicle in the field, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. The faculty also recommends gaining knowledge of the agency's transportation policy.

**OFFICE VISITS:** Sometimes you may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your agency supervisor early in your practicum to be informed of agency policy and recommended courses of action should such an event happen.

**HOME VISITS:** Social workers in a variety of agencies are required to conduct home visits. Such visits could expose you to health and safety risks. All home visits must be made with full knowledge of your field instructor. Your field instructor should know the time of departure and expected time of return. It is important to know whom to call and what steps to take if you should experience a vehicle breakdown. Do not conduct a home visit on your own when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Be aware of dogs or other household pets that might be a threat. Do not make a visit when the presence of drugs or alcohol is detected and do not make a home visit after dark. It may be appropriate for you to make visits accompanied by your field instructor or another agency worker. Do not take irresponsible risks.

**AFTER HOUR MEETINGS:** Some agencies have activities that occur beyond regular eight-to-five office hours. Be aware of the location and neighborhood, note street lighting, open spaces, and shrubs that might impair visibility. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. Don't take unnecessary risks.

**INSTITUTIONAL SETTINGS:** Many agencies serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.

**ANGRY, HOSTILE, OR CLIENTS WHO EXHIBIT THREATENING BEHAVIOR:** It is important that you discuss matters with your field instructor early in your practicum to be knowledgeable about agency policies and recommended courses of action for clients who are angry and who exhibit threatening behavior. Whenever you feel uncomfortable with a client or family member, inform your field instructor. It is acceptable to ask your field instructor or another staff person to participate in interviews and/or accompany you when visiting clients who may pose a danger to your health and safety.

**SEXUAL MISCONDUCT:** Avoid situations that could place you in a compromising position. Promptly report any sexual suggestions or overtures made towards you by clients, family members, or agency staff to your field instructor. If the field instructor is the perpetrator of these behaviors, report the incident to your field coordinator.

**TB SKIN TEST (PPD-S):** There has been an increase in the prevalence of tuberculosis in recent years. It is recommended that you take the TB skin test prior to entering the field. Some setting may require this test. You may receive this test at your local health department.

**HIV/AIDS:** The risk of exposure to the HIV virus is low in most social work practice settings. Be knowledgeable about how the virus is transmitted. If you work in a setting with HIV+ persons, insist on completing the same infectious disease control training that other staff in the agency receive. Remember to wash your hands after having physical contact with a client, regardless of the agency setting.

**HEPATITIS B VACCINE:** If you anticipate a placement setting where there is a chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three injections over a 6 month period of time. The second injection is given one month following the first and the third is administered 5 months later. Given the requirements for this protection, it is important that you begin immunization prior to entering field placement. The series of immunizations can be administered by your private physician.

## **ACKNOWLEDGEMENT OF RISK IN FIELD PRACTICUM**

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

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Print Name

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Signature

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Date

## **STUDENT RESUMES AND PRE-PLACEMENT INTERVIEWS**

The student placement interview by the field instructor is an important part of the pre-placement process utilized by the MWSU Social Work Program. This process, in conjunction with the screening process conducted by the field coordinator, is designed to ensure a good match between student, placement, and field instructor. In an effort to facilitate the field instructor's interview, students will be required to develop a resume that they will forward to a designated field instructor at least one week prior to their scheduled interview. It is suggested that students obtain assistance with the construction of a resume from the Career Development office. Information students may wish to include:

- a) Student's name, address, and phone number.
- b) Career goals (long and short term).
- c) Previous/current paid social work experience.
- d) Previous/current volunteer experience.
- e) Educational preparation (languages spoken, previous degrees, social work courses taken, workshops attended).
- f) Strengths, abilities, and personal resources to offer.
- g) Special interests.
- h) References.

12347 Help People  
Caring Town, MO 61423  
816-777-1234

**Sample  
Resume**

Paragon Spring Leadership Challenge

### Education

#### **Missouri Western State University**

Bachelor of Social Work  
**Presidents Honor Roll**—08/09 to 05/11  
Phi Alpha Honor Society

**St. Joseph, MO**  
**Anticipated May 2014**

Inducted April 2011  
Spring 2010

#### **Short Technical College**

Technician Training—Nowhere, MO  
*Nationality Certified Technician*

### Organizations/Work Experience

#### **OSSW – Organization of Student Social Workers**

**Member since 08/09 to Present**

- Promote an understanding of professional Social Work,
- Encourage the professional identification of the Social Work program,
- Be informed about and have a better understanding of social agencies in the St. Joseph area,
- Take action on common social concerns, develop and implement projects of various kinds to benefit the organization, university, and community.

#### **NASW – National Association of Social Workers**

**Member since 01/10 to Present**

- Access to recent research and journals, advocacy opportunities, professional development, continuing education and provides professional and personal protection.

#### **MASW – Missouri Association of Social Welfare**

**Member since 01/10 to Present**

- Access to leadership skills, research, continuing education, and advocacy opportunities to improve public policies and programs in Missouri.

#### **Domestic Engineering – St. Joseph, MO**

**05/08 to Present**

- Practiced Organizational Skills

#### **Family Guidance Center – Supportive Community Living Team**

**01/11 to 05/11**

- BSW Shadowing—45 hours: participated and observed treatment planning, assessment, and progress notes.

#### **Empower U Plant – St. Joseph, MO**

**08/10 to 12/10**

- Learned and applied community leadership skills, program development, and cultural competency.
- Assisted talk leaders with youth Empower U group, which developed a program to better the community.
- Developed a program to better educate St. Joseph's youth about the dangers of alcohol and drug use.

#### **Family Guidance Center – Substance Abuse Program**

**St. Joseph, MO 10/09**

- BSW Shadows—40 hours
- Observed treatment groups, process groups, and individual counseling and guidance.

#### **CVS Pharmacy – St. Joseph, MO**

**07/05 to 05/08**

- Applied customer satisfaction skills, operated software and technical maintenance, maintained inventory, and directed services for customers.

### Community Service

- OSSW—Participated in Back Pack Buddies at 2<sup>nd</sup> Harvest Food Bank; adopt a family during Christmas, clothing drives, canned food drives, Denim Day, and Red Ribbon Week.

**SAMPLE  
COVER  
LETTER**

October 12, 2014

Pollyanna Worker  
Make a Difference Agency  
1234 Ready  
Changeville, MO 01020

Dear Ms. Worker:

I enjoyed Speaking with you today and would like to thank you for setting up an appointment for my field placement interview. I have uploaded a copy of my resume for your review and consideration to the Social Work database. If you prefer, I am happy to bring one to my interview as well.

I am looking forward to meeting with you on Wednesday, October 27, 2014 at 3:00 p.m.

Sincerely,

(your name)

October 28, 2014

Pollyanna Worker

Make a Difference Agency  
1234 Ready  
Changeville, MO 01020

## **Sample Follow-up Letter**

Dear Ms. Worker:

I am writing to say how much I enjoyed our conversation today. If placed with Make a Difference, I feel confident I could contribute effectively as a social work intern. I believe that this is the population that I would most like to work with at this time.

Thank you very much for your time and the tour of your beautiful facility.

Sincerely,

(Your name)

**FIELD INSTRUCTOR FORM  
PRE-PLACEMENT INTERVIEW**  
**This form will be done via the database system**

Date of Interview: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Expected Field Instructor: \_\_\_\_\_

**This agency seems appropriate for this student**

Yes \_\_\_\_\_ Ranking \_\_\_\_\_

No \_\_\_\_\_

If your response is no, please explain, briefly. \_\_\_\_\_

**sample**

Additional Comments:

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Interviewer \_\_\_\_\_

**Please mail, email or fax to:**

Jana Frye, MSW, LCSW  
BSW Field Coordinator  
Dept. of Criminal Justice/Legal Studies/Social Work  
Missouri Western State University  
4525 Downs Dr.; Wilson 204J  
St. Joseph, MO 64507  
Fax #: 816-271-4138  
[pclary@missouriwestern.edu](mailto:pclary@missouriwestern.edu)

**Please return by:**

**STUDENT FIELD INTERVIEW FORM**  
**PRE-PLACEMENT INTERVIEW**  
**This form will be done via the database system**

Student's Name: \_\_\_\_\_

Agency Interviewed: \_\_\_\_\_

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

Person Interviewed with: \_\_\_\_\_

\_\_\_\_ I would be interested in doing my field placement at this agency.

\_\_\_\_ **Ranking of choice**

\_\_\_\_ I would not be interested in doing my field placement at this agency.  
Briefly explain why.

Students Signature: \_\_\_\_\_ **sample**

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

**After all interviews have been completed:**

**Return to:** Jana Frye, MSW, LCSW  
Missouri Western State University  
Department of Criminal Justice, Legal Studies, and Social Work  
4525 Downs Drive, Wilson Hall, Room 204J  
Saint Joseph, MO 64507  
816-271-4350  
816-271-4138  
pclary@missouriwestern.edu

**MISSOURI WESTERN STATE UNIVERSITY SOCIAL WORK PROGRAM**  
**SWK 480 – PRACTICUM IN SOCIAL WORK - - 10 Credit Hours**  
**Fall 2019**

This syllabus is a supplement to the policies as found in the Field Manual

Assistant Professor: Jana Frye, MSW, LCSW  
Office Ph.: 271-4350  
Office Address: Wilson 204H  
[jfrye3@missouriwestern.edu](mailto:jfrye3@missouriwestern.edu)

**COURSE DESCRIPTION:**

Field experience is the signature pedagogy of Social Work Education, under the supervision of trained professionals in the field of Social Work. This course is graded on a pass/fail basis and is taken concurrently with SWK 485. A minimum of 456 hours is spent during the semester in an agency setting. Prerequisites: formal acceptance into the Social Work and Practicum Program; a 2.5 overall GPA; and completion of (with a grade of C or higher) SWK 250, SWK 320, SWK 330, SWK 340, SWK 350, SWK 360, SWK 415, SWK 420 and SWK 465 and a C or higher in all other SWK prefix courses.

**COURSE PURPOSE:**

Field instruction provides the student with unique learning experiences available only in the “real” world of professional practice. It is an educationally directed program, which is carried out in an approved social service agency under the supervision of a social worker that holds a BSW or MSW degree. Field instruction provides a capstone experience for social work students, which affords them the chance to expand their knowledge and skills and to build their own unique professional identity.

**COURSE OBJECTIVES:**

At the end of the semester the student will be able to demonstrate the ability to perform at a satisfactory level the Field Education Learning Competencies required by a CSWE, which are listed below:

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

**COURSE TEXT:**

**SWK 480 FIELD MANUAL (required)**

**COURSE PROCEDURES:**

This course will utilize a variety of instructional methods, which will include “hands on” experience with a variety of social work activities within the context of a social service agency.

**TECHNOLOGY:**

During the time that individuals are students at Missouri Western State University, this instructor will consider on a case-by-case basis if a student will be added as a contact on professional websites such as LinkedIn. During the time that individuals are students at Missouri Western State University, they will not be “friended” on sites such as Facebook.

Students will have the Field Education Director’s cell phone number. Students are allowed to call or text information that needs to be relayed more quickly than by email. Students will be expected to be respectful of having this access.

**HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT**

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (<https://www.missouriwestern.edu/studentaffairs/wp.../handbook.pdf>) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: <https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/>

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

## MEETING BASIC NEEDS

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, 226 Blum Student Union, for a list of resources and support. <https://www.missouriwestern.edu/studentaffairs/>

You can also contact Shana Meyer, Vice President for Student Affairs  
[slmeyer@missouriwestern.edu](mailto:slmeyer@missouriwestern.edu)

The Campus Cupboard is a free resource with pantry and hygiene items, located at 214 Blum Student Union. The pantry is typically open Tuesdays and Thursdays from 2-4 pm and by appointment. You can stop by the Vice President for Student Affairs Office, Blum 228, to contact the Dean of Students with questions or concerns. Furthermore, please notify the professor if you are comfortable in doing so. This will enable your professor to connect you with the resources you need.

## COURSE GRADING:

This course is an S/U course. Your grade in the course is dependent upon receiving a satisfactory rating or above on the course competencies, a satisfactory rating on learning contract goals, a satisfactory rating on course assignments, adherence to the NASW Code of Ethics, demonstration of appropriate professional behavior while in your field agency or on agency business, and completion of the minimum required hours (456) in the placement agency. *Ninety-five percent* of all items in each section of the general competencies and the learning contract must receive at least an “Average” to be considered passing for that section. Plagiarism on course assignments and/or removal from your agency for inappropriate behavior will result in an automatic failure for the course. Further disciplinary action may also be employed at the discretion of the instructor.

## GRADING SYSTEM:

CR = Credit

F = Fail

I = Incomplete due to extenuating circumstances which have been discussed with the student and agreed upon by the instructor.

W = Withdrawal when MWSU procedures have been followed.

Students must receive at least an S on 95% of all items of each section of the general competencies and learning contract to be considered passing.

## ACADEMIC MISCONDUCT:

### Academic Honesty Policy and Due Process

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another’s work, falsifying documents or academic records, or any other fraudulent classroom activity.

Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.

### ***Violations of Academic Honesty***

Violations of academic honesty include, but are not limited to, the following activities:

1. Copying another person's work and claiming it as your own;
2. Using the work of a group of students when the assignment requires individual work;
3. Looking at or attempting to look at an examination before it is administered;
4. Using materials during an examination that are not permitted;
5. Allowing another student to take your exam for you;
6. Intentionally impeding the academic work of others;
7. Using any electronic device to transmit portions of questions or answers on an examination to other students;
8. Using any electronic device to improperly store information for an exam;
9. Knowingly furnishing false information to the University or its representatives.
10. Assisting other students in any of the acts listed above.

### ***Definition of Plagiarism***

Plagiarism is a specific kind of academic dishonesty in which you take another's ideas or words and claim them as your own. When you draw on someone else's work, you must indicate the source of that material, whether you are repeating another's words, argument or thought. Even if you paraphrase another's work and are not using the exact wording, you are still required to indicate the source of the material. This material must be clearly identified with appropriate citations. If you do not do that, you have plagiarized those materials. Any time you copy and paste any writing that is not your own for an assignment, you must use quotation marks and give the source of that material. If you cut and paste without noting what you have done, you will be guilty of plagiarism. Even if the writing is your own, if it has been used for a previous assignment that should be indicated.

### ***Student Due Process Procedure***

A student accused of academic dishonesty will first meet with the faculty member who made the allegation of academic dishonesty. If the faculty member decides academic dishonesty occurred, consequences could include giving the student a zero on the assignment, asking the student to rewrite the assignment, or failing the student in the course. If the student's grade is affected, the faculty member must file a MWSU Academic Honesty Violation Report. If the student disagrees with the faculty member's decision, the student may submit a written appeal of that decision within ten days to the department chairperson and request a meeting with the department chair. In the event there is no assigned chairperson, the request should be made to the college dean. The chairperson's decision shall be provided in writing to the student and faculty member within ten days. Should the student or faculty member disagree with the chairperson's decision, a written appeal may be made within ten days to the Provost or designated representative to present the case to the Academic Honesty Committee. The Committee will base its decision on the written statements and evidence submitted by the student and the faculty member. The Committee's decision, which must be made within 30 days, is final. If it is determined that no violation of academic honesty has occurred, the student's alleged violation will be removed from his or her record.

Any student who has been found guilty of violating the academic honesty policy a second time will be reported by the Provost to the Dean of Student Development for disciplinary action. (March 2006)

## **STUDENTS WITH DISABILITIES:**

Disability Accommodations - Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive.

## **COURSE RULES:**

1. Time missed in your field agency must be made up. There are no short cuts in this course. Notifying the Field Instructor and the Field Education Director of absences in the field is required. Field Instructors are to be notified of tardiness to field. Lack of adherence to this procedure may result in failure of this course.
2. Students will spend four days a week in their field agency, eight hours a day over the course of one semester. Students will spend a minimum of 456 hours during the semester in their agency setting. Students who are unprepared or unable to meet this expectation will need to delay entry into field until such time that this obligation can be met.
3. Appropriate professional behavior is expected while conducting agency business and in matters pertaining to your placement. Displays of unprofessional behavior may result in failure in this course. Violation of the NASW Code of Ethics will result in failure in this course.
4. Students will follow agency guidelines for reporting to work and remaining on duty throughout the entire workday. In some settings, special client needs or agency schedules may suggest that adjustment in field schedules should be made. These adjustments are to be approved by your field instructor and brought to the attention of the Field Education Director.
5. Students will participate in the development of their learning contracts.
6. Students will participate in regularly scheduled conferences with the field instructor. Students will also participate in scheduled conferences with the Field Education Director.
7. Students will inform the Field Education Director of any concerns or difficulties they are experiencing in their field setting.
8. Students will participate in all activities as assigned by the agency Field Instructor and Field Education Director.
9. Students will adhere to agency personnel and programmatic policies and procedures. Behaviors that would result in agency employee termination will result in failure in this course.
10. Students will handle all client information with confidentiality and act in a manner consistent with the ethics, values, and principles of the social work profession.
11. Field students will adhere to the MWSU academic calendar. As such, students are expected to continue in their agencies through the last day of classes. Achieving minimum field hours is not a license to discontinue field activities.

## **COURSE ASSIGNMENTS:**

**Learning Contract (1<sup>st</sup> Seven Weeks)**

**Student Competencies Evaluation (1<sup>st</sup> Seven Weeks)**

**Learning Contract (2<sup>nd</sup> Seven Weeks)**

**Student Competencies Evaluation (2<sup>nd</sup> Seven Weeks)**

## Schedule

August 26	Class Begins
August 27	Practicum Officially begins
September 2	Labor Day – No Class
September 9	Class
September 16	Class
September 23	Class
September 30	Class
October 7	Class
October 14	Class
October 21	Class
October 28	Class
November 4	Class
November 11	Class
November 18	Class
November 25	Winter Break – No Class
December 2	Class
December 4	Multidisciplinary Research Day
December 9	Finals Week
December 14	MWSU Graduation

**MISSOURI WESTERN STATE UNIVERSITY SOCIAL WORK PROGRAM**  
**SWK 485 SOCIAL WORK PRACTICUM SEMINAR - 2 Credit Hours**  
**Fall 2019**

This syllabus is a supplement to the policies as found in the Field Manual

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Cell Phone: 816-510-0220  
Office Address: Wilson 204H  
[jfrye3@missouriwestern.edu](mailto:jfrye3@missouriwestern.edu)

**Course Description:**

This course focuses on the development and enhancement of the student's practice skills and the integration of practicum and class content. It is taken concurrently with SWK 480. Prerequisites: formal acceptance into the Social Work and Practicum program; completion of SWK 250, SWK 320, SWK 330, SWK 340, SWK 350, SWK 360, SWK 415, and SWK 420 with a C or better; a 2.5 overall GPA and a C or better in all SWK prefix courses. For students who may be pursuing a second major/degree through the College of Liberal Arts and Sciences, this course meets the requirements for a **LAS WRITING COURSE**: A course in which faculty assigns students both formal and informal writing in order to increase student learning, improve students writing, and initiate students into discipline-specific forms of written communication.

**Course Purpose:**

Field seminar provides an avenue to assist the student with the integration of theory with practice and provides an opportunity for students to learn from classmates concerning the current issues that agencies are dealing with in today's social service arena. In addition, seminar offers students an opportunity to process any field experiences into a learning experience.

**NOTE ON HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT**

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (<https://www.missouriwestern.edu/studentaffairs/wp.../handbook.pdf>) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources

or reporting options, please visit the following website:

<https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/>

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

### **Generalist Social Work**

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.

### **Course Objectives:**

*At the end of this course, you will be able to:*

1. Demonstrate the ability to integrate and apply knowledge from the classroom to the field with various client systems from problem formulation through evaluation and termination.
2. Demonstrate skill in verbal and written communication through preparing, presenting, and discussing relevant issues and cases in a group context.
3. Demonstrate the ability to be self-critical, reflective, and evaluative in order to improve your practice.
4. Demonstrate the ability to give and receive peer support, consultation, and constructive criticism in order to enhance your practice and to work cooperatively with peers.
5. Evaluate your own practice interventions.
6. Demonstrate sensitivity to and acceptance of cultural, racial, age, gender, ethnic, religious, and sexual preference differences in one's social work practice.
7. Articulate the interventions you employ with clients.
8. Critique your interviewing skills.
9. Critically analyze your field agency setting.

### **Core Competencies: Council on Social Work Education**

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

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
- 11.

**Course Texts/Readings:**

**SWK 480 FIELD MANUAL (required)**

Danowski, W. A. (2005). *In the field: A real-life survival guide for the social work internship*. Boston, MA: Pearson Education, Inc. (**suggested**)

The Field Manual will be available in PDF/Word Formats in Canvas. For those students requesting a hard copy, the manuals can be picked up and purchased at the Campus Printing Office (Wilson 112). Field Instructors and Preceptors will be provided an electronic copy or if requested, a hard copy of the Field Manual.

In addition to the Field Manual, handouts and readings will be assigned and made available throughout the semester. The weekly readings will be posted in Canvas. Many of the materials posted to this course site are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purposes of this course. They may not be further retained or disseminated.

**Students with Disabilities:**

Disability Accommodations - Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive.

**School Cancellation Policy**

Western will close only in extraordinary circumstances. If the university plans to close due to weather/road conditions, the decision will be made as follows:

Daytime Closing - normally the decision will be made by 6 am.

Evening Closing - normally the decision will be made by 4 pm.

Information on Western closing will be posted on the home page of the website at [www.missouriwestern.edu](http://www.missouriwestern.edu).

The information will also be broadcast on the following television stations: KCTV TV-5, KMBC TV-9, KQTV TV-2, KSHB TV-41, and WDAF TV-4; and the following radio stations: KAAN 95.5, KBEQ104.3, KCUR 89.3, KFEQ 680, KFKF 94.1, KGNM 1270, KKJO 105.5, KKWK 100.1, KMBZ 980, KMRN1360, KMXV 93.3, and KSJQ 92.7. If closings are not reported on the aforementioned stations, it should be assumed the university is open.

It should be noted the university administration will take several factors into consideration when making the decision to close the university due to weather/road conditions. Therefore, it cannot be assumed the university will close when area schools are closed.

Some placement agencies rarely close. It is imperative students check with his/her field instructor regarding the expectations of the student on those days MWSU might be closed. Students *should not assume* that they do not need to attend practicum if MWSU is closed, **except** for fall break.

### **Course Procedures/Expectations:**

This course is a seminar class and will rely on a variety of teaching and learning methods to accomplish the course objectives. Some of these methods include discussion, presentations, field assignments, seminar assignments, reflections on readings and role-plays. Students are expected to attend and participate fully in all phases of each class and should be prepared to ask questions, ask for and provide critical feedback, and contribute in an informed and meaningful way to class discussion and in meeting the learning objectives of the course. In some circumstances, a student may participate in the classroom setting via Skype or Zoom. This will need to be arranged prior to the start of the class. Because this class only meets one day per week, it will be the expectation that the student will be in class every class period. During this semester a student will only be allowed one absence, excused or unexcused. After that time the student's grade will be dropped one letter per missed period. If there are extenuating circumstances, those should be discussed with this professor outside of class but it should not be assumed that they will be forgiven.

Attendance will be taken at each class. You are expected to be in class, in your seat on time for class to begin. If you are late, you will lose participation points for that day. If you are late more than three classes, you may not be admitted into class.

### **Forms of Communication:**

It is not uncommon for this instructor to email or post additional information pertinent to this course or practicum. This instructor will *use* Canvas to communicate or email using the **missouriwestern.edu** account. Please check the Canvas course **SWK 480: Practicum in Social Work and SWK485: Social Work Practicum Seminar** regularly. Failure to do so could result in a failing grade.

Due to the nature of practicum and the instructor's schedule, students and field instructors/preceptors have been provided the instructor's cell phone number. The instructor expects students to practice professional judgment when using this number. It is expected that the instructor will be kept informed of any issues (professionally or personally) impacting the student's ability to successfully complete a practicum. Email will be the primary form of communication outside of the classroom unless the student/field instructor/preceptor states and provides a phone number otherwise.

### **Use of Technology:**

Using technology devices in the classroom can enhance or hinder the learning experience. The following guidelines should be followed:

- Cell phones and other communication devices should be turned off or on silent during class and lab unless indicated by the instructor.
- Electronic devices should be used solely for the classroom purposes such as note taking, viewing presentation materials or instructor-directed Internet searches. Using these devices for reasons not related to the class is prohibited.

- It is possible, that the instructor will limit or prohibit the use of any electronic device in the classroom. Students will be told this prior to the start of class.

During the time that individuals are students at Missouri Western State University, this instructor will consider on a case-by-case basis if a student will be added as a contact on professional websites such as LinkedIn. During the time that individuals are students at Missouri Western State University, they will not be “friended” on sites such as Facebook.

### **Course Grading:**

SWK 485 is a writing intensive course and upon completion will meet the LAS writing course requirements for graduation, for students who are seeking another degree in the College of Liberal Arts and Science. Writing assignments are both formal and informal in order to increase the student learning, improve the student writing and initiate students into discipline-specific forms of written communication. The BSW is a professional degree and at this stage of your academic career, it is expected that students should be able to demonstrate mastery not only in practice skills but in their written work as well.

Your grade in this course will be dependent upon the mastery of the assignments. Guidelines and rubrics for these assignments can be found in the *Field Manual*. A grading curve will not be used in this course. The quality of your work, as judged by the instructor, will form the basis for mastery of the assignments (Mastery = a score 80% or higher). Students not meeting the 80% or higher mastery score may be asked to correct the assignment and resubmit **within** one week of getting the assignment returned. Assignments will not be accepted late. You are practicing the skills you will need in your professional life.

### **Note:**

\*\*\*\*\***Assignments are to be turned in on time.** This is the last semester before you potentially could enter the “real world/work force”. Because of the seriousness of that information, **assignments will not be accepted late.** Only under extreme circumstances, will other arrangements be made.

Unless otherwise specified, assignments must be submitted in Canvas and as a **Microsoft word document** (1997 or newer) format only and students should be able to access this format too. Assignments should not be submitted with passwords; the system is secure and this is redundant and cumbersome. Assignments will be graded and evaluated on the content as well as the quality of the work. This includes proper grammar, spelling, and punctuation. APA format should be used. Each assignment should contain a cover sheet. Written materials should be typed, double-spaced in 12 pt. font, using Times New Roman.

### **Academic Misconduct:**

Academic honesty is required in all academic endeavors. Violations of academic honesty include but are not limited to any instance of plagiarism, cheating, seeking credit for another’s work, falsifying documents or academic records, using electronic devices to store information for exams or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. Please see 2015-16 Student Handbook for specific activities identified as violations of this policy and the student due process procedure. This handbook is available online at

<https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/handbook>

In this course, plagiarism on any written assignments will result in a zero for that assignment. Further disciplinary action may also be employed at the discretion of the instructor. Plagiarism is a serious academic offense and is also a violation of the NASW Code of Ethics. If a student is not confident in what constitutes plagiarism, the student should speak to the instructor or academic advisor.

Each student must **complete** and **master** the following assignments in order to pass this course:

<b>Assignment</b>	<b>Point Value</b>	<b>Due Date</b>
Activity Logs (7)	20 Points Each	As assigned
Self-Assessment I	100 points	September 1
Self-Assessment II	150 points	December 9
Agency Presentation & Handout	120 points	As assigned
Special Meeting & Write-Up	120 points	Within 7 days of attending
Court Observation & Write-Up	120 points	Within 7 days of attending
Multidisciplinary Research Poster Presentation	120 points	December 4
Attendance – <b>On time</b> (13 wks.)	10 points each	Weekly
<b>Total possible percentage/points</b>	<b>1000 points</b>	

- 90-100%     A
- 80-89%     B
- 70-79%     C
- 60-69%     D
- 0-59%      F

I=Incomplete due to extenuating circumstances which have been discussed and agreed upon by your instructor

W=Withdraw when MWSU policy is followed

## **Assignment Descriptions**

### **SELF-ASSESSMENT I**

The Self-assessment is considered to be an integral part of the student’s learning process. In a three to five page typed paper, respond to the following questions using the format stated in the syllabus:

- A. What value do you see in doing a practicum placement? How do you perceive this opportunity as beneficial for you?
- B. What concerns/insecurities are you facing as you enter your field placement? How will you work on these? How can you and your field instructor address these concerns?
- C. What are some of the drawbacks or pitfalls you think you will face at your practicum placement? What are some of the steps you can take to make certain that your placement is a positive and rewarding experience?

- D. Provide an honest assessment of your own strengths and limitations, with reference to your learning goals for your field experience. What do you hope to gain and what do you need to gain? What attitudes and qualities do you consider might be counterproductive for you? What attitudes and qualities do you consider to be your strengths?

### **SELF-ASSESSMENT II: Final Thoughts**

This Self-assessment should be a culmination of the practicum and is an integral part of the evaluation process. *Please type and articulate in paragraph form your answers to these questions.*

- A. Do you feel you understand yourself and others any better than you did when you began this practicum journey? Explain.
- B. Do you feel that you did your best while at the practicum site? Why or why not? What can you say about your work ethic? Is there room for improvement? What barriers (if any) do you think affect your answer?
- C. Is there something you wanted to do, learn or experience but because of the setting, time or other reason, you were not able to accomplish this goal? Explain.
- D. If you could say one thing to your Field Instructor, what would you say?
- E. How has this experience affected you? Your opinion of the Social Work Profession?
- F. Where do you see yourself in 5 years? 10 years?
- G. What one experience had the most impact on you professionally? Personally? Why?
- H. What are your thoughts as you are leaving MWSU and are going into the workforce?
- I. As I prepare for next year practicum, what advice would you give the next cohort of students who are heading into the field?
- J. Finally, what would you want the next the Field Instructors/Preceptors to know, be aware of...as they get ready for new students?

### **AGENCY PRESENTATION OUTLINE**

The purpose of this assignment is to help you become better acquainted with your agency and agency sub-unit. This knowledge is necessary for you to understand the working of the agency and the function of staff in the agency. The following information should serve as a guide in order to complete this assignment. Superficial coverage of the material will not be acceptable for this assignment.

- A. Name of agency and of the practicum sub-unit.
- B. Agency and practicum sub-unit address/phone number.
- C. Auspices of the agency; is it public, private, for profit, not for profit.
- D. Agency and practicum sub-unit goals and objectives. First provide the agency's mission statement and practicum sub-unit's mission statement, then its objectives.
- E. Functions of the agency and practicum sub-unit.
- F. Services provided by agency and practicum sub-unit.
- G. Types of clients served by agency and practicum sub-unit (age range, racial composition, gender, types of problems, economic status; use percentage in reporting this area).
- H. Number of clients served by agency and practicum sub-unit on an annual basis.

- I. Value systems of agency and practicum sub-unit, which underlie services to clients.
- J. A brief history of the agency and practicum sub-unit. How did the agency and the sub-unit get started and when? What need was the agency started to meet? How were the agency and the sub-unit's focus changed overtime? Are the agency and the sub-unit undergoing any changes at this time? If so, what are those changes and what has precipitated those changes?
- K. Geographic area served by the agency and the sub-unit. Give a description of the geographic area served: income level, housing conditions, economic base, population density, demographic composition of residents (age, race, gender, and education). What impact does the geographic region have on the agency staff and services (how does the region impact the services provided and staffing)?
- L. Funding base of agency and sub-unit.
- M. Organization structure of agency and sub-unit. Lines of authority, linkage between departments, organizational chart, board composition, how board created, authority of the board, distribution of resources.
- N. Agency and sub-unit staffing: numbers, qualifications, experience, positions (number and kind), climate of the agency and the sub-unit, staff stability (turnover), educational and in-service opportunities and orientation provided in both agency and sub-unit, climate for social work in the agency and the sub-unit.

Each student will give a 10-15 minute presentation to your classmates giving them a “bird’s eye view” of the agency. Students may bring agency handouts to distribute. At the completion of your presentation your classmates should have a clear idea of what your agency is all about and thus be able to make appropriate referrals to the agency, if needed. A grading rubric will be used for the presentation and handout. Use of audio/visuals is acceptable, but that cannot be your total presentation. Appropriate referencing (APA style) of material is expected. An organization chart should accompany your paper.

### **SPECIAL MEETING AND WRITE-UP**

For this assignment you will have an opportunity to participate in a Special Meeting. You can use a Human Rights Committee, a Permanency Planning Review Team Meeting, an Individualized Educational Plan or other special meeting as approved by professor. Sometime during your practicum semester, you will attend one special meeting. For some of you, this may only be one meeting but for others, it could be several depending on the schedule. If a meeting is a part of your practicum, you may use that activity. If not, you can find a meeting or opportunities will be given. You are expected to show up on time, be professional and follow any protocol(s) related to your participation.

Following your observation, you will write a reflection paper on your experience. The following list of questions are meant to help guide you as you write your paper. This assignment will be graded and evaluated on the content as well as the quality of the work; including proper grammar, spelling, and punctuation. APA format should be used *when necessary*. Written materials should be typed, double-spaced in 12 pt. font, using Times New Roman. Please submit this assignment via Canvas.

- A. What was it like being an objective third party reviewer or participant on this committee?
- B. How did this compare to what you were expecting to find?
- C. What emotions did you experience before, during, and after the meeting?
- D. What social work skills did you find yourself using?
- E. If you were going to identify a theory that you have learned about in your courses, what theory did you see represented?
- F. How beneficial was this experience for you as a student? As a social worker?
- G. Other comments.

## **COURT OBSERVATION AND WRITE-UP**

It's important for Social Workers to understand what happens in a court. Many SWs will have to testify on behalf of a client, consumer, patient or family at some point in their career. For this assignment, you will attend a court hearing and write an evaluation paper about your observation. The hearing you attend must include at least two attorneys and sworn testimony with at least one professional witness. You will need to spend enough time at the hearing to understand the basis of what is occurring, who the members of the court are and what they are trying to accomplish. Depending on the type of hearing, you may need to see a couple of short hearings or only a portion of a full trial.

Following your observation, you will write a reflection paper on your experience. It needs to be submitted within 7 days of attending court. The following list of questions are meant to help guide you as you write your paper. This assignment will be graded and evaluated on the content as well as the quality of the work; including proper grammar, spelling, and punctuation. APA format should be used *when necessary*. Written materials should be typed, double-spaced in 12 pt. font, using Times New Roman. Please submit this assignment via Canvas.

- A. Was this the first time you have been in court?
- B. What was it like going into the courthouse? Trying to locate the court you needed to be in?
- C. Who were the people in court? Names not required, just position or job in the courtroom.
- D. What was the basis of the court case?
- E. Did you understand the testimony? How do you think you would testify?
- F. What do you find intimidating or scary? What would make you feel more comfortable? Do you think you could feel confident about your skills to testify in court?
- G. Others impressions you had?

## **MULTIDISCIPLINARY RESEARCH DAY POSTER**

MRD is designed to showcase the accomplishments of students. You will create a poster and present it at MRD. The poster should contain your name, class, degree, placement, etc. You can use pictures and points to share about your practicum. What does the agency do? What population do they serve? What were your experiences? What did you learn? Be creative but not obnoxious. This is the opportunity to show others what you have learned in this Applied Learning part of your degree. Be proud of it. Posters will be printed for the student to present.

## SWK 480/485 COURSE CALENDAR-Fall 2019

**Note: Course calendar is subject to change due to course needs**

Week	Date	Subject/Activity	Due dates
1	8/26/2019	Seminar Begins	
	8/27/2019	Practicum Begins	
		<b>Self-Assessment I</b>	9/1/2019
2	9/2/2019	No Class – Labor Day	
		<b>Log One: Acronyms</b>	9/8/2019
3	9/9/2019	TBD	
		L.C. 1st 7 weeks due and saved	9/15/2019
4	9/16/2019	Safety	
		<b>Log Two: Safety</b>	9/22/2019
5	9/23/2019	Agency Presentation	
		<b>Log Three: TBD</b>	9/29/2019
6	9/30/2019	Agency Presentation	
7	10/7/2019	Agency Presentation	
8	10/14/2019	TBD	
		L.C. 1st 7 weeks submitted	10/14/2019
9	10/21/2019	TBD	
10	10/28/2019	Self-Care/Burnout/Vicarious Trauma	
		<b>Log Four: Pics</b>	11/3/2019
		L.C. 2nd 7 weeks due and saved	11/3/2019
		<b>Log Five: Self-Care</b>	11/3/2019
11	11/4/2019	Licensure/Grad school/and beyond	
12	11/11/2019	Silence, Communication	
		<b>Log Six: Silence</b>	11/17/2019
13	11/18/2019	LEPC	
		L.C. 2nd 7 weeks submitted	11/18/2019
	11/25/2019	Winter Break – No School	
14	12/2/2019	ACAT	
		<b>MRD</b>	12/4/2019
Finals	12/9/2019	<b>Self Assessment II</b>	12/9/2019

# THE LEARNING CONTRACT

## A. Purpose

The Learning Contract is a means of formalizing the agreement between the student and the field instructor regarding the student's learning experiences. It identifies and documents the requirements of the school and the agency, while facilitating the student's values, skills and knowledge base necessary to become a professional social worker.

## B. Development of the Learning Contract

In developing the Learning Contract, three factors must be considered:

- a. The overall learning objectives and competencies for field instruction;
- b. The student's individual learning/career objectives; and
- c. The student's learning style.

## C. Methods and Usage

An outline of a learning contract is included in the Field Education Manual listing a series of practice behaviors within 10 Core Competencies, some *optional* learning experiences, a column for evaluation criteria and period to identify if the learning will take place in the first 7 weeks or second 7 weeks. Students with feedback from their field instructors will find the Learning Contract in the Data base. However, feel free to use this template to revise/add/subtract criteria for evaluation before completing in the Data Base. The Learning Contract will be revised mid-way through the practicum.

- The student will complete all written assignments
- Students who take SOC/SWK 465 for their Applied Learning Research Requirement
- will design and carry out a special research project in his/her agency and will complete a written proposal and critique of the project. The student may use up to twenty percent or six hours each week to work on this project.

**COMPETENCY 1: Identify as a PROFESSIONAL SOCIAL WORKER and conduct oneself accordingly.**

Mid Evaluation: \_\_\_\_\_  
 Final Evaluation: \_\_\_\_\_

PRACTICE BEHAVIORS (Performance Outcomes for competency set forth by CSWE)	PRACTICUM LEARNING EXPERIENCES (Specific knowledge, values or skills that will help the student reach competency in the practice behaviors)	EVALUATION CRITERIA (Plan for evaluating objective e.g. <i>How will the student know when he/she have completed this task?</i> )	EVALUATION OF PERFORMANCE					
			Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<ol style="list-style-type: none"> <li>1. Advocate for client access to the services of social work</li> <li>2. Practice personal reflection and self-correction to assure continual professional</li> <li>3. Attend to professional roles and boundaries</li> <li>4. Demonstrate professional demeanor in behavior, appearance, and communication</li> <li>5. Engage in career-long learning</li> <li>6. Use supervision and consultation</li> </ol>	<ul style="list-style-type: none"> <li>• Will identify an area which could be improved that would allow clients better access to services.</li> <li>• Will meet weekly with field instructor and/or preceptor.</li> <li>• Prepare agenda before each supervisory meeting.</li> <li>• Read agency manual, brochures, website, annual report, etc. about agency and discuss with field instructor.</li> <li>• Will wear appropriate attire based on the agency's policy and day's activities.</li> <li>• Develop professional relationship with field instructor, taking responsibility for my learning.</li> <li>• Will present to United Way.</li> </ul>	<ul style="list-style-type: none"> <li>• Will discuss with field instructor and report in weekly journal logs.</li> <li>• Completion of Agency presentation.</li> </ul>						

COMPETENCY 2: Apply social work ETHICAL PRINCIPLES to guide professional practice.					
PRACTICE BEHAVIORS	PRACTICUM LEARNING EXPERIENCES	EVALUATION CRITERIA	EVALUATION OF PERFORMANCE		
			Excellent	Above Average	Average
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	<ul style="list-style-type: none"> <li>• Read <i>NASW Code of Ethics</i> and discuss how it applies to practice with field instructor.</li> <li>• Apply <i>Code of Ethics</i> to practice, in consultation with field instructor.</li> <li>• As ethical dilemmas arise, discuss with field instructor.</li> <li>• Will identify and discuss a personal value which is in conflict with a professional value or agency value.</li> </ul>	<ul style="list-style-type: none"> <li>• Will discuss with field instructor.</li> <li>• Weekly logs</li> </ul>			

**COMPETENCY 3: Apply CRITICAL THINKING to inform and communicate professional judgments.**

PRACTICE BEHAVIORS	PRACTICUM LEARNING EXPERIENCES	EVALUATION CRITERIA	EVALUATION OF PERFORMANCE					
			Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<p>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>12. Analyze models of assessment, prevention, intervention, and evaluation; and</p> <p>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</p>	<ul style="list-style-type: none"> <li>• Participate in staff meetings, client meetings, and community events, as applicable using critical thinking skills.</li> <li>• Will complete a psychosocial assessment using critical thinking skills.</li> <li>• Will complete a needs assessment using critical thinking skills.</li> <li>• Will develop a treatment plan for a particular client.</li> <li>• Will read through grant application.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and will report on weekly journal logs.</li> <li>• Field instructor will review.</li> </ul>						

COMPETENCY 4: Engage DIVERSITY AND DIFFERENCE in practice.							
PRACTICE BEHAVIORS	PRACTICUM LEARNING EXPERIENCES	EVALUATION CRITERIA	EVALUATION OF PERFORMANCE				
			Excellent	Above Average	Average	Deficient	Unsatisfactory
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.	<ul style="list-style-type: none"> <li>Will meet with a client to practice listening and recognizing them as their own experts of their experiences.</li> <li>Will look for and identify societal and institutional barriers resulting in different experiences between clients and self</li> </ul>	<ul style="list-style-type: none"> <li>Process Recording and will be reviewed by field instructor.</li> <li>Discuss with field instructor and in weekly journal logs.</li> </ul>					

sample

COMPETENCY 5: Advance HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.						
PRACTICE BEHAVIORS	PRACTICUM LEARNING EXPERIENCES	EVALUATION CRITERIA	EVALUATION OF PERFORMANCE			
			Excellent	Above Average	Average	Deficient
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	<ul style="list-style-type: none"> <li>Identify opportunities to advocate for social and economic justice at the local, state, national and international level.</li> <li>Will make phone calls with client(s) to assist with finding available resources.</li> </ul>	<ul style="list-style-type: none"> <li>Will discuss in Seminar class.</li> <li>Will discuss in bi-weekly journals.</li> <li>Activities will be listed on weekly activities log.</li> </ul>				

**COMPETENCY 6: Engage in RESEARCH-INFORMED PRACTICE and PRACTICE-INFORMED RESEARCH.**

PRACTICE BEHAVIORS	PRACTICUM LEARNING EXPERIENCES	EVALUATION CRITERIA	EVALUATION OF PERFORMANCE					
			Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<p>21. Use practice experience to inform scientific inquiry</p> <p>22. Use research evidence to inform practice</p>	<ul style="list-style-type: none"> <li>Will read articles or other literature which relate to this agency's population/field of practice.</li> <li>Use feedback from supervision to develop ability to evaluate own practice, e.g. what works, what doesn't, and why.</li> <li>Will identify a research opportunity within the agency.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of research project.</li> <li>Will present poster at Interdisciplinary Research Day.</li> <li>Evaluation will be completed at 7 weeks and 14 weeks.</li> </ul>						

**COMPETENCY 7: Apply KNOWLEDGE OF HUMAN BEHAVIOR and the social environment.**

PRACTICE BEHAVIORS	PRACTICUM LEARNING EXPERIENCES	EVALUATION CRITERIA	EVALUATION OF PERFORMANCE					
			Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<p>23. Utilize conceptual frameworks to guide the</p>	<ul style="list-style-type: none"> <li>Will identify a theory/perspective and will practice using this as I work with clients.</li> </ul>	<ul style="list-style-type: none"> <li>Will record in weekly journal logs.</li> <li>Completion of PPRT</li> </ul>						

<p>processes of assessment, intervention, and evaluation</p> <p>24. Critique and apply knowledge to understand person and environment</p>	<ul style="list-style-type: none"> <li>Discuss with supervisor theoretical knowledge about human behavior</li> <li>Will set a date to attend a PPRT meeting in Jackson or Buchanan County.</li> </ul>	<p>assignment</p> <ul style="list-style-type: none"> <li>Attendance at PPRT</li> </ul>				
<p><b>COMPETENCY 8: Engage in POLICY PRACTICE to advance social and economic well-being and to deliver effective social work services.</b></p>						
PRACTICE BEHAVIORS	PRACTICUM LEARNING EXPERIENCES	EVALUATION CRITERIA	EVALUATION OF PERFORMANCE			
			<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Excellent</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Above Average</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Average</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Deficient</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Unsatisfactory</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Not Assessed</td> </tr> </table>	Excellent	Above Average	Average
Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed	
<p>25. Analyze, formulate, and advocate for policies that advance social well-being;</p> <p>26. Collaborate with colleagues and clients for effective policy action</p>	<ul style="list-style-type: none"> <li>Research policies regarding agency population, including internal, local, state and federal.</li> <li>Attend Task Force meeting.</li> <li>Select an issue and collaborate with colleagues and clients for effective policy action.</li> <li>Will ask someone in the agency about policies specific to the field agency, and how they advance social and economic well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly journal logs</li> <li>Discuss with field instructor and peers in class.</li> <li>Task Force Attendance will be recorded in minutes.</li> </ul>				

COMPETENCY 9: Respond to CONTEXTS THAT SHAPE PRACTICE.						
PRACTICE BEHAVIORS	PRACTICUM LEARNING EXPERIENCES	EVALUATION CRITERIA	EVALUATION OF PERFORMANCE			
			Excellent	Above Average	Average	Deficient
<p>27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</p> <p>28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</p>	<ul style="list-style-type: none"> <li>• Participate in agency-community meetings</li> <li>• Will identify a new change in the law(s) that are affecting this agency.</li> <li>• Complete Self-Reflection paper</li> <li>• Gather information for agency presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Report to field instructor</li> <li>• PPRT reflection paper</li> <li>• Successful complete Self-Reflection paper</li> <li>• Agency presentation</li> </ul>				

**COMPETENCY 10: ENGAGE, ASSESS, INTERVENE, and EVALUATE individuals, families, groups, organizations, and communities.**

PRACTICE BEHAVIORS	PRACTICUM LEARNING EXPERIENCES	EVALUATION CRITERIA	EVALUATION OF PERFORMANCE				
			Excellent	Above Average	Average	Deficient	Unsatisfactory
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	<ul style="list-style-type: none"> <li>➤ Will meet one-on-one with a client.</li> <li>➤ Will complete a treatment plan.</li> <li>➤ Will provide case management services</li> <li>➤ Will go on home visits</li> <li>➤ Will conduct psycho-educational group</li> <li>➤ In supervision, discuss assessment and intervention techniques, as documented in process recordings.</li> <li>➤ Working with Field Instructor, will assist in grant implementation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Documentation will be reviewed by field instructor</li> <li>➤ PPRT reflection paper.</li> <li>➤ Will report in weekly journal logs.</li> </ul>					

<p>36. Initiate actions to achieve organizational goals</p> <p>37. Implement prevention interventions that enhance client capacities</p> <p>38. Help clients resolve problems</p> <p>39. Negotiate, mediate, and advocate for clients</p> <p>40. Facilitate transitions and endings</p> <p>41. Critically analyze, monitor, and evaluate interventions</p>			
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**The Evaluation will be filled out via the Social Work Database**

**STUDENT COMPETENCIES EVALUATION**

Student: \_\_\_\_\_ First 7 Weeks of Placement: \_\_\_\_\_  
Second 7 weeks of placement: \_\_\_\_\_  
(Check one)

Agency: \_\_\_\_\_

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

*Instructions for Rating Practicum Students on the 10 Competencies for Field Evaluation as required by the accrediting organization (Council on Social Work Education).*

*Students will be evaluated on this form seven weeks and again at the end of the semester of field education. Focus will be on the level of performance achieved and on progress demonstrated during the year as reflected in the evaluation*

*The following definitions are devised so that the field instructor may have a clearer understanding of the meaning given to evaluation terms used in this form.*

**5 = EXCELLENT (E):**

This reflects that the student has exhibited performance skills of the highest quality and has practiced well above the expected level for a beginning level social work student.

**4 = ABOVE AVERAGE (AA):**

This reflects that the student has exhibited performance skills of a high level and has practiced above the expected level for a beginning level social work student.

**3 = AVERAGE (A):**

This reflects that the student is performing at an expected level. There are no deficiencies in his/her performance nor has he/she performed above the expected level.

**2 = DEFICIENT (D):**

This reflects that the student is performing slightly below the expected level and is displaying certain deficiencies in knowledge, skills, or attitudes.

**1 = UNSATISFACTORY (U):**

This reflects that the student is performing clearly below the expected level of performance and his/her practice is unsatisfactory.

**0 = NOT ASSESSED (NA):**

This reflects that the assessed student has not had the opportunity to demonstrate competence in this area.

<p><i>Under each competency statement there are several items that you are asked to rate according to the criteria above. Please add any comment or clarification of content at the end of each section.</i></p> <p align="center"><b>Competencies and Practice Behaviors</b></p>	Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<b>Competency 1: Identify as a professional social worker and conduct oneself accordingly</b>						
1.1 Advocate for client access to the services of social work						
1.2 Practice personal reflection and self-correction to assure continual professional development in social work						
1.3 Attend well to professional roles and boundaries						
1.4 Demonstrated professional demeanor in behavior as well as present and handle him/herself appropriately in manner and dress						
1.5 Showed commitment to engage in career-long learning to enhance personal and professional development						
1.6 Utilized supervision and consultation with licensed professionals throughout the semester						
<b>Competency 2: Apply social work ethical principles to guide professional practice</b>						
2.1 Recognizes and manages personal values in a way that allows professional values to guide practice						
2.2 Is skilled in integrating the NASW Code of Ethics into practice (e.g. preserved the confidentiality of clients)						
2.3 Is skilled in tolerating ambiguity to resolve ethical conflicts						
2.4 Is skilled in applying strategies of ethical reasoning to arrive at principled decisions						
<b>Competency 3: Apply critical thinking to inform and communicate professional judgments</b>						
3.1 Is skilled in distinguishing, appraising, and integrating multiple sources of knowledge, including research-based and practice wisdom.						
3.2 Analyze models of assessment, prevention, intervention, and evaluation						
3.3 Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues						
<b>Competency 4: Engage diversity and difference in practice</b>						
4.1 Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power						
4.2 Gain sufficient self-awareness to eliminate the influence of personal bias and values in working with diverse groups						
4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences						
4.4 View themselves as learners and engage those with whom they work as informants.						

### Field Instructor's Assessment of Student's Achievement of Practice Behaviors

Competencies and Practice Behaviors	Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<b>Competency 5: Understand the forms and mechanisms of oppression and discrimination</b>						
5.1 Understand the forms and mechanisms of oppression and discrimination						
5.2 Advocate for human rights and social and economic justice						
5.3 Engage in practice that advance social and economic justice						
<b>Competency 6: Engage in research-informed practice and practice informed research</b>						
6.1 Use practice experience to inform scientific inquiry						
6.2 Use research evidence to inform practice						
<b>Competency 7: Apply knowledge of human behavior and the social environment</b>						
7.1 Is knowledge of conceptual frameworks to guide the processes of assessment, intervention, and evaluation						
7.2 Critique and apply knowledge to understand person and the environment						
<b>Competency 8: Engage in policy practice to advance social and economic well-being and deliver effective social services</b>						
8.1 Analyze, formulate, and advocate for policies that advance social well-being						
8.2 Collaborate with colleagues and clients for effective social policy						
8.3 Understands the methods of social work practice employed with social welfare agencies, especially rural environments						
<b>Competency 9: Respond to contexts that shape practice</b>						
9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant services.						
9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of services						

## Field Instructor's Assessment of Student's Achievement of Practice Behaviors

Competencies and Practice Behaviors	Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<b>Competency 10: Engage, assess, intervene, and evaluate with individuals, families, organizations, and communities</b>						
10.1 Is skilled at engaging in substantively and effectively preparing for action with individuals, families, groups, organizations, and communities						
10.2 Is skilled in using empathy and interpersonal skills						
10.3 Is skilled in developing a mutually agreed-on focus of work and desired outcomes						
10.4 Is skilled in collecting, organizing, and evaluating client data						
10.5 Is skilled in assessing client strengths and weaknesses						
10.6 Is skilled in developing mutually agreed on intervention goals and objectives						
10.7 Is skilled in selecting appropriate intervention strategies						
10.8 Is skilled in initiating actions to achieve organizational goals						
10.9 Is skilled in implementing interventions that enhance client capacities						
10.10 Is skilled in helping clients to resolve problems						
10.11 Is skilled in negotiating, mediating, and advocating for clients						
10.12 Is skilled in facilitating transitions and endings						
10.13 Is skilled in critically analyzing, monitoring, and evaluating interventions						
<u>Field Instructor Comments:</u>						

## ***GUIDELINES FOR ACTIVITY LOGS***

### **A. Purpose**

The ongoing written assignment for the field instruction course is the ***Activity and Journal Logs***. Your log will consist of the *Student Field Practicum Activity Log* and the *Journal Reflection Questions*. As an essential component of the teaching – learning process, the log is the confidential record of the student’s educational experiences in the field. Writing the weekly log provides the opportunity for the student to reflect and analyze what is being taught, how it is being taught, and the relationship between student’s learning activities and his/her learning contract.

The weekly log is not a diary; therefore it should not contain a “blow-by-blow” description of the day’s activities. Rather, the log should provide a written account of the student’s professional growth process. Much thought and reflection must go into the production of the log. It is suggested that the student reserve the last 15 minutes of each field instruction day to make notes that could be incorporated into the weekly log entry. At the student’s discretion, the log may be used for discussion during the conferences with the field instructor.

### **B. Method and Usage**

The *Student Field Practicum Activity Log Form* will provide a summary of your activities for each week along with your issues discussed in supervision. Electronic Activity Logs will be done weekly. Students will access the Activity Log via SWK 480 in the database. This form uses a system that will allow students to provide numerical data, which provides an accounting of your practicum hours. Field Instructors will also have access to these activity logs, providing an additional level of accountability for the students. The activity log may be downloaded and saved or copied.

The narrative portion of your log (*Journal Reflection Questions*) will allow you to focus on what you have learned from your experiences and how that learning relates to your classroom learning. This section will also allow you to discuss how you see yourself as a professional social worker and discuss any concerns or problems you are having in your placement. Weekly questions will be posted to Moodle.

*Journal Reflection Questions* should be typed (double spaced), 12 pt., Times New Roman font and include a title page. Writing and grammar should be at college level. The average weekly logs will range from 2-4 pages. These questions should be submitted via the assignment tab in Moodle. The Reflection Questions should be posted by **8:00 a.m.** the Monday they are due. Students should check the course syllabus for the specific assigned due dates.

The logs will be graded based on the quality of the entries as reflected by the degree of analysis evidenced in the log, the thoroughness of the log and the use of appropriate structure for the log. A journal rubric will be used to grade the journal entry. All comments and questions will be noted by seminar instructor.

## Journal Reflection Questions Rubric

	<b>Minimum 1</b>	<b>Marginal 2</b>	<b>Average 3</b>	<b>Proficient 4</b>	<b>Advanced 5</b>
Making Connections and Developing Voice ___x1=___/5	No personal response is made to the issues/concepts raised in the field. No examples are provided.	Analysis conveys little evidence of a personal response to the issues/concepts raised in the field. Does not provide many examples.	Analysis conveys some evidence of a personal response to the issues/concepts raised in the field. Examples are minimal	Analysis conveys evidence of a personal response to the issues/concepts raised in the field. Student demonstrates that he/she is beginning to develop critical thinking skills. Provides examples consistently	Analysis conveys extensive evidence of a personal response to the issues raised in the field. Student demonstrates personal growth and development of critical thinking skills. Provides many examples.
Critical Thinking ___x.5=___/2.5	Information is superficial; no analysis or insight.	Information is commonplace and insufficient; Little evidence of insight or analysis, does not make connections with the bigger picture.	Minimal information and analysis, Comprehends the surface level meaning of knowledge and experiences.	Substantial information; and evidence that some analysis or insight has taken place. Is able to make inferences and comprehends deeper meaning on most occasions.	Content rich. Is able to make inferences well, comprehends deeper meaning consistently, demonstrating insight and relevance to the field.
Effort and Legibility ___x.5=___/2.5	No effort and/or not legible. No APA guidelines followed.	Little effort and/or sloppy. Several grammatical errors	Some effort and/or somewhat legible.	Work is legible and demonstrates much effort. A few grammatical errors.	Work is legible and much effort was made with originality and initiative. APA followed.

**SWK 485: SOCIAL WORK PRACTICUM SEMINAR  
STUDENT FIELD PRACTICUM ACTIVITY LOG**

Name:

**This will be filled out via the Social Work Database.**

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

**Dates Worked and Field Hours**

Placement Week	Date/ # of Hours	Other Hours/ Comments:	Total Hours Earned this Week:	Total Hours to Date:	Supervision #1 (Date/Time)	Summary of Weekly Activities	Issues Discussed in Supervision	Question(s) for field coordinator	Field Instructor Comments
<b>Sample</b>									

**Supervision with Field Instructor and/or Preceptor**

Date	Time

**Summary of Weekly Activities:**

**General Issues Discussed in Supervision:**

**Question(s) for Field Director (Jana):**

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

Field Instructor/Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SELF-ASSESSMENT GUIDE I**

The Self-assessment is considered to be an integral part of the student's learning process. In a three to five page typed paper, respond to the following questions using the format stated in the syllabus:

- E. What value do you see in doing a practicum placement? How do you perceive this opportunity as beneficial for you?
- F. What concerns/insecurities are you facing as you enter your field placement? How will you work on these? How can you and your field instructor address these concerns?
- G. What are some of the drawbacks or pitfalls you think you will face at your practicum placement? What are some of the steps you can take to make certain that your placement is a positive and rewarding experience?
- H. Provide an honest assessment of your own strengths and limitations, with reference to your learning goals for your field experience. What do you hope to gain and what do you need to gain? What attitudes and qualities do you consider might be counterproductive for you? What attitudes and qualities do you consider to be your strengths?

**SELF-ASSESSMENT GUIDE II: Final Thoughts**

This Self-assessment should be a culmination of the practicum and is an integral part of the evaluation process. *Please type and articulate in paragraph form your answers to these questions.* The Self-Assessment II should be written using the format stated in the syllabus:

1. Do you feel you understand yourself and others any better than you did when you began this practicum journey? Explain.
2. Do you feel that you did your best while at the practicum site? Why or why not? What can you say about your work ethic? Is there room for improvement? What barriers (if any) do you think affect your answer?
3. Is there something you wanted to do, learn or experience but because of the setting, time or other reason, you were not able to accomplish this goal? Explain.
4. If you could say one thing to your Field Instructor, what would you say?
5. How has this experience affected you? Your opinion of the Social Work Profession?
6. Where do you see yourself in 5 years? 10 years?
7. What one experience had the most impact on you professionally? Personally? Why?

8. What are your thoughts as you are leaving MWSU and are going into the workforce?
9. As I prepare for next year practicum, what advice would you give the next cohort of students who are heading into the field?
10. Finally, what would you want the next the Field Instructors/Preceptors to know, be aware of...as they get ready for new students?

### **AGENCY PRESENTATION OUTLINE**

The purpose of this assignment is to help you become better acquainted with your agency and agency sub-unit. This knowledge is necessary for you to understand the working of the agency and the function of staff in the agency. The following information should serve as a guide in order to complete this assignment. Superficial coverage of the material will not be acceptable for this assignment.

1. Name of agency and of the practicum sub-unit.
2. Agency and practicum sub-unit address/phone number.
3. Auspices of the agency; is it public, private, for profit, not for profit.
4. Agency and practicum sub-unit goals and objectives. First provide the agency's mission statement and practicum sub-unit's mission statement, then its objectives.
5. Functions of the agency and practicum sub-unit.
6. Services provided by agency and practicum sub-unit.
7. Types of clients served by agency and practicum sub-unit (age range, racial composition, gender, types of problems, economic status; use percentage in reporting this area).
8. Number of clients served by agency and practicum sub-unit on an annual basis.
9. Value systems of agency and practicum sub-unit, which underlie services to clients.
10. A brief history of the agency and practicum sub-unit. How did the agency and the sub-unit get started and when? What need was the agency started to meet? How were the agency and the sub-unit's focus changed overtime? Are the agency and the sub-unit undergoing any changes at this time? If so, what are those changes and what has precipitated those changes?
11. Geographic area served by the agency and the sub-unit. Give a description of the geographic area served: income level, housing conditions, economic base, population density, demographic composition of residents (age, race, gender, and education). What impact does the geographic region have on the agency staff and services (how does the region impact the services provided and staffing)?
12. Funding base of agency and sub-unit.
13. Organization structure of agency and sub-unit. Lines of authority, linkage between departments, organizational chart, board composition, how board created, authority of the board, distribution of resources.

14. Agency and sub-unit staffing: numbers, qualifications, experience, positions (number and kind), climate of the agency and the sub-unit, staff stability (turnover), educational and in-service opportunities and orientation provided in both agency and sub-unit, climate for social work in the agency and the sub-unit.

Each student will give a 10-15 minute presentation to your classmates giving them a “bird’s eye view” of the agency. Students may bring agency handouts to distribute. **In addition**, each student will supply pertinent agency information. A **Handout** template will be given for you to use to input the information. At the completion of your presentation your classmates should have a clear idea of what your agency is all about and thus be able to make appropriate referrals to the agency, if needed. A grading rubric will be used for the presentation and handout. Use of audio/visuals is acceptable, but that cannot be your total presentation. Appropriate referencing (APA style) of material is expected. An organization chart should accompany your paper.

**Plagiarism will result in a zero grade on this assignment and possible failure for the course.** Be sure to refer to APA Manual regarding referencing of material obtained from personal conversation. Lack of referencing of material obtained from personal conversations will be considered plagiarism.

### **PPRT Observer/Human Rights Committee/Special Meeting Assignment**

You will have an opportunity to participate in a Human Rights Committee and/or a PPRT Meeting as an objective third party reviewer for the Missouri counties of Buchanan, Andrew, or Jackson. “An objective third party reviewer is required to be invited to, and participate in each PPRT meeting. The third party reviewer is someone who is not responsible for the case management of, or the delivery of services to the child or the parents” (The Division of Support Services [DSS] 2011). Additional information can be found in the Child Welfare Manual, Section 4; Chapter 9; Subsection 6.1 which can be located at <http://dss.mo.gov>. A representative from the Albany Regional Center will come discuss the Human Rights Committee.

Sometime during your practicum semester, you will sign up for one day of PPRT meetings or a Human Rights Committee meeting. For some of you, this may only be one meeting but for others, it could be several depending on the schedule. The dates and times of the meetings will be provided via the counties representative. You are expected to show up on time and follow any protocol(s) related to the reviewer.

Following your service, you will write a reflection paper on your experience. The following list of questions is meant to help guide you as you write your paper. This assignment will be graded and evaluated on the content as well as the quality of the work; including proper grammar, spelling, and punctuation. APA format should be used *when necessary*. Written materials should be typed, double-spaced in 12 pt. font, using Times New Roman. Please submit this assignment via Moodle.

1. What was it like being an objective third party reviewer or participant on this committee?
2. How did this compare to what you were expecting to find?
3. What emotions did you experience before, during, and after the meeting?
4. What social work skills did you find yourself using?
5. If you were going to identify a theory that you have learned about in your courses, what theory did you see represented?

6. How beneficial was this experience for you as a student? As a social worker?

7. Other comments.

- Because of the on-going need for objective third party reviewers, students *may* sign up for more than one day **IF** this is acceptable for the current practicum placement field instructor. Students are not expected to submit another reflection paper but this activity should be noted in the student's Weekly Journal Log.

### **POLICY AND PROCEDURES FOR EVALUATION OF FIELD COORDINATOR AND FIELD PROGRAM**

The evaluation of the field program and the field Director is a necessary part of ensuring the quality of any field program. In an effort to maintain and enhance the field program, the evaluation of the field Director and the field program will consist of the following:

Students who are in field will evaluate the performance of the field Director at the end of the semester via an on-line course evaluation. This information will be shared with the field Director only after grades have been submitted. Students will also provide an evaluation of the field program at the end of the semester through the use of various evaluation forms.

The second part of the evaluation process will involve the field instructors who will evaluate the field Director and the program, using the Field Instructor Evaluation of Field Director form, at the end of the semester.

Lastly, the student will have an opportunity to evaluate the field instructor/preceptor via his or her Self-Assessment II assignment. The data from these evaluations will be maintained by the Field Director. Students/field instructors/preceptors may provide feedback regarding the experience to the Field Director, Program Director, or Chair.

MISSOURI WESTERN STATE UNIVERSITY  
SOCIAL WORK PROGRAM  
Field Education Director

**FIELD INSTRUCTOR EVALUATION OF FIELD EDUCATION DIRECTOR**

1. The field Director provides opportunity for field instructors to engage in educational experiences that contribute to the field instructor's professional growth.

<u>Totally Disagree</u>		<u>Somewhat Agree</u>		<u>Totally Agree</u>
1	2	3	4	5

2. The field Director maintains adequate/appropriate contact with the field instructor.

<u>Totally Disagree</u>		<u>Somewhat Agree</u>		<u>Totally Agree</u>
1	2	3	4	5

3. The field Director defines the responsibilities and expectations of the field instructor.

<u>Totally Disagree</u>		<u>Somewhat Agree</u>		<u>Totally Agree</u>
1	2	3	4	5

4. The field Director seeks the field instructors input about the field program.

<u>Totally Disagree</u>		<u>Somewhat Agree</u>		<u>Totally Agree</u>
1	2	3	4	5

5. The field Director seeks the field instructor's input about his/her performance.

<u>Totally Disagree</u>		<u>Somewhat Agree</u>		<u>Totally Agree</u>
1	2	3	4	5

6. The field Director is accessible to field instructors.

<u>Totally Disagree</u>		<u>Somewhat Agree</u>		<u>Totally Agree</u>
1	2	3	4	5

7. The field Director keeps field instructors informed of relevant information pertaining to the field program.

<u>Totally Disagree</u>		<u>Somewhat Agree</u>		<u>Totally Agree</u>
1	2	3	4	5

8. The Field Director facilitates resolution of problems field instructors express concerning the field program.

<u>Totally Disagree</u>		<u>Somewhat Agree</u>		<u>Totally Agree</u>
1	2	3	4	5

9. The field Director is responsive to the field instructor's expressed concerns regarding the field Director's performance.

<u>Totally Disagree</u>		<u>Somewhat Agree</u>		<u>Totally Agree</u>
1	2	3	4	5

10. What suggestions would you make for improving the field program?

## FIELD SAFETY POLICY

The field program wishes to ensure the safety of students while in placement. To adequately address the safety needs of field students, the following steps should be observed when a breach of safety has occurred:

1. Immediately notify your field instructor of the incident, indicating what happened, who was involved and the type of injury sustained (if any).
2. If medical attention or police involvement is needed, the field instructor or designee will contact the appropriate parties to obtain needed services. The field instructor, designee or student will contact the Field Director to report the incident.
3. The student will complete any agency required incident reports and submit them to the appropriate authority. A copy of this report should be sent to the Field Director within two (2) days of the incident.
4. If the agency does not have an incident report, the student will complete a field incident report form. This report will be submitted to the Field Director and the field instructor within two (2) days of the incident. The form can be obtained from the Field Director or copied from the sample in the Field Manual.

**\*Please make a copy for use.**  
**Retain this as a Master Copy.**

**FIELD INCIDENT REPORT FORM**

Person submitting report\_\_\_\_\_

Date of Incident\_\_\_\_\_

Date of Report\_\_\_\_\_

Persons involved in incident\_\_\_\_\_

Description of incident (what led up to the situation and what occurred during the incident)

Nature of Injury

Action Taken

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

Date\_\_\_\_\_

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

Date\_\_\_\_\_

Field Director Signature\_\_\_\_\_

Date\_\_\_\_\_

## **SAFETY TIPS IN FIELD**

Personal safety is a concern for all people and it holds special significance for human service workers. The following list of safety tips is not meant to be exhaustive on the subject of safety, but rather is to act as a catalyst for increased attention to this area.

1. Review agency safety procedures/material within the first two-three (2-3) days in the agency and follow. Always let your agency know where you are going and when you expect to return to the agency.
2. Keep your car doors locked at all times, whether you are in or out of the car.
3. Keep car windows rolled up enough at all times that a person cannot get his/her hand/arm inside of the car.
4. If stopped in your car by a person (no matter who), stay in your car with the engine running.
5. If you receive a package at your agency that you do not know who it is from, do not open the package.
6. When you are on a home visit, never enter a residence unless your presence has been acknowledged by the occupant.
7. When doing a home visit, if the door is ajar, knock and call out the client's name. If no response is forthcoming, leave.
8. When on a home visit and you suspect that the occupant is home, but he/she doesn't answer the door, do not walk around the house peering in windows or knocking on other doors or windows. Leave and try to call the client by phone.
9. After having direct or indirect contact with a client, wash your hands. If on a home visit, use pre-packaged sanitizing wipes or hand sanitizer.
10. When on a home visit, look before you sit in order to avoid sitting on sharp objects.
11. When on a home visit, try to sit on hard chairs rather than cushioned chairs.
12. When in a client's home, do not partake of food or drink.
13. If you are in a situation that requires you to have contact with bodily fluids, wear gloves.
14. Do not attempt to pick up a client who has fallen – call for emergency personnel.
15. Do not give a client medication, even if it's their own.

16. Do not accept money from clients unless you give them a receipt. The receipt should indicate the amount given to you, reason given to you and amount (if any) returned to the client. Always keep a copy of the receipt for yourself and give a copy to the client. Be sure to document this event in the client's case record.
17. Before you transport a client, check agency policy to determine if allowed. Also check your car insurance policy to determine if the client would be covered in the event of an accident.
18. If threatened by a dog, do not run; make any sudden movements or loud noises. Stand still and do not stare at the dog, but keep the dog in your sight. Slowly begin to back away from the dog. Do not turn your back to the dog – or reach your hand out to it.
19. Know/locate safety zones in an area and use them when needed. Safety zones would be a school, church, gas station, convenience store, fire department, police station, hospital or any area that is public and has people around.
20. Do not stay in a situation where you feel threatened.

### **POLICY CONCERNING STUDENTS WITH DISABILITIES**

The field program wishes to ensure that all students have full access to field placements. It is recognized that students who have special needs, due to disability, may require certain accommodations in order to participate in field. In conjunction with the Accessibility Resource Center Coordinator, the field program will work to ensure that reasonable accommodations are achieved.

Students who have special needs due to a disability are encouraged to indicate this on the Application for Field. The Field Director will refer the student to the Accessibility Resource Center Coordinator for assistance with appropriate accommodations. It is recommended that the student inform the Field Director of his/her special needs during the pre-placement interview. In addition, the student should indicate that the University will assist with appropriate accommodations during the student's placement.

College students with disabilities are protected from discrimination under the Americans with Disability Act (ADA) of 1990. Students requiring assistance from the Accessibility Resource Center staff are encouraged to contact the ARC Coordinator at least two months prior to the beginning of the semester at 816-271-4330. The ARC Coordinator will meet with students to discuss their academic accommodations and will serve as their contact person for disability related issues. Services include but are not limited to the following; alternative testing, note taking, sign language, interpreters, assistive technology, and alternative format textbooks. The ARC Coordinator will act as a liaison between the student and note takers, tutors, and faculty. The Accessibility Resource Center is located in Eder Hall 203. Information for the Accessibility Resource Center can be found online at <https://www.missouriwestern.edu/arc>.

## INSTITUTIONAL SEXUAL MISCONDUCT POLICY

Missouri Western State University is committed to the principles of non-discrimination and does not discriminate on the basis of race, age, sex, national origin, or handicap. It is the policy of the University to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in the University's educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. The university supports the intent of these guidelines: it is the policy of Missouri Western State University that no member of the campus community may sexually harass another individual. MWSU has an explicit sexual misconduct policy which states:

“Missouri Western State University (the “University”) is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex. The University considers sex discrimination in all its forms to be a serious offense. Sex discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated. Sex discrimination includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity. Sexual harassment, whether verbal, physical, or visual, that is based on sex, is a form of prohibited sex discrimination. Sexual harassment also includes sexual violence. The specific definitions of sexual harassment and sexual violence, including examples of such conduct, are set forth below.

This policy applies to administrators, faculty, and other University employees; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the University's educational programs and activities, including third-party visitors on campus (the “University Community”). This policy prohibits sex discrimination, sexual harassment, and sexual violence even when the complainant and alleged perpetrator are members of the same sex, and it applies regardless of national origin, immigration status, or citizenship status. The University's prohibition on sex discrimination and sexual harassment extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, athletics, housing, and student services.

The University has jurisdiction over Title IX-related complaints regarding conduct that occurred on campus, during or at an official University program or activity (regardless of location), or off campus when the conduct creates a hostile environment on campus. The University will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrence of sex discrimination and remedy its effects” (University Policy Guide, Ref#203). This policy can be found in the *MWSU Policy Guide* and *Student Handbook* (p. 48-49).

For students or employees who believe that they have been discriminated against, MWSU has established policies and procedures. These policies can be found in the *MWSU Policy Guide* and *Student Handbook* (p. 48).

### Definition of Sexual Harassment:

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

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education
- Submission to or rejection of such conduct by an individual is used or threatened to be used as the basis for academic or employment decisions affecting that individual, or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would perceive as an intimidating, hostile, or offensive employment, education, or living environment

### Definition of Sexual Violence:

Sexual violence is a form of prohibited sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity, because of his or her youth, or because of his or her incapacitation due to the use of drugs and/or alcohol.

### Sexual Misconduct:

Collectively, sex discrimination, sexual harassment, and sexual violence will be referred to as "sexual misconduct" through the remainder of this policy and the complaint resolution procedures.

### Definition of Consent:

Lack of consent is a critical factor in determining whether sexual violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent.
- If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.
- If a person is asleep or unconscious, there is no consent.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.

- Consent can be withdrawn. A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent.

### Domestic Violence, Dating Violence, and Stalking:

The crimes of domestic violence, dating violence and stalking can also constitute sexual misconduct when motivated by a person's sex. These crimes, no matter the motivation behind them, are a violation of this policy.

#### 1. Domestic Violence

"Domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of a victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse or the victim under the domestic or family violence laws of the jurisdiction [...], or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

- Missouri's definition of domestic violence can be found at Mo. Rev. Stat. § 455.010.
- Under Missouri law, domestic violence also includes the crime of "domestic assault" which can be found at Mo. Rev. Stat. §§ 565.072-565.074.

#### 2. Dating Violence

"Dating violence" means violence committed by a person:

(A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

- (i) The length of the relationship.
- (ii) The type of relationship.
- (iii) The frequency of interaction between the persons involved in the relationship.

- Missouri law does not specifically define dating violence, but conduct of this nature is covered by Missouri's definitions of domestic violence and domestic assault.

#### 3. Stalking

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- (A) Fear for his or her safety or the safety of others; or
- (B) Suffer substantial emotional distress.

- Missouri's definition of stalking can be found at Mo. Rev. Stat. § 455.010 and § 565.225.

### **Title IX Coordinator**

It is the responsibility of the Title IX Coordinator to: (1) receive complaints under this policy; (2) coordinate dissemination of information and education and training programs; (3) assist members of the University Community in understanding that sexual misconduct is prohibited by this policy; (4) answer questions about this policy; (5) appoint investigators and ensure that they are trained to respond to and investigate complaints of sexual misconduct; (6) ensure that employees and students are aware of the procedures for reporting and addressing complaints of sexual misconduct; and (7) to implement the Complaint Resolution Procedures or to designate appropriate persons for implementing the Complaint Resolution Procedures.

Western has adopted the following procedures for sexual harassment complaints. All University faculty and employees have a duty to promptly report sexual misconduct to the Title IX Coordinator when they observe such conduct or a report of sexual conduct is made to them. This does not apply to the employees who may maintain confidentiality as described in Section VI.A.3 of this policy.

Students are encouraged to file a report under this policy when they experience or witness sexual misconduct. Students who wish to report sexual misconduct should file a complaint with the Title IX Coordinator or Deputy Student Coordinator. Students should be aware that all faculty and employees at the University, except those who may maintain confidentiality as described in Section VI.A.3 of this policy, have an obligation to report sexual misconduct to the Title IX Coordinator if they observe such conduct or receive a report of such conduct. Students may also file a complaint with the United States Department of Education's Office for Civil Rights, as set forth under Section III of the Policy (*MWSU Student Handbook* p. 48-49).

### **SOCIAL WORK PROGRAM SEXUAL MISCONDUCT POLICY**

The Social Work Program strongly supports the University's Sexual Misconduct Policy, violation of which may be grounds for termination of a student from the Social Work Program and/or the filing of a complaint with the NASW Committee on Inquiry. Social Work faculty is available to discuss student sexual misconduct concerns.

### **Field Education Practicum Sites**

Student interns are expected to treat the staff and clients of their practicum agencies with respect and courtesy. Sexual misconduct of such persons by a social work intern will be grounds for termination of the student's placement, failure in the practicum course, and/or dismissal from the Social Work Program.

Per the MWSU Sexual Misconduct Policy agency staff are subject to the University's sexual misconduct adjudication procedures, the Program will not tolerate sexual misconduct toward any social work student at a practicum site. Any reports of students being sexually misconduct during their internships will be investigated by the Title IX Coordinator. If a complaint of sexual misconduct is found to be substantiated, the University will take appropriate corrective and remedial action to prevent the recurrence of the conduct and correct its discriminatory effects. Students, faculty, and employees found to be in violation of this policy will be subject to discipline up to and including written reprimand, suspension, demotion, termination, or expulsion. Affiliates and program participants may be removed from University programs and/or prevented from returning to campus. Remedial steps may also include counseling for the complainant, academic, transportation, work, or living accommodations for the complainant, separation of the parties, and training for the respondent and other persons (*Social Work Student Handbook*, p. 24).

### **INSTITUTIONAL COMMUNICABLE DISEASE POLICY**

As a public institution, it is the general consensus that all students and employees are entitled to attend classes or work in a safe environment. This policy helps to ensure a safe environment and protect students and employees from individuals who may pose a risk of spreading communicable disease.

For the purpose of this institutional policy, communicable disease is defined as “any disease transmitted from one person to another directly, by contact with excreta or other discharges from the body; or indirectly, via substances or inanimate objects, such as contaminated drinking glasses, or water...” (Mosby's Medical, Nursing, & Allied Health Dictionary). Reportable diseases included in this policy are those which pose a significant health risk to others. This does not include common infectious diseases such as colds and flu. These communicable diseases may include, but are not limited to cholera, diphtheria, hepatitis A, measles, HIV/AIDS, hepatitis B, tuberculosis and many others. All cases will be dealt with on an individual basis with this policy to serve as a guideline.

Reporting and disease outbreak control measures will be implemented in accordance with 19 CSR 20.20.010 through 20.20.060 and 20.28.010, state laws and Department of Health rules governing the control of communicable and other diseases dangerous to public health.

It is the responsibility of the affected individual to contact a member of the Review Committee when there is a concern regarding a reportable communicable disease. To ensure confidentiality, Western employees should contact the Director of Human Resources and students should contact the Dean of Student Affairs. In cases where there are questions regarding risks to others and the environment, the Review Committee consisting of family nurse practitioner with Student Health Services, the Director of Human Resources (for an employee) or the Dean of Student Affairs (for a student), the chair of the Nursing Department or an appointed designee and others as deemed necessary and appropriate, will be notified and begin the assessment procedure of the individual's case.

An employee or student of Western who is diagnosed with any reportable communicable disease (as outlined in the Missouri State laws and Department of Health rules guidebook) shall be allowed to work and/or attend classes so long as they pose little/no risk of transmission of disease with reasonable precautions. An individual with a chronic infectious disease who is employed or attends classes at Western may do so under specified conditions considering the rights of the individual, yet not endangering his/her health, or the health of other faculty, students and staff.

Individuals with a communicable disease have the right to privacy and confidentiality. Only faculty/staff members who need to know the identity and condition of such individuals in order to perform their duties will be informed. Willful or negligent disclosure of confidential information regarding an individual's medical condition will be cause for disciplinary action. Individuals are expected to follow the most recent guidelines of the Centers for Disease Control, including applicable universal precautions in cleaning and disposing of blood and body fluids. An individual with a concern regarding the procedure to follow should consult with the Environmental Safety Director, the Family Nurse Practitioner with Student Health Services, the Director of Human Resources (for an employee) or the Dean of Student Affairs (for a student). For assistance with off-hour emergency/concerns please contact a campus Police Officer. Willful or negligent disregard for precautions by any student or faculty/staff member will be cause for disciplinary action.

## **Procedures**

1. If any individual infected with a communicable disease is asked by Western to undergo a medical examination, it will be at the University's expense. Refusal to submit to a medical examination may result in disciplinary action. Until a determination is made, an employee may be placed on leave with pay in accordance with University policy. Sick leave will be charged against an employee who is later determined to be afflicted with a contagious or infectious disease. Arrangements for students will be made on an individual basis, but could include charges being filed under the student disciplinary code.
2. The Review Committee is available to meet with individuals to address appropriate employment or class responsibilities.
3. The Review Committee will contact the St. Joseph/Buchanan County Health Department to determine appropriate action regarding potential exposure to others.
4. In the event of a public inquiry concerning a communicable disease on campus, the President of the President's designee will provide appropriate information on behalf of the university.
5. The Review Committee will submit a determination to the individual and the President of the University. In making a determination the Review Committee will guarantee the legal rights of the individuals under sections 503 and 504 of the Federal Rehabilitation act.
6. The individual may appeal the determination in accordance with University policies and procedures for grievances, although the determination of the committee will remain in effect until it is overturned on appeal. In consideration of the individual's condition/disease, the appeal process will be expedited if possible.
7. The environmental Safety Director and Review Committee will have available safety and incident report procedures.

Willful or negligent violation of safety and precautionary procedures may be cause for disciplinary action. Legal Refs 191.650 -.695, RSMO.

**Handicapping Conditions** – It is clear that persons with AIDS itself (and, possibly, those with other manifestation of HIV infection) will be considered as having handicapping conditions. In making decisions, University officials will guarantee the legal rights of the individuals under sections 503 and 504 of the Federal Rehabilitation Act.

**Confidentiality** – All medical information will be kept confidential and will not be released to any person, group, agency, insurer, employer, or institution without prior written consent of the patient.

**Access to Campus Facilities** – No current medical justification exists for restricting persons from HIV infection to access the Student Union, theater, cafeteria, snack bar, gymnasium, swimming pool, or other areas.

**Residential Housing** – Decisions about housing for students with HIV infection must be made on a case-by-case basis. Medical information that does not indicate any risk to those sharing residence with infected individuals. There may, however, be in some circumstances reasonable concern for the health of students with immune deficiencies when those students might be exposed to certain contagious diseases in a close living situation.

**Safety Precautions** – Missouri Western State University will follow the safety guidelines as proposed by the United States Public Health Service for the handling of the blood and body fluids of all persons, not just those previously known to have HIV infection.

**Harassment** – As a result of the fear, anxiety, and anger that many people feel in reaction to AIDS, students and employees who are either known to be or suspected of being infected with HIV may be subjected to emotional and/or physical abuse. Missouri Western State University will condemn all such occurrences as intolerable and respond to them quickly and effectively. The University has a legitimate interest in the welfare of all students, employees, and visitors to the campus. In this regard and to the best of its ability, every precaution will be taken to insure that an employee's or student's condition does not present a health and/or safety hazard to others. C.A.C.O.A will continue to meet periodically and update statements of policy and make recommendations as new medical facts become available. In addition, Missouri Western State University will continue to strongly encourage programs to educate all members of the campus community about the reality of HIV infection (*MWSU Student Handbook*, p. 55-56).

## **FIELD INSTRUCTOR PROCEDURES TO ADDRESS STUDENT PROBLEMS IN THE FIELD**

The following procedures should be followed by field instructors once a problem is identified with a student's performance or behavior in field. Performance should include the student's academic work, skill level, adherence to social work values and ethics, professional conduct, judgment, and dress. Field instructors should follow the procedures as outlined below:

1. The field instructor should first verbally address his/her concern with the student. The field instructor should clearly identify the concern and actively engage the student in problem solving to reach a solution for that concern. The field instructor should alert the field Director of his/her concerns and plan of action.
  - A. If this verbal warning does not correct the problem(s), the field instructor should document the concern(s) and plans for addressing these concern(s) and a time frame in which improvement needs to be made. The student, field instructor, and field Director will sign this plan. A copy will be retained by all parties and a copy will be given to the student's academic advisor. The field instructor will alert the field Director of the continuation of the problem and a joint meeting of student, field instructor, and field Director will be arranged.
  - B. If the first offense is considered to be a serious problem, the field instructor will immediately contact the Field Director to alert him/her to the nature of the concern. The field instructor will notify the student that the Field Director is being informed of the concern. The Field Director, field instructor, and student will hold a joint meeting to discuss resolution of the problem, unless the problem is so egregious that it should be referred to the SW Program for disciplinary action. Documentation of this conference and plan of action will be completed and retained by the student, the field instructor, the field Director and the student's advisor.
2. If the field instructor has held a conference with the student, has actively engaged the student in problem solving, has held a joint meeting with the student and field Director and a problem continues to persist, the field instructor may request removal of the student from placement. If removal becomes necessary, the field instructor should carefully document the steps that have been taken to resolve the problem, clearly identify the nature of the problem, intensity and severity of the problem, and the length of time the problem has existed. A copy of this report will be given to the field Director, the student, the student's faculty advisor, and a copy retained by the field instructor.

Removal of a student from placement should be a last resort and should only be undertaken for very serious offenses or for repeated offenses for which the student has had ample opportunity to correct the problem. Student removal may be requested by any party (field instructor, field Director, student, agency director) if the agency, field instructor, or student is experiencing any circumstances that would seriously impair the student's learning. In these cases, the field instructor or student will notify the field Director of the concern at the earliest opportunity so that a timely response can be made. If the field Director is initiating the removal,

the student and field instructor will be notified of the action. A joint meeting of the student, field Director, and field instructor will be arranged to discuss the need for termination. Removal of students from field may result in disciplinary actions by the SW Program.

Students that are not in agreement with the decision to terminate placement, may request a hearing which would follow the “Appeal and Grievance Procedures for Field Students” as outlined in the Field Manual.

### **SUGGESTED GUIDELINES FOR FIELD INSTRUCTION ACTIVITIES**

The overall objective of the field instruction program is to help the student achieve competency at the entry level of generalist professional social work practice. The student’s practice experiences and activities should provide opportunities for the acquisition, understanding, and integration of knowledge. The growth of the professional self should be encouraged and enhanced and professional skills developed so that the student will be able to practice effectively in any professional setting.

The Field Instruction Course Syllabus outlines the areas in which the student is expected to demonstrate competency. It should be used by the agency field instructor and the student in planning specific learning tasks and activities and for developing a learning contract. In some instances, experiences may be developed outside the agency, or agency policy and structure may be modified to achieve an educational objective.

The field instructor must make an assessment of the student’s motivation and capacity in determining the student’s work load. The quality and variety of experiences should be the factors that influence the number of cases or assignments given the student. It is only by limiting and selecting practice activities that the student and the field instructor can focus on educational objectives other than service goals. If the student has too many assignments, there is little time for reflection and analysis.

The student should be provided learning experiences in the following categories to achieve the learning objectives of the course:

1. Orientation to Agency Setting: The student should be provided with information concerning the agency’s services, function, policy and procedure, and resources within the agency. The agency policy manual and/or other material should be provided which fosters the student’s independent functioning on a day-to-day basis. The role expectations of student and field instructor should be discussed.
2. Activities with Client Systems: The student should have experience working directly with the client system. (The concept of “client” refers to individual, family, group, community, and organization). Learning tasks should include experiences in establishing relationships, as well as the professional use of self in working with the client system. The student should be afforded the opportunity to develop some professional skill in working with and evaluating entire family networks. Opportunities should be provided for the student to develop skills in working with groups of different kinds. The student should be given an opportunity to plan

for or develop, and lead, or at least co-lead, a group. The student can develop skill in work with communities by helping to organize or become part of a community group working on a community problem, performing a community needs assessment or attending interagency meetings.

Direct experience should include handling cases from intake through termination, doing social assessments, developing case plans, carrying out specific interventions, evaluating interventions, and terminating services when appropriate. Students should also have an opportunity to perform case management functions with a varied case load.

Opportunities to obtain organizational skills may include attendance at an agency board meeting, staffing, peer review, task force or committee meeting. Examination or evaluation of agency policies/programs could also provide the student with organizational opportunities.

3. Problem Solving Process: Practice activities for the student should provide for the application of a problem solving framework in working with the client system. Learning tasks should provide the opportunity for the student to have practice in making initial contacts, defining the client's problem, obtaining relevant information, making an assessment, selecting and implementing an intervention plan, and evaluating the results of the intervention. The tasks can be approached singularly or in combination and the student should be provided assistance in planning each phase of the activity. In addition, the student should be helped to understand the interrelationship and overlapping that occurs in practice. Since this specific content area is part of class instruction, the student will need the field experience to apply these generic concepts of social work.
4. Experiences with Other Agencies: Making referrals is an integral part of social work practice. The student should have experiences in making referrals to other agencies and in helping clients overcome obstacles in securing needed services. The student should be given practice in planning goals, approaches, and techniques to be used in these contacts. Students should have the opportunity to learn about services provided by other agencies and how to access these services. It is recommended that students be afforded the opportunity to visit key agencies to acquaint themselves with those agencies and their services. Students should be encouraged to provide appropriate follow-up on referrals made on behalf of clients with whom they are working.
5. Communication: Learning tasks for student should include experiences which develop skill in communication. Practice activities should provide the opportunity to record social work data, write letters, prepare reports for other agencies, courts, institutions, etc. In addition, the student should have experiences which develop skill in expressing his/her ideas, information, and suggestions to the client system and other appropriate persons.

## **BEHAVIORS THAT CAN RESULT IN DISCIPLINARY ACTION IN SWK 480**

The comportment of students in field is an area for critical review and may be a reflection of a student's fit with the social work profession. Certain behaviors can be so damaging and/or disruptive to the field agency and its clients that they cannot be tolerated. A student's continuance in SWK 480 is dependent not only on his/her academic performance but also upon his/her adherence to professional behaviors that are in keeping with the standards of the social work profession.

When a student is experiencing difficulties in SWK 480 efforts will be made to resolve the problem. If a satisfactory resolution cannot be achieved, students may be advised to withdraw from the field program. It is recognized that each situation is unique and may indicate different types of resolutions/disciplinary action. These resolutions may include, but are not limited to: appraising a student of the concern and working out a verbal corrective plan of action, initiating a written corrective plan of action, immediate removal from field, and/or disciplinary action by the SW Program. If expulsion becomes necessary, readmission into SWK 480 will be upon approval of the Field Director. Students who believe that their rights have been disallowed or violated should follow the appeal and grievance procedures as outlined in the Field Manual.

Disciplinary action may be initiated for any of the following behaviors:

1. Violations of the social work code of ethics such as:
  - A. Engaging in intimate (sexual/romantic) relations with a client, a client's family member, or your field instructor and/or his/her designee.
  - B. Acting in a discriminatory manner towards a client.
  - C. Engaging in illegal behavior, for example, carrying or using a weapon, physical assault, theft, distribution of controlled substances, and aiding a client or coworker/student to engage in illegal activities.
  - D. Falsifying documentation in agency records.
  - E. Initiating physical confrontation with a client, client's family member, field instructor, or agency staff.
  - F. Exploiting clients or client's family.
  - G. Breaching client confidentiality.
  - H. Engaging in behavior that would constitute malpractice.
  - I. Engaging in abusive or degrading behavior towards a client, client's family or field instructor /field instructor designee.

2. Exhibiting disruptive or harmful behavior.
  - A. Being late to placement without notifying the field instructor.
  - B. Being absent from placement without notifying the field instructor and field Director.
  - C. Being late in completion of agency paperwork.
  - D. Missing appointments with clients or field instructor without appropriate notification to the client or field instructor.
  - E. Exploiting the agency by misuse of agency supplies/resources/time.
  - F. Acting in an unprofessional or inappropriate manner while at the field agency or on field business, such as an inappropriate display of emotions or displays of immature behavior.
  - G. Being under the influence of alcohol or other substances that alters behavior/judgment. Exhibiting impaired functioning/reasoning due to use of alcohol or other substances.
  - H. Dressing in an inappropriate/unprofessional manner.

#### **APPEAL AND GRIEVANCE PROCEDURES FOR FIELD STUDENTS**

In cases in which a student believes that this or her rights have been disallowed or violated, he or she should pursue the following steps:

1. Request a meeting with the appropriate agency field instructor (if the concern involves the field instructor or field agency) to discuss the issue(s) to seek a satisfactory resolution. Notify the Field Director of your complaint. If the concern is with the Field Director, then you should request a meeting with the field Director to discuss the issue(s) to seek a satisfactory resolution.
2. If the student believes that a satisfactory resolution has not been reached at the first level, the student should request a joint meeting with the field instructor and the field Director to seek a resolution (if the issues involve the field instructor). If the concern only involves the field Director, then the student should follow the steps as outlined in numbers 3 – 7 of this policy (deleting the field instructor involvement).
3. If the student believes that he/she has not received a satisfactory resolution at the second level, a request may be made for a meeting with the field instructor, the field Director, and the student's faculty advisor to seek a satisfactory resolution.
4. If a satisfactory resolution still has not been reached, a meeting between the student, the field instructor, the field Director, and the program director should be arranged.

5. If the previous step also fails to lead to a satisfactory resolution, the student may request a hearing before the social work faculty as a group. At such a meeting, the student may bring a faculty member from another department, agency field instructor, student, or someone otherwise able to serve as an advocate for the student to assist in the resolution of the grievance brought forth. After hearing the student's grievance and any supporting evidence, the social work faculty as a group will make a decision. The decision must be written and mailed to the student within 72 hours of the hearing.
6. If the student remains dissatisfied with the decision reached by the social work faculty, the issues can be discussed with the Chair of the Department.
7. If the student's grievance is with the field Director, the student will follow the grievance procedures as outlined in the Student Handbook.
8. Beyond the above points, the protocol for academic matters is as follows.
  - a. Dean, College of Professional Studies
  - b. Vice President for Academic Affairs
  - c. President
  - d. Board of Trustees

For non-academic matters, a student should follow the procedures set forth in the University Student Handbook regarding the judicial process.

### **FIELD PLACEMENT IN AN AGENCY WHERE A STUDENT IS EMPLOYED POLICY**

Students who are employed in a social service agency will be encouraged to do their field practicum in a different agency. A field placement where a student is already employed will only be considered if the agency is diverse enough to allow the student's assignment and supervisor to be differentiated from the student's normal duties of employment. The agency must also be willing to accommodate a student's field assignments, educationally focused tasks, attendance at weekly field seminar, supervisory sessions and student evaluation. Students and the agency must understand that these students will be held to the same standards as all other practicum students. There must be a clear agreement and understanding of these requirements by the agency and this must be verified by the Field Director. Any placement at a social service agency where a student is employed must be approved by the Field Director.

### **EMPLOYMENT-BASED PROPOSAL**

A student may propose to use the agency where he/she is employed as a placement. In the student's proposal, s/he should outline a plan for the field practicum where s/he will intern in a department/program other than the one where s/he is employed. Supervision must be provided by an MSW or BSW staff member (1) who meets our requirements (4 below) and (2) is not the student's employment supervisor.

The Proposal must be submitted together an updated resume. Proposals will be reviewed by the Director of Field Education and will (1) be accepted, (2) accepted with modifications, or (3) rejected. All involved parties will be notified of the decision. Proposals will be approved for a one-semester placement. The Field Education Program is guided by accreditation standards of the Council on Social Work Education (CSWE) and the policies of Missouri Western State University.

### GENERAL GUIDELINES

1. The proposal must be designed in such a way that its implementation will facilitate the student's development as a professional social worker by providing opportunities to pursue and achieve the specific objectives of field instruction at the BSW senior year level.
2. The student should review information outlined in the Field Manual related to placement objectives and requirements and then consult with the Director of Field Education prior to developing the proposal. The manual may be found on-line on the Social Work Home Page under Resources: <https://www.missouriwestern.edu/cj-ls-swk/swk-home/>
3. Student must be assigned to a program/department other than the one where s/he is employed.
4. Field instructor must be someone other than the student's employment supervisor. This document should clearly distinguish between the proposed student roles, tasks, or responsibilities and those that are part of the student-employee's regular job.

Minimum requirements in order to be eligible to serve as a field instructor are as follows: Field instructor will have a minimum of one year full-time employment in the proposed agency. **The field instructor must be someone other than the student's employment supervisor.** Careful thought should be given to the nature of the student's relationship with the person being proposed as field instructor with regard to potential conflicts of interest, e.g. a co-worker who has become a friend would not be appropriate. The field instructor will agree to attend a field instructors' training session offered by the school. The employment supervisor is also encouraged to attend field instructors' training session.

5. When the employing agency does not already have an established relationship with the Missouri Western State University Social Work Department, an agency agreement must be obtained. The proposal will be acted upon once all information has been completed and returned to the Field Education Director. **Early completion of information is encouraged to ensure that there will be time to have the Affiliation Agreement signed, to review the internship proposal, make any revisions necessary, and approve it in advance of the fall semester.**
6. The student must be an employee in good standing prior to the beginning of the internship. The student must submit his/her most recent performance evaluation as part of the Employment-based Proposal.
7. A student is not eligible to receive federal work-study funding when his/her agency of employment serves as the field instruction site.

**INSTRUCTIONS FOR COMPLETION OF PROPOSAL**

1. Review the field instruction objectives (see Field Manual) for the BSW program in your employment site. The BSW Field Practicum is the foundation tear field, keep in mind that the foundation curriculum is a generalist one and your proposal must ensure that you will have opportunities for direct work with individuals, families, and groups, and/or involvement in macro projects.
2. Attach the most recent Performance Evaluation to the proposal.
3. Type your proposal on agency stationary and title it, **“Proposal to Complete Employment Based Practicum in Agency of Employment.”** Under the title, include the information that follows:

Student’s Name (please print or type): \_\_\_\_\_

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

Start date of employment: \_\_\_\_\_

Department where currently work (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Agency Director: \_\_\_\_\_ Phone: \_\_\_\_\_

Agency Director Email: \_\_\_\_\_

Internship Coordinator (if applicable): \_\_\_\_\_

Phone: \_\_\_\_\_ Coordinator Email: \_\_\_\_\_

**Have you discussed this option with your Director:**  Yes  No  
(If NO, please do so. The Director must sign the attached sheet indicating approval).

Employment supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Proposed field instructor: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Address where student will be for field placement (if different from address above):  
\_\_\_\_\_

- Field Instructor's length of employment at agency \_\_\_\_\_
- Field Instructor's MSW/BSW earned at \_\_\_\_\_  
(college/university) in \_\_\_\_\_ (year).
- Field instructor's social work license information: \_\_\_\_\_

#### 4. Distinction between Employment and Internship

- Briefly discuss your current program and title, and outline your specific work duties.
- Indicate the program/department you will be assigned to as an intern. Describe planned internship duties in as much detail as possible.

#### 5. Proposed Arrangements

- Describe how your workload will be adjusted to ensure that the time required for your field practicum is available each week. (The ideal situation is when an agency reduces required work hours by the number of required field hours, essentially providing an invaluable benefit to the employee).
- Specify the days and times set aside weekly for the field practicum.
- Specify the day/time set aside for supervision with the proposed field instructor each week (a minimum of 1 hour per week).

#### 6. Approval

- Prior to obtaining agency signatures, the student is encouraged to email the proposal to the Field Education Director for review. If any modifications are requested, they can be made before the proposal is circulated at the agency for signatures.
- The agency director where the student is employed must sign the proposal indicating his/her approval. This includes approval of the required time for the employee to be a student in the agency and for the person providing field instruction to serve as the student's instructor.
- The field instructor must sign the proposal indicating his/her approval of the plan, including willingness to serve as the field instructor and to attend field instruction training.
- The student must sign the proposal, indicating intent to adhere to all aspects of the proposal.
- The proposal is then submitted to the Field Education Director for final approval.
- The proposal becomes the formal agreement among all parties who have signed the document.

By signing below, all parties indicate approval of this agreement:

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Agency Director

Date

---

Field Instructor

Date

---

Employment Supervisor

Date

---

Student

Date

---

Field Education Director

Date

## **ORIENTATION TO THE AGENCY: A CHECKLIST**

1. Nitty-gritty items:
  - Dress requirements
  - Parking
  - Mail and message system
  - Telephone procedures and rules
  - Locations of bathrooms
  - Where to hang coat
  - Lunch times and breaks (Is there someone for the student to eat with the first day?)
  - Agency schedule/holidays/snow days
  - Security Precautions
  - Policy about reimbursement for travel
  - Establish regular schedule for student
  - Office space (?)
  
2. Introductions to agency staff:
  - List of staff names, titles, and phone extensions
  - Organizational chart
  - Appointment to meet key staff
  - Description of departments and jobs
  - Give student's name and number to receptionist
  
3. The agency:
  - Hours of operation
  - Tour agency
  - Brief History
  - Agency mission statement and philosophy
  - Eligibility guidelines
  - Funding sources
  - Methods/interventions used
  - Current issues
  - Emergency/safety protocol
  
4. Recordkeeping:
  - Statistical reports
  - Charts and charting, social histories, etc.
  - Other files
  - Process for getting typing and copying done
  
5. How should student identify him/herself?
  - Oral contacts
  - Reports/correspondence (Co-signature?)

- 6. Resource materials:
  - Agency library
  - Bibliography or suggested readings
  - Community directory or information on other community agencies
  - Glossary of abbreviations, agency jargon
  
- 7. Confidentiality requirements:
  - Release of information
  - Sharing information from client files
  
- 8. Orientation to supervision:
  - Schedule/agenda
  - Supervisory notebook or notes
  
- 9. The student:
  - Motivations
  - Family background (genogram, ecomap)
  - Autobiography
  - Learning styles, work styles
  - Expectations of placement, supervision
  - Assignments/learning contract
  - Work schedule
  - Field Instructor and/or preceptor weekly meeting schedule

Student Signature	Print Name	Date
Field Instructor Signature	Print Name	Date

## **POLICY AND PROCEDURES FOR FIELD ADVISORY COMMITTEE MEMBERSHIP**

The field advisory committee is one mechanism that the field program has to provide students and field instructors with a voice in the field program. This input is vital in helping the program provide quality education and to keep the program informed of changing practice needs and concerns, which will impact the educational needs of students.

The social work field advisory committee will be made up of at least four agency/field instructors who are currently providing or have provided supervision to MWSU Social Work students, two student representatives (one traditional and one non-traditional), and the field Director. Membership of the committee may consist of more than the above stated numbers for each category. A maximum of 12 persons will compromise the committee. In cases where more than 12 people volunteer for membership, those who constitute the 13<sup>th</sup> person and beyond will be placed on a waiting list and asked to fill any occurring vacancies throughout the year or following academic year.

Committee members will be solicited upon the basis of interest and will serve voluntarily on the committee. Volunteers will be obtained the beginning of each academic year. Vacancies created throughout the year that cannot be filled by the use of the “waiting list” will be filled by the field Director seeking a volunteer. Although the members are obtained through voluntary commitment, it is expected that the committee member demonstrate active involvement in the field program through their attendance at a majority of field events. Membership retention will be based upon one’s degree of participation in the field program. Committee members who do not maintain active involvement will be asked to resign their positions.

The advisory committee will meet no less than one time during the academic year. Summer meetings will be at the discretion of the committee and will require agreement by a simple majority of the committee.

Decisions of the committee are considered as recommendations to the program only and are subject to approval of the social work program. Minutes of each meeting will be provided to all committee members as well as the program director.

## References

*Code of Ethics*. National Association of Social Workers (Approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW

Council of Social Work Education 2008 Educational Policy Accreditation Standards.

## 2016 Fall Academic Calendar

<b>Classes Begin</b>	<b>August 29</b>	<b>Monday</b>
<b>Labor Day (campus closed)</b>	<b>September 5</b>	<b>Monday</b>
<b>Mid-term grades due</b>	<b>October 26</b>	<b>Wednesday</b>
<b>Last Day to Withdraw</b>	<b>November 4</b>	<b>Friday</b>
<b>Fall Break (campus closed)</b>	<b>November 20-27</b>	<b>Sunday-Sunday</b>
<b>Last Day of classes</b>	<b>December 9</b>	<b>Friday</b>
<b>Final Exams</b>	<b>December 10-16</b>	<b>Saturday-Friday</b>
<b>Commencement</b>	<b>December 17</b>	<b>Saturday</b>
<b>Final Grades Due</b>	<b>December 20</b>	<b>Tuesday</b>
<b>Campus Closed</b>	<b>December 24-January 1</b>	

**This academic calendar is subject to change.**

The most up-to-date academic calendar information can be found at  
[www.missouriwestern.edu/academic\\_calendar](http://www.missouriwestern.edu/academic_calendar).

**Training Camp Map**

NSMW

Chris Faros  
Memorial Pavilion

Griffon Indoor  
Sports Complex

Spratt Stadium

Baker Family  
Fitness Center

Looney  
Complex

Wilson Hall

Potter Hall

Agenstein  
Hall  
(Under Construction)

Remington  
Hall

Blum Union

Glenn E. Marlon  
Memorial Clock Tower

Murphy Hall

Fulkerson Center

Poplewell Hall

Eder Hall

Hearnes Center

Leah Spratt Hall

Logan Hall

Commons

Beshear's Hall

Missouri Dept.  
of Conservation

Juda Hall

Leaverton Hall

Vaselakos Hall

Scanton Hall

To Christopher S. "Kit" Bond  
Science and Technology Incubator

MAIN

ENTRANCE  
Ronald S. Reed Jr. Way

SE University Dr

SW University Dr

Downs Drive

Downs Drive

James McCarthy Dr

OVERFLOW

Mitchell Avenue

50th Street

To Faraon St



**WESTERN**

Discover Gold