

MISSOURI WESTERN STATE UNIVERSITY

BACHELOR OF SOCIAL WORK PROGRAM

SWK 480 & 485

Practicum in Social Work

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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 practicum and as an aid to field instructors and preceptors 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 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.
2. The program will prepare students for generalist social work practice with individuals, families, small groups, organizations, communities, and society in changing social contexts.
3. The program will prepare students to be knowledgeable in the social work's history, values, ethics, and theories.
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.
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.
6. The program will provide professional expertise and resources to community efforts designed to promote human well-being and social and economic justice.

I. 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, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

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.

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

Competency-Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes. Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families,

groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

NASW CODE OF ETHICS

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, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
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.

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. *For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

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

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

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law.

Such 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

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:	<p><i>Social workers challenge social injustice.</i></p> <p>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.</p>
Value:	<i>Dignity and Worth of the Person</i>
Ethical Principle:	<p><i>Social workers respect the inherent dignity and worth of the person.</i></p> <p>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.</p>
Value:	<i>Importance of Human Relationships</i>
Ethical Principle:	<p><i>Social workers recognize the central importance of human relationships.</i></p> <p>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.</p>
Value:	<i>Integrity</i>
Ethical Principle:	<p><i>Social workers behave in a trustworthy manner.</i></p> <p>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.</p>

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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.
- (f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
- (g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
- (h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
- (i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Competence

(a) Social workers should demonstrate an understanding of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social Workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction); recognizing clients as experts of their own culture; committing to life-long learning; and holding institutions accountable for advancing cultural humility.

(d) Social workers should obtain education about and demonstrate understanding of 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 ability.

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients

when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

- (u) 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.
- (v) 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.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) 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, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden

of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 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 other services are required.

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

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

1.17 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 verbal, written, and electronic 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 ability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

- (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, the NASW National Ethics Committee, 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 (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.
- (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, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible.

Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance

should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

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

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities

may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

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

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

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

(h) 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.

- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) 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.
- (m) 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.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) 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.
- (p) 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.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

[Code of Ethics: English](#)

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, 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 their 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 Field Education Director. 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. **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 their current setting prior to assuming responsibility for supervising a student. It is a requirement of CSWE that a field instructor has been in the field for at least two years before supervising a 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 and able to meet with the student for a minimum of one hour of dedicated time per week.
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 their agency. If the field instructor is licensed or a member of NASW, they are 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 their 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 to the Field Education 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 nine 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 their 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 their work realistically and effectively. The agency field instructor will monitor and assess the student's practice activities and discuss with the student how they are progressing and their 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. 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 Agency 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 their performance.
11. To have an opportunity to evaluate the Field Education Director.

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, field instructor, or preceptor 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 or preceptor 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 or preceptor 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 fault.
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 their 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 their 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, they have 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 their 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 their 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.
14. Student will attend Seminar class weekly as required in conjunction with practicum.

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 Health Professions
4525 Downs Drive, Murphy Hall 309
Saint Joseph, MO 64507
816-271-4350 (Work)
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

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/Internships at this site.

Is a valid driver's license required for this placement? ☐ Yes ☐ No

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 Health Professions
4525 Downs Drive, Murphy Hall 309
Saint Joseph, MO 64507
816-271-4530 (Work)
jfrye3@missouriwestern.edu

Name: _____ Date: _____

Position: _____

Agency: _____

Address: _____

Agency Phone #: _____

Your email address: _____

Number of current agency employees you supervise: _____

Number of current students you supervise: _____

Primary job duties/responsibilities: _____

Education:

Undergraduate Degree/Date: _____

Graduate Degree/Date: _____

Certificate/Licensure/Date: _____

Professional Affiliation(s): _____

Opportunities:

Why would you like to be a Field Instructor?

Do you have the patience and willingness to support a student during their learning process?

**MISSOURI WESTERN STATE UNIVERSITY SOCIAL WORK PROGRAM
PROCEDURES FOR ADMISSION TO FIELD EDUCATION**

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 (SWK) prefixed courses;

Have a C or better in ENG108, SOC110 and PSY101

Have a 2.5 overall GPA;

Have completed all core social work courses **prior** to entry into field;

Students will have already completed a profile in the database.

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 orientation
- _____ Have set up and completed first interview with the Field Education Director
- _____ Have completed 2nd interview with the Field Education Director
- _____ 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

SWK250 **SWK485** **My Profile** **My Files** **Logout** **Logged In As Student**

Your application hasn't been approved by social work staff yet. Until then, the submit button on all of the forms except SWK250 and references will be hidden. No actions from your side is required.

Profile:

First Name: Jana
 Middle Name: Rae (*)
 Last Name: Frye
 G-Number: G00352331
 Birth Date: 1968-08-09
 Address 1: Test Case
 Address 2: (*)
 City: Test Case
 State: MO
 ZIP: Test Case
 Cell Phone: Test Case
 Work Phone: (*)
 Email Address: jfrye3@missouriwestern.
 Gender: Female
 Ethnicity: White, Non-Hispanic

(*) - Optional fields

Previous Education

Total Credit Hours Completed:
 Credit Hours Currently Enrolled in:
 Total Credit Hours from Other Institutions:
 Name of Institutions Attended(comma separated):
 Overall GPA:

Have you completed the following courses? If so, please list the grades you received in the following courses(if applicable):

General Studies Math:	B
BIO 101:	C
*SWK 250:	A
*ENG 108 or equivalent:	B
*SOC 110 or equivalent:	B
*PSY 101 or equivalent:	B
ECO 101 or equivalent:	B
PSC 101 or equivalent:	B
SOC 230 or equivalent:	B

*** - Must be completed with a C or higher**

The student will then submit an Application for Field Education. This will be under tab SWK485 in the database.

The Application for Field Education will also contain the requirement of an updated Criminal Background Check, *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.

Application for Field Practicum

Please, select the semester when you are going to participate in the field practicum: Spring 2022 ▾

Profile:

First Name: Jana
Middle Name: Rae (*)
Last Name: Frye
G-Number: G00352331
Birth Date: 1968-08-09
Address 1: Test Case
Address 2: (*)
City: Test Case
State: MO
ZIP: Test Case
Cell Phone: Test Case
Work Phone: (*)
Email Address: jfrye3@missouriwestern.edu
Gender: Female
Ethnicity: White, Non-Hispanic

(*) - Optional fields

Additional information

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
If yes,
Volunteer Agency:
Volunteer Dates:
I would prefer to be placed in (mark 1-4 with 1 being first choice):
St. Joseph ▾
Agencies:
Add/Update agencies
MWSU SWK Database
example Info Field Interview Form

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 <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 \$14.00 + \$1.25 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.

☐ I understand and acknowledge that I must obtain an up-to-date criminal background check and provide it to the Missouri Western Social Work Department.

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.

ACKNOWLEDGEMENT OF POLICY AND PROCEDURES/CODE OF CONDUCT FORM

☐ I have read and I understand the [Policies 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.

Students will then:

- Remove the Personal Statement that was submitted previously
- Complete the Interview for Field Placement form from the Field Education Director
- Upload a Field Placement Essay in the database under the tab My Files
- Upload a current resume in the database under the tab My Files
- Schedule an individual interview with the Field Education Director

SWK250SWK485My ProfileMy FilesLogoutLogged In As Student

Instructions for file uploads

Please, name files accordingly to its content.

[Instructions for a resume](#)
[Instructions for a field placement essay](#)
[Instructions for a personal statement](#)

Uploaded files

No files uploaded.

Upload a File:

File to upload (size limit is 12 MB per file): No file chosen

The student placement interview by the Field Education Director, in conjunction with the screening process conducted by the field instructor, is designed to ensure a good match between student, placement agency, and field instructor. Students are required to develop a Field Placement Essay and Professional Resume. These are uploaded in the database for Field Instructors to view prior to the students scheduled interview.

Date _____

Name _____ Advisor _____

Living during practicum _____ On Campus
_____ Off Campus
_____ Other City Where _____

Expected Date of Graduation _____

GPA Major: _____ GPA Overall: _____

Planning to attend Grad School immediately _____ yes _____ no

Valid Driver's License _____ yes _____ no

Car available _____ yes _____ no

Volunteer Work _____ yes _____ no

Agency _____

Dates _____

Ever been convicted of a crime (other than minor traffic) _____ yes _____ no

(If yes, explain)

Ever been in violation of academic dishonesty codes at this or any other university

_____ yes _____ no

(If yes, explain)

Preferences of populations or agencies for practicum

1. _____

2. _____

3. _____

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FIELD PLACEMENT ESSAY

Each student applying for a field placement must write an essay that is uploaded into the database under the My Files tab. The essay needs to be written using one-inch margins, 12 pt. font and doubled space, APA format. 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.

STUDENT RESUMES

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.

Following the interview with the Field Education Director, the student can begin to looking at potential placements where they would like to interview. The student chooses a few sites to be confirmed by the Field Education Director.

The screenshot shows a web browser window with the URL https://aps3.missouriwestern.edu/socialwork/modules/student/default.asp?page=main_stu&tab=field_ap. The page is titled "Application for Field Practicum" and includes a red warning message: "Your application hasn't been approved by social work staff yet. Until then, the submit button on all of the forms except SWK250 and references will be hidden. No actions from your side is required." Below the warning are tabs for "Field Practicum Application", "Activity Log", and "Evaluation".

The "Field Practicum Application" tab is active, showing a form with various fields. A modal window titled "Pick at least three agencies" is open, displaying a table of agencies:

Agency name:	Address:
<input type="checkbox"/> Mosaic	5325 Faraon St, St. Joseph, MO
<input type="checkbox"/> MWSU SWK Database example	Wilson 204J; St. Joseph, MO 64507
<input type="checkbox"/> YWCA/Shelter	304 N. 8th, St. Joseph, MO, 64501

Below the table, there are "Ok" and "Cancel" buttons. The main form also includes fields for "City", "State", "ZIP", "Cell Phone", "Work Phone", "Email Address", "Gender", and "Ethnicity". The "Email Address" field is filled with "jfrye3@missouriwestern.edu". The "Gender" field is filled with "Female". The "Ethnicity" field is filled with "White, Non-Hispanic".

Interviews at those agencies are then approved by the Field Education Director. The student will contact the field instructors to complete interviews by a specified date. Once the interviews are complete, the student will then complete the Field Interview Form tab via the database to confirm their preference for placement.

Interview for Field Practicum

General Information	
First Name:	Jana
Middle Name:	Rae
Last Name:	Frye
Agency Interviewed:	Mosaic
Date Interviewed:	10/13/2021
Person Interviewed With:	Traci
Rank agency:	1
I would be interested in doing my field placement at this agency. <input checked="" type="radio"/> Yes <input type="radio"/> No	
If no, please list why.	
<div></div>	

A sincere effort will be made to place students in the agencies of their choice or one that is compatible with their interests. The Field Education Director, is responsible for making the final decision regarding students' placements.

Students who do not follow the above outlined criteria may be delayed entry into the following semesters field experience. 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 satisfactorily 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.

Placement assignments will be made on the basis of consent of the agency field instructor and the Field Education Director.

The student and field instructor will be notified by e-mail of the final decision regarding placement. Final decisions regarding placement are the sole responsibility of the Field Education Director.

Students who have not completed their pre-placement interviews and have not submitted the appropriate forms in the database within the designated time frames will be delayed entry into field until the next semester in which field is offered.

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 interview with the Field Director. Out of region placements will be made at the discretion of the Field Education Director.



COLLEGE Of Nursing and Health Professions

Social Work

Spring 2022

COURSE SYLLABUS

COURSE TITLE: SWK480 Practicum in Social Work

CLASS MEETING DATES: January 18, 2022 to May 6, 2022

CLASS MEETING TIME: By Arrangement

CLASS MEETING LOCATION: On-Site

METHOD OF INSTRUCTION: Face-to-Face

INSTRUCTOR: Jana Frye, MSW, LCSW

OFFICE: Murphy Hall 309

OFFICE HOURS: Monday 10:30am-1:30am and Tuesday 11:00am-1:00pm or by appt.

CONTACT INFORMATION: Phone: 816-271-4350 Email: jfrye3@missouriwestern.edu or jana.frye@youcanbook.me

REQUIRED TEXT: SWK480 Field Manual (Required Online).

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.

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. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

COURSE GRADING POLICY AND PROCEDURE:

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.

FULL MWSU SYLLABUS:

Students should visit <https://intranet.missouriwestern.edu/syllabus> and review all syllabus statement information. The full university syllabus statement includes information on attendance, student conduct, academic honesty, students with disabilities, Title IX regulations, and more.

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.

TENTATIVE COURSE OUTLINE:

Learning Contract (1st Seven Weeks)
Student Competencies Evaluation (1st Seven Weeks)
Learning Contract (2nd Seven Weeks)
Student Competencies Final Evaluation (2nd Seven Weeks)

See Field Manual for complete instructions for the Learning Contract and Student Competencies Evaluations.



COLLEGE Of Nursing and Health Professions

Social Work

Spring 2022

COURSE SYLLABUS

COURSE TITLE: SWK485 Seminar

CLASS MEETING DATES: January 18, 2022 to May 6, 2022

CLASS MEETING TIME: Monday 9:00am or 11:00am

CLASS MEETING LOCATION: Murphy 112

METHOD OF INSTRUCTION: Face-to-Face

INSTRUCTOR: Jana Frye, MSW, LCSW

OFFICE: Murphy Hall 309

OFFICE HOURS: Monday 10:30am-1:30am and Tuesday 11:00am-1:00pm or by appt.

CONTACT INFORMATION: Phone: 816-271-4350 Email: jfrye3@missouriwestern.edu or janafrye.youcanbook.me

REQUIRED TEXT: SWK480 Field Manual (Required Online).

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.

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.

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

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

COURSE GRADING POLICY AND PROCEDURE:

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.

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.

FULL MWSU SYLLABUS:

Students should visit <https://intranet.missouriwestern.edu/syllabus> and review all syllabus statement information. The full university syllabus statement includes information on attendance, student conduct, academic honesty, students with disabilities, Title IX regulations, and more.

TENTATIVE COURSE OUTLINE:

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

Assignment	Point Value	Due Date
Journal Reflection Logs	25 Points Each	As assigned
Self-Assessment I	100 Points	January 30, 2022
Self-Assessment II	200 Points	May 3, 2022
Agency Presentation and Handout	125 Points	As assigned
Special Meeting and Write-Up	125 Points	Within 7 days of attending
Court Observation and Write-Up	125 Points	Within 7 days of attending
Bus Ride and Write-Up	125 Points	Within 7 days of completing
Total Possible percentage/points	1000 points	
Assignment	Point Value	Due Date
Journal Reflection Logs	25 Points Each	As assigned

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

Assignment Descriptions

SELF-ASSESSMENT I

The Self-assessment is considered an integral part of the student's learning process. Students should be able to recognize and manage personal values to allow professional values to guide practice. In addition, students should be able to articulate ambiguity in how they plan to resolve ethical conflicts of experienced in practicum. In a three to five-page typed paper (following APA guidelines but with no abstract), respond to the following questions using the format stated in the syllabus:

Self-Assessment I Questions and Rubric

A. What value do you see in doing a practicum placement? How do you perceive this opportunity as beneficial for you? <i>Knowledge, Values</i>	/25
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?	/25
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?	/25
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?	/25

Self-Assessment II

This Self-assessment should be a culmination of the practicum and is an integral part of the evaluation process. Students are assessed on their ability to practice personal reflection along with self-correction during this process. Students should reflect on their practicum learning experiences provide them as an opportunity to reflect on how they applied their classroom knowledge, values, skills, and cognitive and affective processes throughout the practicum. Written materials should be in APA as stated in the syllabus, typed, double-spaced in 12 pt. font, using Times New Roman and written in paragraph form.

Self-Assessment II Questions and Rubric

1. Do you feel you understand yourself and others any better than you did when you began this practicum journey? Explain. <i>Knowledge, Cognitive/Affective Processes</i>	/20
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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? <i>Skills</i>	/20
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. <i>Knowledge, Skills</i>	/20
4. If you could say one thing to your Field Instructor, what would you say? <i>Skills, Cognitive/Affective Processes</i>	/20
5. How has this experience affected you? Your opinion of the Social Work Profession? <i>Values, Cognitive/Affective Processes</i>	/20
6. Where do you see yourself in 5 years? 20 years? <i>Cognitive/Affective Processes</i>	/20
7. What one experience had the most impact on you professionally? Personally? Why? <i>Knowledge</i>	/20
8. What are your thoughts as you are leaving MWSU and are going into the workforce? <i>Values, Cognitive/Affective Processes</i>	/20
9. As I prepare for next year practicum, what advice would you want to give the next cohort of students who are heading into the field? <i>Cognitive/Affective Processes</i>	/20
20. Finally, what would you want the next the Field Instructors/Preceptors to know, be aware of...as they get ready for new students? <i>Values, Cognitive/Affective Processes</i>	/20

Total Points Possible: 200

Activity Log Guidelines

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.

Journal Reflection Questions

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. Bi-Weekly questions will be posted to Canvas.

Journal Reflection Logs Questions & Rubric

Log 1: Every agency has acronyms they use in daily work. For this assignment, create a list of 25 acronyms and what they stand for. If they are not obvious, please include a short description of what it means. <i>Knowledge</i>	/25
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Log 2: Consider the field placement you are in. Do they have safety procedures? Are they published or written anywhere? What are they? Do they make sense? Are there things that you see that could be problem areas? What are your feelings about safety at your site and in the future in this field? <i>Knowledge, Skills</i>	/25
Log 3: This log should follow APA format with a cover page, double spaced, 12 pt. font, Times New Roman. The paper should be 2-3 pages in length, not counting the cover page. Please read the attachment about transference and counter transference. Transference and Counter-transference can be very difficult to see and to understand. How do you see this at your site? Do you see this being an issue for you? With a certain client or population? How will you manage that? <i>Knowledge, Skills, Cognitive/Affective Processes</i>	/25
Log 4: This assignment should be a fun one. For the Senior Banquet (or Reception), pictures of your life through school will be shown on the screen. Put together 2 or 3 PowerPoint slides that include a few pictures of your journey. It could include how you looked when you began, things you have done, accomplishments, people that have helped etc. Enjoy doing this project. <i>Values</i>	/25
Log 5: Silence is a valuable tool when communicating with another person. For this log, spend time with another person practicing silence and active listening. How was the experience? Are you able to be silent? How do you practice this often? Do you have this skill or do you need to work on it? How will you do that? Why? <i>Knowledge, Skills</i>	/25
Log 6: Social Work is a field of connections. This assignment is about setting up a LinkedIn acct and adding at least one professor from the SWK dept as well as at least a few of the others that are currently in the program now. This will be a great resource for the future. <i>Knowledge, Skill</i>	/25
Log 7: How do you take care of yourself? Do you do this well? How do you know when you need to do some self-care? What are positive and negative ways you do self-care? What things get in the way of self-care for you? <i>Values, Cognitive/Affective Processes</i>	/25
Log 8: When you have completed the ACAT and SWEAP, you will get the points. <i>Knowledge</i>	/25

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?

BUS RIDE AND WRITE-UP

It is important as a Social Worker to understand the difficulties of those with whom you will be working. Often times, those seeking or needing services from a Social Worker, may be challenged in their resources. For this assignment, you need to “Ride a Bus” with a purpose. This sounds like a simple task, but don’t underestimate the time and effort it may take. For this assignment, you need to determine a place that you would like to ride a bus to, go to the location and then ride a bus back to the place you began. You may ride alone or ride in pairs or small groups.

Following the completion of your bus ride, you will write a reflection paper on your experience. It needs to be submitted within 7 days of completing the assignment. 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 ridden a bus for a purpose other than fun?
- B. What was it like getting onto the bus? Trying to locate the correct route, bus stop, bus?
- C. Where were you trying to get to? Were you able to find your way?
- D. Did you have any trouble finding the correct route?
- E. How did the schedule work out? Were you on time?
- F. How difficult do you believe this would be for clients that you work with? Do you see that there could be struggles with making appointments? Arriving on time? Difficulties getting to places that may not be on the regular path?
- 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.

TENTATIVE COURSE OUTLINE:

Week	Date	Subject/Activity	Due Dates
1	1/17/2022	No Class – MLK Day	
	1/18/2022	Practicum Begins	
	1/21/2022	Field Instructor Training	
2	1/24/2022	Introduction	
		Self-Assessment I	1/30/2022
3	1/31/2022	Learning Contracts	
		Log One: Acronyms	2/6/2022
		L.C. 1st 7 weeks complete and save	2/6/2022
4	2/7/2022	Safety	
		Log Two: Safety	2/13/2022
5	2/14/2022	TBD	
		L.C. 1st 7 weeks submit	2/20/2022
		Log Three: Trans and Countertransference	2/20/2022
6	2/21/2022	Agency Presentations	
7	2/28/2022	Agency Presentations	
8	3/7/2022	Agency Presentations	
9	3/14/2022	TBD	
	3/21/2022	Spring Break Week – No class	
		Log Four: Pics	3/27/2022
10	3/28/2022	Silence, Communication	
		Log Five: Silence	4/3/2022
11	4/4/2022	Licensure/Grad School and beyond	
		Log Six: LinkedIn, create or update	4/10/2022
12	4/12/2022	Self-Care/Burnout/Vicarious Trauma	
		L.C. 2nd 7 weeks submit	4/12/2022
		Log Seven: Self-Care	4/17/2022

13	4/18/2022	License Exam Prep	
14	4/25/2022	ACAT	
		Log Eight: SWEAP Completed	5/1/2022
Finals	5/3/2022	Self-Assessment II	5/3/2022

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

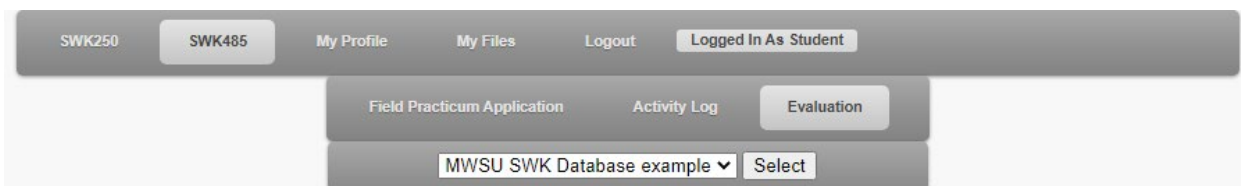
In developing the Learning Contract, three factors must be considered:

- 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

The Learning Contract is completed in the database. It contains a series of professional practice behaviors within 9 Core Competencies. The Learning Contract will be completed and evaluated in the first 7 weeks and the second 7 weeks. The Learning Contract will be revised mid-way through the practicum.

The Learning Contract is located in the database under the Evaluation Tab.



Save Submit

Total amount of hours:

Print

First 7 Weeks of Placement

COMPETENCY 1: Demonstrate Ethical and Professional Behavior

PRACTICE BEHAVIOURS (Performance Outcomes for competency)	PRACTICUM LEARNING EXPERIENCES (Specific knowledge, values or skills that will help you reach competency in the practice behaviours)	EVALUATION CRITERIA (Plan for evaluating objective e.g. How will you know when you have completed this task)?	Select
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context			✓
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations			✓
Demonstrate professional demeanor in behavior, appearance; and oral, written, and electronic communications			✓
Use technology ethically and appropriately to facilitate practice outcomes			✓
Use supervision and consultation to guide professional judgement and behavior			✓

COMPETENCY 2: Engage Diversity and Difference in Practice

PRACTICE BEHAVIOURS (Performance Outcomes for competency)	PRACTICUM LEARNING EXPERIENCES (Specific knowledge, values or skills that will help you reach competency in the practice behaviours)	EVALUATION CRITERIA (Plan for evaluating objective e.g. How will you know when you have completed this task)?	Select
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels			✓
Present themselves as learners and engage clients and constituencies as experts of their own experiences			✓
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies			✓

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

PRACTICE BEHAVIOURS (Performance Outcomes for competency)	PRACTICUM LEARNING EXPERIENCES (Specific knowledge, values or skills that will help you reach competency in the practice behaviours)	EVALUATION CRITERIA (Plan for evaluating objective e.g. How will you know when you have completed this task)?	Select
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels			✓
Engage in practices that advance social, economic, and environmental justice			✓

COMPETENCY 4: Engage in Practice-informed Research and Research-informed Practice			
PRACTICE BEHAVIOURS (Performance Outcomes for competency)	PRACTICUM LEARNING EXPERIENCES (Specific knowledge, values or skills that will help you reach competency in the practice behaviours)	EVALUATION CRITERIA (Plan for evaluating objective e.g. How will you know when you have completed this task)?	Select
Use practice experience and theory to inform scientific inquiry and research			✓
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings			✓
Use and translate research evidence to inform and improve practice, policy, and service delivery			✓

COMPETENCY 5: Engage in Policy Practice			
PRACTICE BEHAVIOURS (Performance Outcomes for competency)	PRACTICUM LEARNING EXPERIENCES (Specific knowledge, values or skills that will help you reach competency in the practice behaviours)	EVALUATION CRITERIA (Plan for evaluating objective e.g. How will you know when you have completed this task)?	Select
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services			✓
Assess how social welfare and economic policies impact the delivery of and access to social services			✓
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice			✓

COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities			
PRACTICE BEHAVIOURS (Performance Outcomes for competency)	PRACTICUM LEARNING EXPERIENCES (Specific knowledge, values or skills that will help you reach competency in the practice behaviours)	EVALUATION CRITERIA (Plan for evaluating objective e.g. How will you know when you have completed this task)?	Select
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies			✓
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies			✓

COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities			
PRACTICE BEHAVIOURS (Performance Outcomes for competency)	PRACTICUM LEARNING EXPERIENCES (Specific knowledge, values or skills that will help you reach competency in the practice behaviours)	EVALUATION CRITERIA (Plan for evaluating objective e.g. How will you know when you have completed this task)?	Select
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies			✓
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies			✓
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies			✓
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies			✓

COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations, and Communities			
PRACTICE BEHAVIOURS (Performance Outcomes for competency)	PRACTICUM LEARNING EXPERIENCES (Specific knowledge, values or skills that will help you reach competency in the practice behaviours)	EVALUATION CRITERIA (Plan for evaluating objective e.g. How will you know when you have completed this task)?	Select
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies			✓
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies			✓
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes			✓
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies			✓
Facilitate effective transitions and endings that advance mutually agreed-on goals			✓

COMPETENCY 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
PRACTICE BEHAVIOURS (Performance Outcomes for competency)	PRACTICUM LEARNING EXPERIENCES (Specific knowledge, values or skills that will help you reach competency in the practice behaviours)	EVALUATION CRITERIA (Plan for evaluating objective e.g. How will you know when you have completed this task)?	Select
Select and use appropriate methods for evaluation of outcomes			✓
Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes			✓
Critically analyze, monitor, and evaluate intervention and program processes and outcomes			✓
Apply evaluation findings to improve effectiveness at the micro, mezzo, and macro levels			✓

EVALUATION OF THE LEARNING CONTRACT

The Learning Contract will be evaluated by the Field Instructor and/or the Preceptor, if one is assigned. Both the first seven weeks and the second seven weeks of the semester will be evaluated. Login to the database as a Field Instructor at <https://aps3.missouriwestern.edu/socialwork/default.asp>

The Username and Password will be provided to the field instructor.

The students name will be listed for the evaluation to be completed.

Instructions for Rating Practicum Students on the 9 Competencies for Field Evaluation as required by the accrediting organization (Council on Social Work Education):

Students will be evaluated on this form at 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 semester 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 their performance nor have they 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 their practice is unsatisfactory.

0 = NOT ASSESSED (NA):

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

SWK480
Logout
Logged In As Agent

Evaluation
Activity Log

Enter your name:

Total number of hours: 221

Print

First 7 Weeks of Placement

COMPETENCY 1: Demonstrate Ethical and Professional Behavior								
PRACTICE BEHAVIOURS (Performance Outcomes for competency)	PRACTICUM LEARNING EXPERIENCES (Specific knowledge, values or skills that will help you reach competency in the practice behaviours)	EVALUATION CRITERIA (Plan for evaluating objective e.g. How will you know when you have completed this task)?	EVALUATION OF PERFORMANCE					
			E	AA	A	D	U	NA
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Example	Example	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communications			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology ethically and appropriately to facilitate practice outcomes			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use supervision and consultation to guide professional judgement and behavior			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The form can be evaluated on the right-hand side.

COMPETENCY 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities								
PRACTICE BEHAVIOURS (Performance Outcomes for competency)	PRACTICUM LEARNING EXPERIENCES (Specific knowledge, values or skills that will help you reach competency in the practice behaviours)	EVALUATION CRITERIA (Plan for evaluating objective e.g. How will you know when you have completed this task)?	EVALUATION OF PERFORMANCE					
			E	AA	A	D	U	NA
Select and use appropriate methods for evaluation of outcomes			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically analyze, monitor, and evaluate intervention and program processes and outcomes			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply evaluation findings to improve effectiveness at the micro, mezzo, and macro levels			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIELD INSTRUCTOR COMMENTS:

Submit evaluation

At the bottom, comments can be made. Then the form needs to be submitted.

REVIEW OF THE ACTIVITY LOG

The Field Instructor does not have to approve the hours completed by the student. They can be reviewed any time. 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.

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.

SWK250 SWK485 My Profile My Files Logout Logged In As Student

Field Practicum Application Activity Log Evaluation

MWSU SWK Database example ▼ Select

SWK485: Social Work Practicum Seminar Student Field Practicum Activity Log

Add Record

placement week	dates/# 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 (view only)	action
Week 1 Jan 15-19	1/16 - 8 hrs. 1/17 - 7 hrs. 1/18 - 9 hrs.	1/20 - Helped with the Community Resource Fair - 2 hrs.	26	26	1/18 - Noon-1pm	-Reviewed the manual for case mgmt. -Attended several mtgs with other staff and clients. -Assisted with the Resource Fair	- How to interact with mentally ill homeless clients			<div>Save</div> <div>Delete</div>
										<div>Save</div> <div>Delete</div>

POLICY AND PROCEDURES FOR EVALUATION OF FIELD EDUCATION DIRECTOR 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 Education 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 Education 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 Education Director and the program. This will also be completed through the database.

The screenshot shows a web application interface. At the top, there is a navigation bar with the text 'SWK480', 'Logout', and 'Logged In As Agent'. Below this, there is a 'Select semester:' dropdown menu currently set to 'Spring 2022', followed by a 'Submit' button. Underneath, there is a label 'Show students assigned to other agencies:' followed by 'Yes:' with a selected radio button and 'No:' with an unselected radio button. The main section is titled 'Students List:' and contains a table with three columns: 'Spring 2022', 'Summer 2022', and 'Fall 2022'. The 'Spring 2022' column lists 'Jana Frye(Evaluation)' and 'Field Director(Evaluation)'. The 'Summer 2022' and 'Fall 2022' columns both state 'No students for this semester yet.'

Spring 2022	Summer 2022	Fall 2022
Jana Frye(Evaluation) Field Director(Evaluation)	No students for this semester yet.	No students for this semester yet.

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

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 they 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 Education 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 Education 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 Education Director and the field instructor within two (2) days of the incident. The form can be obtained from the Field Education Director or copied from the sample in the Field Manual.

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 their 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 they don'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 Education 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 Education Director of their 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 Blum 212. 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 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. Missouri Western considers sex discrimination in all its forms to be a serious offense. Sex discrimination constitutes a violation of Missouri Western policy, is unacceptable, and will not be tolerated. It includes discrimination on the basis of sex, sex stereotypes, sexual orientation, gender, gender identity or expression, marital status, pregnancy or parental status. Missouri Western pledges continued compliance with all relevant state and federal laws and cooperation with governmental organizations in ensuring equal employment and educational opportunity. More specifically, as a recipient of federal financial assistance for education activities, Missouri Western is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender.

Sexual harassment, whether verbal, physical, or visual, that is based on sex, is a form of prohibited sex discrimination. Sexual harassment is an umbrella term that including the offenses of sexual harassment, sexual assault, stalking, dating violence, and domestic violence. The specific definitions of sexual harassment, including examples of such conduct, are available in the Missouri Western State University Sexual Harassment Policy and Grievance Resolution Procedures, found at: <https://www.missouriwestern.edu/titleix>.

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, telephone, or email, using the contact information listed for the Title IX Coordinator (below) or electronically through the MWSU Title IX website (<https://www.missouriwestern.edu/titleix>). A report may be made at any time (including during non-business hours). Any other questions regarding Title IX, and concerns about noncompliance should be directed to the Title IX Coordinator, or the Assistant Secretary of Education with the Office for Civil Rights (OCR). Additional information about OCR is available at <https://www2.ed.gov/about/offices/list/ocr/index.html>.

Title IX Coordinator
Blum Union 231
(816)-271-4557
titleix@missouriwestern.edu

False or Frivolous Complaints While the University encourages all good faith complaints of University policy violations including sexual misconduct, the University has the responsibility to balance the rights of all parties. Therefore, if the University's investigation reveals that a complaint was knowingly false or frivolous, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline. No complaint will be considered false or frivolous solely because it cannot be corroborated.

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.

Missouri 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.

SOCIAL WORK PROGRAM SEXUAL MISCONDUCT POLICY

Nondiscrimination/Equal Opportunity Policy and Sexual Misconduct

The BSW Program exists within the broader Missouri Western State University. Respect for diversity is institutionalized through the University's Nondiscrimination/Equal Opportunity/Sexual Misconduct Policy. This statement is in all major publications which apply to all employees and students. It reads:

NONDISCRIMINATION AND SEXUAL MISCONDUCT:

Missouri Western State University does not discriminate on the basis of race, color, national origin, ancestry, religion, sex* (including gender), pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, and any other status protected by applicable state or federal law. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence.

*Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the University's Title IX Office at (816) 271-4432, Counseling Center (816) 271-4327, and Esry Health Center (816) 271-4495. To report sexual

misconduct or sex discrimination, contact the Title IX Coordinator (816) 271-4432 or MWSU Police Department (816) 271-4438.

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. Although faculty must make that notification, the student who makes the report will control how the case will be handled, including whether or not the student wishes to pursue a formal complaint. Our goal is to make sure students are aware of the range of options available to them and have access to the resources they need. Please also be aware that retaliation for making or supporting a report of discrimination or harassment is also prohibited. For more information about policies and resources or reporting options, please visit the following website:

<https://www.missouriwestern.edu/student-services/titleix/>.

Missouri Western encourages anyone experiencing unlawful discrimination or harassment to contact an individual from the Campus and Local Resources.

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 Student Handbook (p.6).

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Social Work Program's 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 are available to discuss with students any concerns they may have in this area.

Field Education Practicum Sites

Student interns are expected to treat the staff and clients of their practicum agencies with respect and courtesy. The sexual harassment of such persons by a social work intern may be grounds for termination of their placement, failure of the practicum course, and/or dismissal from the social work program. In addition, staff of practicum agencies as 3rd party contractors are expected to follow and adhere to the Sexual Misconduct Policy. It is expected that students will not be subjected to such behavior at these sites. Any reports of students being sexually harassed during their internships will be reported and investigated by the Title IX Coordinator. This coordinator will follow the procedures set forth in the Complaint Resolution Procedures Policy. Pending the outcome of the Title IX investigator, additional actions may be taken by the social work program. Examples of additional actions that may be taken include, but are not limited to:

holding a problem-resolution conference with the harasser; reporting of the incident to the supervisor of the harasser; changing field instructors; termination of the placement, temporarily or on a long-term basis; or reporting the harassment to the NASW Committee on Inquiry or other appropriate regulatory body.

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.

The institutional policy regarding communicable diseases can be found at [Communicable Disease Policy \(350_6\).docx \(missouriwestern.edu\)](#). 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 Missouri 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 Missouri Western may do so under specified conditions considering the rights of the individual, yet not endangering their 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 Missouri 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 ensure 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.

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 their 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 Education Director of 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 Education 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 Education 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 Education Director to alert them to the nature of the concern. The field instructor will notify the student that the Field Education Director is being informed of the concern. The Field Education 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 Education 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 Education 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 Education Director, the student, the student's faculty advisor, and a copy retained by the field instructor.

3. 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 Education 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 Social Work Program.
4. 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 this 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 their ideas, information, and suggestions to the client system and other appropriate persons.

BEHAVIORS THAT CAN RESULT IN DISCIPLINARY ACTION IN SWK 480 Practicum in Social Work

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 their academic performance but also upon their 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 Education Director. Students who believe that their rights have been disallowed or violated should follow the appeal and grievance procedures as outlined in this 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 their 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 Education 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 PRACTICUM 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 Education Director of your complaint. If the concern is with the Field Education Director, then you should request a meeting with the Field Education 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 Education Director to seek a resolution (if the issues involve the field instructor). If the concern only involves the Field Education 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 they have not received a satisfactory resolution at the second level, a request may be made for a meeting with the field instructor, the Field Education 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 Education 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 Education 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 they are employed as a placement. In the student's proposal, the student should outline a plan for the field practicum where the student will intern in a department/program other than the one where the student is employed. Supervision must be provided by an MSW or BSW staff member (1) who meets Missouri Western requirements and (2) is not the student's employment supervisor.

The Proposal must be submitted together an updated resume. Proposals will be reviewed by the Field Education Director 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 Field Education Director prior to developing the proposal. The manual may be found on-line on the Social Work Home Page under Resources: <https://www.missouriwestern.edu/social-work/>
3. Student must be assigned to a program/department other than the one where the student 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 two years of full-time employment in the proposed agency. It is a requirement of CSWE that a field instructor have been in the field for at least two years before supervision. **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 practicum proposal, make any revisions necessary, and approve it in advance of the following semester.**

6. The student must be an employee in good standing prior to the beginning of the practicum. The student must submit their most recent performance evaluation as part of the Employment-based Proposal.

7. A student is not eligible to receive federal work-study funding when their agency of employment serves as the field instruction site.

INSTRUCTIONS FOR COMPLETION OF PROPOSAL

1. Review the field instruction objectives for the BSW program in your employment site. Keep in mind that the Social Work program curriculum is a generalist one and the proposal must ensure that the student 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 letterhead, including 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: _____

Practicum 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 Practicum

- 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 their 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 their 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:

Agency Director

Date

Field Instructor	Date
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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 PROGRAM AND FIELD ADVISORY BOARD MEMBERSHIP

The Program and Field Advisory Board 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 Program and Field Advisory Board will be made up of at least four agency/field instructors who are currently providing or have provided supervision to MWSU Social Work students. Board members will be solicited upon the basis of interest and will serve voluntarily on the committee. Volunteers will be obtained at the beginning of each academic year. Although the members are obtained through voluntary commitment, it is expected that the board member will be in support of the program mission and goals. The advisory board will meet no less than one time during the academic year. Minutes of each meeting will be provided to all board members.

MWSU Academic Calendar

<https://www.missouriwestern.edu/registrar/wp-content/uploads/sites/34/2022/03/Calendar2021-2022.pdf>

