

**MISSOURI WESTERN STATE UNIVERSITY**

**SOCIAL WORK PROGRAM  
Bachelor of Social Work (BSW)  
Master of Social Work (MSW)**

**Practicum in Social Work**

**2024-2025**

# **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, liaisons, and field instructors. It will serve as a “road map” for students to navigate the field practicum and as an aid to field instructors in planning, implementing and evaluating students’ experiences in their field placements. It outlines the expected nature and structure of the field experience by delineating responsibilities of all concerned parties, and specifying student learning objectives and competencies required for successful completion of the field instruction courses.

Field education constitutes a vital part of the social work curriculum. The field experience provides structured opportunities for students to integrate and apply their social work knowledge, values and skills under supervision to become competent generalist social workers and prepare them for professional practice. Students and field instructors 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, liaisons and field instructors are encouraged to view this manual as a dynamic tool intended to meet the changing needs of the Social Work Program. MSWU strives to offer both a graduate and 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 Bachelor of Social Work Program in September in 1969. The Council on Social Work Education granted the BSW 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.

In 2023, MWSU had its inaugural Master of Social Work class. It included both Advanced Standing and Full Program students. It will be seeking accreditation through CSWE.

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

#### **BSW Mission Statement**

The mission of the MWSU Bachelor of Social Work Program is to prepare undergraduate students for ethical and effective generalist social work practice with individuals, families, groups, organizations, and communities. The Social Work Program is grounded in the person-in-the-environment framework and utilizes an applied learning approach. Social work graduates will value dignity and worth of the person, social, economic, and environmental justice, and human rights. They will competently serve in Northwest Missouri and surrounding areas those individuals from diverse backgrounds including persons who are vulnerable and oppressed, and living in rural areas. Through advocacy, they will work to reduce poverty, oppression, and

discrimination at the mezzo and macro levels. In addition to preparing competent social workers, MWSU's Bachelor of Social Work Program is dedicated to offering its professional expertise and academic resources to support community efforts to enhance human well-being.

### **MSW Mission Statement**

The Missouri Western State University Master of Social Work program, grounded in applied learning, strives to create change by valuing human dignity and cultural diversity and promoting social, economic, and environmental justice in Northwest Missouri, the nation and the world. Students are introduced to the Council on Social Work Education's grand challenges and by teaching students to practice with strength-based integrity, competence and client-centered care within a framework of trauma responsiveness.

### **Program Purpose**

*"The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of the quality of life for all people, locally and globally."*  
(EP 1.0, 2022 EPAS)

### **Program Goals**

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.

## **CSWE Education Policy and Accreditation Standards**

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

#### **Introduction**

Accreditation is a system for recognizing educational institutions and the professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Accreditation (CHEA) to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring that the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, the COA administers a multistep peer-review accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of social work education programs in institutions and encourages continuous improvement. These findings are based on the Educational Policy and Accreditation Standards (EPAS) developed by the COA and the Commission on Educational Policy (COEP). Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

CSWE's COA uses the EPAS to accredit baccalaureate and master's-level social work programs. The EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

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, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership. Social work educators serve the profession through their teaching, research, scholarship, and service. Social work educators are responsible for ensuring that students are prepared to practice safely, competently, and ethically with all clients, constituents, and the public. Additionally, social work education prepares competent practitioners to develop socially responsible policy, address the policy implications of their work, and implement strategies to address inequalities and inequities.



## **Competency Based Education**

CSWE has adopted a competency-based education framework for its EPAS. A competency-based approach identifies and assesses 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 on 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, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The 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 multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base.

Competency-based education is an outcome-oriented approach to curriculum design. The goal of the outcome-oriented approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In the EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that consist of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, program developers produce the substantive content, pedagogical approaches, and educational activities that provide learning opportunities for students to demonstrate 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 that 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. Programs use assessment methods to gather data that serve as evidence of student learning outcomes and the demonstration of

competence. Because social work practice is complex and multidimensional, the assessment methods used by programs and the data collected may vary by context.

## **The Nine Social Work Competencies**

The nine social work competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up 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, and the descriptions that precede them represent the underlying content and processes that inform the behaviors. Master's programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master's-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the program.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-

racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

## **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers: a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

## **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

#### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers

demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

### **Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

### **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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

### **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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.



## **Program Mission**

### **Educational Policy 1.0: Program Mission**

The program mission reflects a process informed by a commitment to student attainment of the nine social work competencies. It is grounded in the profession's purpose and in the core values of the social work profession and informed by the program's context.

## **Purpose**

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally.

## **Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.

## **Program Context**

Program context encompasses the needs and opportunities of practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, institutional, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

### **Accreditation Standard 1.0: Program Mission**

**1.0.1** The program has a program-level mission statement that is consistent with the profession's purpose and values. Institutions with accredited baccalaureate and master's programs have a separate mission statement for each program.

- a. The program provides the program-level mission statement.
- b. The program describes how the program's mission statement is consistent with the profession's purpose and values, as described in Educational Policy 1.0.
- c. The program addresses all program options.

**1.0.2** The program's mission statement is consistent with the program's context.

- a. The program describes its context, including a description of its program options.
- b. The program describes how the program mission statement is consistent with the program's context, as described in Educational Policy 1.0.
- c. The program addresses all program options.

## **Anti-Racism, Diversity, Equity, and Inclusion (ADEI)**

### **Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)**

Social work programs integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important ADEI discourse. The program's commitment to

ADEI is reflected in its explicit and implicit curriculum. Together the implicit and explicit curricula are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity, and inclusion, and the development of cultural humility. The program has an inclusive approach to addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues, and practicing with historically and currently oppressed populations through an anti-racist lens.

## **Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)**

**2.0.1** The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

- a. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0.
- b. The program addresses all program options.

**2.0.2** The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

- a. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0.
- b. The program addresses all program options.

## **Explicit Curriculum**

### **Educational Policy 3.0: Explicit Curriculum**

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. Social work education is grounded in the liberal arts and a

commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research. Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master's levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master's programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities. The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program's commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research.

### **Educational Policy 3.1: Generalist Practice**

The baccalaureate and master's programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in researchinformed practice and are proactive in responding to the impact of context on professional practice.

### **Accreditation Standard 3.1: Generalist Practice**

**3.1.1** The program's generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.

- a. The program provides a rationale for its generalist practice curriculum design.
- b. The program describes how its generalist practice curriculum integrates classroom and field.
- c. The program describes how its generalist practice curriculum is informed by the professional practice community.
- d. The program addresses all program options.

**3.1.2** The program's generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

- a. The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable).
- b. The program submits Form AS 3.1.2.
- c. The program provides a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice.
- d. The program addresses all program options.

### **Educational Policy M3.2: Specialized Practice**

The master's program in social work prepares students for specialized practice. Specialized practice builds on generalist practice as described in Educational Policy 3.1 by integrating the nine social work competencies that manifest in holistic professional practice. Specialized practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. In each area of specialized practice defined by the program, the program extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice. Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery.

## **Accreditation Standard M3.2: Specialized Practice**

**M3.2.1** The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).

- a. The program provides its area(s) of specialized practice, as described in Educational Policy M3.2.
- b. The program provides its extended and enhanced nine social work competencies and corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice.
- c. The program addresses all program options.

**M3.2.2** The program's area(s) of specialized practice builds on elements of generalist practice.

- a. The program explains how each area of specialized practice, as described in Educational Policy M3.2, builds on the elements of generalist practice, as described in Educational Policy 3.1.
- b. The program addresses all program options.

**M3.2.3** The program's specialized practice curriculum integrates classroom and field and is informed by the professional practice community.

- a. For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design.
- b. For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field.
- c. For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community.
- d. The program addresses all program options.

**M3.2.4** The program's specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

- a. For each area of specialized practice, the program submits Form AS M3.2.4.
- b. The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice.
- c. The program addresses all program options.

### **Educational Policy 3.3: Signature Pedagogy—Field Education**

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

### **Accreditation Standard 3.3: Field Education**

**3.3.1** The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the

program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

- a. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:
  - i. individuals,
  - ii. families,
  - iii. groups,
  - iv. organizations, and
  - v. communities.
- b. The program addresses all program options.

**M3.3.2** The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.

- a. The program identifies the relevant system level(s) for each area of specialized practice.
- b. For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level.
- c. The program addresses all program options.

**3.3.3** The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master's programs.

- a. The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master's programs.
- b. The program describes how its field hour requirement is articulated to students and field personnel.
- c. The program addresses all program options.



**3.3.4** The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.

- a. The program describes the field education program's process for:
  - i. identifying, approving, and engaging with field education settings;
  - ii. orienting and engaging with field instructors; and iii. evaluating field instructor and field education setting effectiveness.
- b. The program describes how these processes are articulated to students and field personnel.
- c. The program addresses all program options.

**3.3.5** The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

- a. The program describes the field education program's process for:
  - i. orienting students;
  - ii. placing students;
  - iii. monitoring and supporting student learning;
  - iv. implementing student safety protocols; and
  - v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).
- b. The program describes how these processes are articulated to students and field personnel.
- c. The program addresses all program options.

**B3.3.6** The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE-accredited program and who has at least two years of post-social work degree practice experience in social work.

- a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.

- b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.
- c. The program describes how these processes are articulated to students and field personnel.
- d. The program addresses all program options.

**M3.3.6** The program ensures that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work.

- a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.
- b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.
- c. The program describes how these processes are articulated to students and field personnel.
- d. The program addresses all program options

**3.3.7** The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

- a. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program's policy includes:
  - i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);
  - ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and

- iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.
- b. The program describes how these policies are articulated to students and field personnel.
- c. The program addresses all program options.

## **Implicit Curriculum**

### **Educational Policy 4.0: Implicit Curriculum**

The implicit curriculum consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion (ADEI). The culture of human interchange, the spirit of inquiry, the support for difference and diversity, and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. These elements are manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and the distribution of resources. The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program's graduates.

### **Educational Policy 4.1: Student Development**

Programs recognize the need to support student development both in and out of the classroom. Both aspects of the learning environment manifest holistic characteristics that communicate the values, commitments, priorities, and culture of the program and the institution. Thus, a program's commitment to student development includes program structures and resources that facilitate student participation and input into the development and delivery of the explicit and implicit curriculum. The professional development of the student requires a program's commitment to adequate resources from admission through graduation. These resources include clear admissions, advising, retention, and termination policies that reflect the program's commitment to ADEI. Programs also recognize the need to resource student-centered activities and initiatives designed to further student professional identity and comportment as well as student preparation for professional practice. These resources include but are not limited to academic advising, career services, alumni services, networking and mentoring opportunities, licensure preparation, and community engagement and advocacy opportunities.

### **Accreditation Standard 4.1: Student Development— Admissions; Advisement, Retention, and Termination; and Student Participation**

#### **Admission**

**4.1.1** The program's admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.

- a. The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.
- b. The program addresses all program options.

**B4.1.2** The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.

- a. The program provides its:
  - i. criteria for admission;
  - ii. process for the evaluation of applications;
  - iii. admission decision types; and
  - iv. process for the notification of each decision type.
- b. The program describes how the admission criteria and processes are articulated.
- c. The program addresses all program options.

**M4.1.2** The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization.

- a. The program provides its:
  - i. criteria for admission, which include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization;
  - ii. process for the evaluation of applications;
  - iii. admission decision types; and
  - iv. process for the notification of each decision type.
- b. The program describes how these admission criteria and processes are articulated.
- c. The program addresses all program options.

**M4.1.3** The program offers advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE. The program has a policy to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.

- a. The program provides its policy for awarding advanced standing.
- b. The program provides its policy for ensuring that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.
- c. The program describes how these policies are articulated.
- d. The program addresses all program options.

**4.1.4** The program has policies for the transfer of social work course credit.

- a. The program provides its policies for the transfer of social work course credit.
- b. The program describes how these policies are articulated.
- c. The program addresses all program options.

**4.1.5** The program does not grant social work course credit for life experience or previous work experience.

- a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.
- b. The program describes how this policy is articulated.
- c. The program addresses all program options.

### **Advising, Retention, and Termination**

**4.1.6** The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.

- a. The program provides its policy for academic advising.

- b. The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff.
- c. The program describes how these policies are articulated.
- d. The program addresses all program options.

**4.1.7** The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.

- a. The program provides its policies for evaluating academic performance.
- b. The program provides its policies for evaluating professional performance.
- c. The program provides its policies for student termination from the program.
- d. The program provides its policies related to due process for reasons of academic performance.
- e. The program provides its policies related to due process for reasons of professional performance.
- f. The program provides its policies related to due process for reasons of student termination from the program.
- g. The program describes how these policies are articulated.
- h. The program addresses all program options

## **Student Participation**

**4.1.8** The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum

- a. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum.
- b. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.
- c. The program describes how these policies are articulated.
- d. The program addresses all program options.

## **Educational Policy 4.2: Faculty**

Appropriate and qualified faculty representing diverse perspectives are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty model the behavior and values expected of professional social workers in the context of ADEL. Faculty are available to function as appropriate role models for students in their learning and socialization into the discipline and profession. Faculty incorporate recognition of the program’s essential functions, which may include recruitment; enrollment; advising; student engagement; retention; curriculum development; teaching; research; scholarship; mentorship; oversight of student research; assessment; service on institutional or program committees; field education support and program management; appropriate class sizes and sufficient course offerings to meet program aims; and monitoring and evaluation of student progress.

Faculty demonstrate sufficient educational qualifications and experience related to the nine social work competencies. Programs demonstrate that faculty are qualified to teach the courses to which they are assigned. Learning experiences are to be designed, delivered, and assessed by faculty (full or part-time) or other appropriate professionals who are qualified for the positions they hold and the work they do. Faculty are provided with opportunities, resources, and support for professional growth and innovation.

## **Accreditation Standard 4.2: Faculty**

**B4.2.1** The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master’s degree in social work from a CSWE-accredited program.

- a. The program submits Form AS 4.2.1.
- b. The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member.



- c. The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of those faculty, the program identifies the number that have a master's degree in social work from a CSWE-accredited program.
- d. The program includes faculty for all program options.

**M4.2.1** The master's social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master's program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master's program have both a master's degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

- a. The program submits Form AS 4.2.1.
- b. The program submits a Faculty Data Form for each full- and part-time master's social work program faculty member.
- c. The program identifies the total number of full-time faculty whose principal assignment is to the master's program. Of those faculty, the program identifies the number that have a master's degree in social work from a CSWE-accredited program and a doctoral degree.
- d. The program includes faculty for all program options.

**4.2.2** Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work.

- a. The program identifies its social work practice courses.
- b. The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials.
- c. The program includes faculty and practice courses for all program options.

**B4.2.3** Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

- a. The program provides its full-time equivalent faculty-to-student ratio.

- b. The program describes how this ratio is calculated.
- c. For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).
- d. The program's calculation is inclusive of all program options.

**M4.2.3** Inclusive of all program options, the master's program has a full-time equivalent faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

- a. The program provides its full-time equivalent faculty-to-student ratio.
- b. The program describes how this ratio is calculated.
- c. For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).
- d. The program's calculation is inclusive of all program options.

#### **Educational Policy 4.3: Administrative and Governance Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions about the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure that reflects and affirms respect for anti-racism, diversity, equity, and inclusion. Faculty develop curriculum and formulate and implement policies that support the education of culturally competent social workers. Administrative sufficiency includes distribution of resources across program options and program levels, and numbers of students enrolled in social work programs and registered in field practicum, modalities, and locations in order to carry out the program's mission. In recognition of the importance of field education as the signature pedagogy, programs implement administrative structures for the field program that provide adequate and equitable resources, based on the number of students in field practicum, for systematically designing, supervising, coordinating, and evaluating the quality of the field education curriculum within all program options.

#### **Accreditation Standard 4.3: Administrative and Governance Structure**

**4.3.1** The program has the necessary autonomy to achieve its mission.

- a. The program provides an organizational chart of its administrative structure.
- b. The program describes how it has the necessary autonomy to achieve its mission.
- c. The program addresses all program options.

**4.3.2** The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).

- a. The program describes how the social work faculty has responsibility for defining program curriculum consistent with the EPAS.
- b. The program addresses all program options.

**4.3.3** The program's administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.

- a. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the:
  - i. recruitment and hiring of program personnel;
  - ii. retention of program personnel;
  - iii. promotion of program personnel; and
  - iv. tenure of program personnel (if applicable).
- b. The program addresses all program options.

**4.3.4(a)** The program has a program director who administers all program options. The program director has a full-time appointment to social work, with a principal assignment to the program they administer. Institutions with accredited baccalaureate and master's social work programs have a separate director appointed for each program.

- a. The program identifies the program director who administers all program options.
- b. The program provides documentation that the program director has a full-time appointment to social work, with a principal assignment to the program they administer.
- c. Institutions with accredited baccalaureate and master's programs identify the separate directors appointed to each program.

**B4.3.4(b)** The baccalaureate program director has a master's degree in social work from a CSWE-accredited program. The program director has the ability to provide leadership

through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

- a. The program attests that the program director has a master's degree in social work from a CSWE-accredited program.
- b. The program describes the program director's ability to provide leadership to the social work program.

**M4.3.4(b)** The master's program director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

- a. The program attests that the program director has a master's degree in social work from a CSWE-accredited program.
- b. The program describes the program director's ability to provide leadership to the social work program.

**B4.3.4(c)** The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.

- a. The program provides the program director's workload.
- b. The program describes the procedures for calculating the program director's assigned time to administer the baccalaureate social work program.
- c. The program provides the program director's percentage of assigned time to administer the baccalaureate social work program.
- d. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.

**M4.3.4(c)** The master's program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program.

- a. The program provides the program director's workload.
- b. The program describes the procedures for calculating the program director's assigned time to administer the master's social work program.
- c. The program provides the program director's percentage of assigned time to administer the master's social work program.
- d. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.

**4.3.5(a)** The program has a field education director who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master's social work programs may have the same field education director appointed to both programs.

- a. The program identifies the field education director, who administers all program options.
- b. The program provides documentation that the field education director has a full-time appointment to social work.
- c. Institutions with both accredited baccalaureate and master's social work programs identify the field education director for each program.

**B4.3.5(b)** The baccalaureate field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.

- a. The program attests that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work.
- b. The program describes the field director's ability to provide leadership to the field education program.

**M4.3.5(b)** The master's field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other relevant academic and professional activities in social work.

- a. The program attests that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work.
- b. The program describes the field director's ability to provide leadership to the field education program.

**B4.3.5(c)** The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.

- a. The program provides the field education director's workload.
- b. The program describes the procedures for calculating the field education director's assigned time to administer the field education program.
- c. The program provides the field education director's percentage of assigned time to administer the field education program.
- d. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.

**M4.3.5(c)** The master's field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.

- a. The program provides the field education director's workload.
- b. The program describes the procedures for calculating the field education director's assigned time to administer the field education program.
- c. The program provides the field education director's percentage of assigned time to administer the field education program.
- d. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.

**4.3.6** The program has sufficient personnel and technological support to administer the field education program.

- a. The program provides an organizational chart for the administration for field education.
- b. The program describes whether its resources are sufficient to administer field education, including:
  - i. personnel, and
  - ii. technological support.
- c. The program addresses all program options

#### **Educational Policy 4.4: Resources**

**4.4.1** The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.

- a. The program describes the process for budget development and administration it uses to:
  - i. achieve its mission, and
  - ii. continuously improve the program.
- b. The program submits a program-level Form AS 4.4.1 for the baccalaureate or master's social work program.
- c. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program.
- d. The program addresses all program options.

**4.4.2** The program has sufficient support staff to carry out its educational activities and achieve its mission.

- a. The program describes its support staff or other personnel structure.
- b. The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission.
- c. The program addresses all program options.

**4.4.3** The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.

- a. The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources.
- b. The program describes whether its library resources are sufficient to achieve its mission. c. The program addresses all program options.

**4.4.4** The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.

- a. The program describes its:
  - i. technological access;
  - ii. technology support; and
  - iii. office and classroom space (if applicable).
- b. The program describes whether these resources are sufficient to achieve its mission.
- c. The program addresses all program options.

**4.4.5** The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.

- a. The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:
  - i. supportive technology,
  - ii. student services, and
  - iii. physical spaces (if applicable).
- b. The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students.
- c. The program addresses all program options.

## **Assessment**

### **Educational Policy 5.0: Assessment**



Assessment is an integral component of competency-based education and continuous programmatic improvement. Assessment involves the systematic gathering of data that serve as evidence of student learning outcomes; anti-racism, diversity, equity, and inclusion (ADEI); and program outcomes through demonstration of the nine social work competencies at both the generalist and specialized levels of practice. Assessment reflects the intentional and continuous improvement that is anchored in competency-based research, student learning outcomes, student learning experience feedback, professional practice community, and higher education practices.

Assessment of student learning outcomes is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the demonstration of multiple competencies simultaneously; therefore, assessment of those competencies is optimally carried out at the same time.

Programs assess students' demonstration of the nine social work competencies through the use of multiple and effective assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized methods of evaluating explicit and implicit criteria. Field education curriculum data are included in the overall data collection methods that will help programs make decisions about the delivery of social work education.

Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment. Data from ADEI assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of nine social work competencies.

Program outcomes are assessed as evidenced by the program's graduation rates and at least one additional outcome. Data related to program outcomes are used to foster ongoing program evaluation, informing decision making for continuous program improvement.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used. Program assessment methods and data are transparent and publicly available. Data are recent and presented clearly for stakeholders to make informed decisions about the program.

## **Accreditation Standard 5.0: Assessment**

**5.0.1(a)** The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master's social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.

a. The program submits Form AS 5.0.1(a).

b. The plan includes:

- i. a description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;
- ii. how each instrument is implemented;
- iii. when each competency is assessed;
- iv. by whom each competency is assessed;
- v. an explanation of the expected level of student achievement, including:
  - the expected level of achievement of each competency and for each instrument;
  - how the program calculates student achievement for each instrument; and
  - how the program calculates student achievement for each competency, including all instruments used.
- vi. copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials.

c. The program addresses all program options.

**5.0.1(b)** The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.

a. The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a).

b. The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments.

- c. The program provides its outcomes in relation to its expected level of student achievement for each competency.
- d. The program provides outcomes for each program option and in aggregate.

**5.0.1(c)** The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.

- a. The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program).
- b. The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data.
- c. The program addresses all program options.

**5.0.1(d)** The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.0.1(d). The findings are updated every two years, at minimum.

- a. The program submits Form AS B5.0.1(d) or Form AS M5.0.1(d) to report its assessment plan and most recent assessment summary outcomes.
- b. The program provides a hyperlink to the program's webpage where the assessment plan and summary outcomes are publicly displayed.
- c. The program provides outcomes for each program option and in aggregate.

**5.0.2(a)** The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program's implicit curriculum.

- a. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2.
- b. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.
- c. The program explains its data collection procedures.
- d. The program provides copies of all instruments used to assess ADEI efforts.

- e. The program addresses all program options.

**5.0.2(b)** The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.

- a. The program presents its ADEI assessment outcomes from the most recent year.
- b. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a).
- c. The program describes the processes used to formally review its ADEI assessment outcomes.
- d. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data.
- e. The program addresses all program options.

**5.0.3** The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.

- a. The program submits Form AS 5.0.3.
- b. The program identifies the program outcome(s) it monitors.
- c. The program provides the program-determined benchmark for its graduation rates and identified program outcome(s).
- d. The program provides the benchmark rationale for its graduation rates and identified program outcome(s).
- e. The program explains how it calculates its graduation rates and identified program outcome(s).
- f. The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data.
- g. Data are reported for each program option and in aggregate, including all program options.
- h. The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s).

## **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 separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

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: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

## **Ethical Standards**

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

responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

## **1. Social Workers' Ethical Responsibilities to Clients**

### **1.01 Commitment to Clients**

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

### **1.02 Self-Determination**

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

### **1.03 Informed Consent**

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

- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers 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 and Social Diversity**

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should 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 lifelong 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 are a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in

more than one relationship whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively).

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

- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential that does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or 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 to public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to request from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take 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 the social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers – not their clients – who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal, written, electronic or physical conduct 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 clients' initiative and with the clients' informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through social workers' employer or agency.

#### **1.14 Clients Who Lack Decision-Making Capacity**

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

#### **1.15 Interruption of Services**

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, 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 communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

## **2.02 Confidentiality**

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

## **2.03 Interdisciplinary Collaboration**

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual member should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

## **2.04 Disputes Involving Colleagues**

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

## **2.05 Consultation**

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

## **2.06 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; request for sexual favors; and other verbal, written, electronic, or physical conduct 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 works colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.10 Unethical Conduct of Colleagues**

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

- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquire, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

### **3. Social Workers' Ethical Responsibilities in Practice Settings**

#### **3.01 Supervision and Consultation**

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, 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 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 organizations' work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### **3.10 Labor – Management Disputes**

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

## **4. Social Workers' Ethical Responsibilities as Professionals**

### **4.01 Competence**

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

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

#### **4.02 Discrimination**

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

#### **4.03 Private Conduct**

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

#### **4.04 Dishonesty, Fraud, and Deception**

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

#### **4.05 Impairment**

- (a) Social workers should not allow their own personal problems, 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' consent 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 resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate

cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

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

## **Missouri Western State University**

### **Social Work Program**

#### **Selection of Field Agencies, Field Instructors and Liaisons**

##### **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 his/her interest and to develop professionally.
3. The agency is able to provide adequate work space, equipment, and appropriate supportive services, such as clerical help, to enable the student to carry out social work tasks.
4. The agency is willing to provide time for field instructors to attend on-campus seminars and time to plan and supervise the student's field experience.
5. The agency has sufficient staff to carry out its program without dependence on a student to increase the quantity and quality of services. Student practice should contribute to the agency's primary purpose of service, but it should not be depended on, as a substitute, for regularly needed staff.
6. The agency is operating under appropriate licensure/certification procedures (i.e. has not been "shut down" due to significant violations).
7. The agency can provide students a generalist practice opportunities to individuals, families, groups, organizations, and communities at the micro, mezzo, and macro levels. This is further explored in the Agency Profile form.

## **Selection of Field 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 Education Director.

The following criteria are used in selecting field instructors:

1. It is preferred that the Field Instructor (FI) have a Master's (MSW) or Bachelor's (BSW) from an accredited program. The FI will assure that social work focus is maintained in planning, instructing, and evaluating the student's field experience. MWSU created a program where Liaisons, who are employed by the university, are assigned to each person in the field seeking their Masters degree. These liaisons will support the students by meeting with their cohort each week to provide supervision. This does not replace the supervision a student should receive weekly from their Field Instructor on site. The Liaison will also complete the site visits with the student at their site. The instructor for the BSW practicum class will provide supervision with those students. This does not replace the supervision a student should receive weekly from their Field Instructor on site.
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 his/her agency. If the field instructor is licensed or a member of NASW, he/she is in good standing with each component.

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

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

### **Responsibilities of the Agency**

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

### **Rights of the Agency**

The agency has a right:

1. To choose if they will accept students in field placement.
2. To terminate a placement with appropriate notification 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 student, in consultation with the Field Instructor and the Liaison, 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 his/her learning contract for the semester.
3. The agency Field Instructor will hold regularly scheduled conferences (at least weekly for an hour) with the student and will provide guidance and supervision for the student's practice activities.
4. The agency Field Instructor will orient the student to the agency's organization structure, services, policies and procedure, physical plant, and other information.
5. The agency Field Instructor will assist the student in organizing his/her work realistically and effectively. The agency Field Instructor will monitor and assess the student's practice activities and discuss with the student how he/she is progressing and his/her areas of strengths and limitations.
6. The agency Field Instructor will assist the student in integrating and applying in the practice setting the knowledge, values, and skills learned in the classroom.
7. The agency Field Instructor will arrange for the student to attend staff and board meetings, conferences, workshops, and community activities that are appropriate to the field experience and to the student's professional development.
8. The agency Field Instructor will make a special effort to attend on-campus field education workshops and other meetings.
9. The agency Field Instructor will notify the Field Education Director of any problems or difficulties that arise which require discussion. For example, the student is frequently absent or misses hours without arranging to make up the time; the student is routinely tardy; or, there are indications that the student is in danger of receiving an unsatisfactory evaluation.
10. The agency Field Instructor will meet with the student and the Field Education Director for evaluation conference(s) at least once each semester. The mid-term evaluation form 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.
12. To be a qualified Field Instructor, they must have a minimum of two years' post master's social work experience and have graduated from an accredited program. If not, a preceptor will be assigned to the student.

### **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 his/her 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, training on Tevera; the electronic records used by the university, 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 Liaison 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 Liaison 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 Liaison 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. Students at the BSW level will 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 during the semester. 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.

Students at the foundation level of the M.S.W. degree program complete 480 clock hours of field practicum during the fall and spring semesters. They are in one continuous field placement for 16 hours per week for 2 weeks.

Students in the clinical concentration at the advanced level of the M.S.W. degree program complete 720 clock hours of field practicum during the fall and spring semesters. They are in one continuous field practicum for 24 hours per week for 28 weeks.

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 Liaison 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 Liaison of all agency holidays.
3. Learn about the services and programs of the field education site and function within the framework of its policies and procedures. The student will learn about community services outside his/her agency setting and will represent the agency in a professional manner to clients and others in the community as appropriate.
4. Handle all information concerning clients with strict confidentiality and act in a manner consistent with the ethics, values and principles of the social work profession.
5. Participate in the development of his/her learning contract in Tevera, with the agency Field Instructor at the beginning of the semester. The Learning Contract will be evaluated by the Field Instructor and Liaison, or faculty member, at the mid-term and end of the semester. The student will assume primary responsibility for completing this document.
6. Keep a weekly log of significant placement activities and time at the site in Tevera.
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 Liaison and Field Instructor prior to the evaluation conference. The student should read the evaluation form completed by the agency Field Instructor and electronically sign it to indicate that it has been read. If the student disagrees with any part of the evaluation, he/she has the privilege of noting in an addendum those areas in which there is disagreement.
8. Participate in regularly scheduled conferences with the Liaison. The student will inform the Liaison of any problem or difficulties in his/her agency setting.

9. Participate in all activities planned by the agency Field Instructor, i.e., conferences, seminars, workshops, and community activities.
10. Submit the Student Evaluation of Field Experience at the middle and end of the semester in Tevera.
11. Not alter his/her field schedule in any manner without obtaining authorization from the Liaison and Field Instructor.
12. Before signing the final evaluation, the student will confirm the total number of hours completed at the agency.
13. BSW students will attend Seminar class weekly as required in conjunction with practicum. MSW students will attend weekly supervision with their Liaison.

### **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 or Liaison 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 207

Saint Joseph, MO 64507

816-271-4350 (Work)

[jfrye3@missouriwestern.edu](mailto:jfrye3@missouriwestern.edu)

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

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

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

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

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

\_\_\_\_\_ Community Organization (Social Action)

\_\_\_\_\_ Mental Health

\_\_\_\_\_ Health Care

\_\_\_\_\_ School

\_\_\_\_\_ Public Welfare

\_\_\_\_\_ Child Welfare

\_\_\_\_\_ Corrections (Adult)

\_\_\_\_\_ Corrections (Juvenile)

- ☐ Substance Abuse
- ☐ Developmental Disabilities
- ☐ Other (Specify) \_\_\_\_\_

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

- ☐ Adults (non-elderly)
- ☐ Elderly
- ☐ Children
- ☐ Adolescents

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

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

8. Description of experiences student may anticipate. (Please be as specific as possible and please note that the agency can provide students a generalist practice opportunities to individuals, families, groups, organizations, and communities at the micro, mezzo, and macro levels. This is further explored in the Agency Profile form.)

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 drivers 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 207

Saint Joseph, MO 64507

816-271-4530 (Work)

[jfrye3@missouriwestern.edu](mailto: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?

Do you have a minimum of two years of experience after having graduated with your MSW from a CSWE accredited program?

## Procedures for Admission to the Social Work Program

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 created a profile in Tevera. The student will apply for the updated Criminal Background Check, and sign the Drug Policy. The student will complete a current resume and a Field Placement Essay. The student will need to complete the Interview for Field Placement form. The student and Field Education Director will meet to discuss possible sites for the student to be placed. The student will then complete interviews. Decisions for placement will be made with the input from the student and Field Instructor. Ultimately, the Field Education Director will make the final decision about placement.

### 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.



**MISSOURI WESTERN STATE UNIVERSITY**  
**SOCIAL WORK PROGRAM**

**INTERVIEW FOR FIELD PLACEMENT**

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. \_\_\_\_\_

If you need special accommodations because of a disability, you are encouraged to discuss this with the Field Director at the time of the initial interview for field placement.

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.

### **Procedures for Admission to MSW Field Education**

Students at the foundation level of the MSW degree program will need to have admission into the MSW program.

Students with completion of SWK600 or completion of a BSW from an accredited program will have Advanced Standing.

### **Criminal Background Check**

The MWSU Social Work Program will need an up-to-date criminal background check on all Social Work students planning to go into field placement. If a student has registered previously with the Family Care Safety Registry, the student can receive an updated copy of the background check for free. The student should contact the Family Care Registry at: 866-422-6872 and request an updated background check. A copy will generally be sent to you by email within 24 hours. That report should be uploaded in Tevera.

If a 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 upload it in Tevera.

### **Planning an MSW Practicum Placement**

If an MSW student is currently in a placement that they are planning to use for their field placement, they need to have that discussion with the Field Education Director as soon as they

are accepted into the program so that its appropriateness can be determined and contracts can be put in place.

If the MSW student does not have a current place of employment where they are seeking to have their field placement, they need to speak with the Field Education Director to determine the most appropriate placement for the student. The student resume will be submitted to the Field Education Director. Following the interview with the Field Education Director, the student can begin to look at potential placements where they would like to interview. The student chooses a few sites to be confirmed by the Field Education Director.

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.

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





*Social Work BSW*  
*Department of Health Professions*  
*Fall Spring*

**COURSE TITLE:** SWK480 Practicum in Social Work

**CLASS MEETING DATES:** 15 weeks Fall or Spring

**CLASS MEETING TIME:** As arranged

**CLASS MEETING LOCATION:** As arranged

**METHOD OF INSTRUCTION:** On-Site

**INSTRUCTOR:** Jana Frye, MSW, LCSW, LSCSW

**OFFICE:** Murphy Hall 206A

**OFFICE HOURS:** TBD

**CONTACT INFORMATION:** Phone: 816-271-4350

Email: [jfrye3@missouriwestern.edu](mailto:jfrye3@missouriwestern.edu) or janafrye.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.

### **Attendance/Class Participation**



This course continues the professional socialization process; therefore, it is expected that students will behave in a manner that is congruent with professional standards. School is your job; thus, it is important that students attend class (face-to-face). **Social Workers are Essential Workers!** At this stage of your academic career, professional values and behaviors should be developing. Student's attendance and participation is important and will be noted when writing letters of references.

### **In-Class Expectation**

Class attendance, arriving on time and staying for class is expected. This communicates respect to the instructor, your classmates and any guest speaker. Arriving late or leaving early will result in not receiving full attendance/participation points. Students should contact the instructor if they must be absent **prior** to the class. If for some reason you must be gone, ***practice professionalism***.

### **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:**

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.



*Social Work BSW  
Department of Health Professions  
Fall / Spring*

**COURSE TITLE:** SWK485 Seminar

**CLASS MEETING DATES:** 15 weeks Fall or Spring

**CLASS MEETING TIME:** Determined by the site

**CLASS MEETING LOCATION:** On Site

**METHOD OF INSTRUCTION:** Face-to-Face

**INSTRUCTOR:** TBD

**OFFICE:** TBD

**OFFICE HOURS:** TBD

**CONTACT INFORMATION:** TBD

**EMAIL:** TBD

**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**

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
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 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.

### **Attendance/Class Participation**

This course continues the professional socialization process; therefore, it is expected that students will behave in a manner that is congruent with professional standards. School is your job; thus, it is important that students attend class (face-to-face). **Social Workers are Essential Workers!** At this stage of your academic career, professional values and behaviors should be developing. Student's attendance and participation is important and will be noted when writing letters of references

### **In-Class Expectation**

Class attendance, arriving on time and staying for class is expected. This communicates respect to the instructor, your classmates and any guest speaker. Arriving late or leaving early will result in not receiving full attendance/participation points. Students should contact the instructor if they must be absent **prior** to the class. If for some reason you must be gone, ***practice professionalism.***

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.

**Assignments are to be turned in on time.** With the exception of the discussion posts, if an assignment is late, your grade will be lowered one letter grade (10%) and then graded if it is submitted within the week of the due date. After one week, the assignment will receive a zero (0). Discussion posts (logs) which are late will be counted as a zero. The instructor must be notified **in advance** of any circumstances that prevent timely submission of work. Further, the instructor reserves the right to refuse any work not handed in on time.

### **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** all assignments in order to pass this course:

Assignment	Point Value	Due Date
Activity Logs (7)	20 Points Each	As assigned
Self-Assessment I	100 points	TBD
Self-Assessment II	150 points	TBD
Agency Presentation	130 points	As assigned
Special Meeting & Write-Up	100 points	Within 7 days of attending
Court Observation & Write-Up	100 points	Within 7 days of attending
Bus Ride & Write-Up	100 points	Within 7 days of completion
Attendance	10 points per week	Each Monday for 13 weeks
Presentation at Pivotal Point	50 points	As assigned
<b>Total possible percentage/points</b>	<b>1000 points</b>	

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

### Assignment Descriptions

## SELF-ASSESSMENT I

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

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

## SELF-ASSESSMENT II: Final Thoughts

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

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

students who are heading into the field?

- J. Finally, what would you want the next the Field Instructors/Preceptors to know, be aware of...as they get ready for new students?

## **AGENCY PRESENTATION OUTLINE**

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

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



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

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

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

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

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

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

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

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

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

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

## **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?





*Social Work MSW*  
*Department of Health Professions*  
*Spring / Fall / Summer*  
**COURSE SYLLABUS**

**SWK 600**

**COURSE TITLE:** Practicum in Social Work: Foundation

**CLASS MEETING DATES:** As determined with the Liaison

**METHOD OF INSTRUCTION:** Applied Learning

**SEMESTER OFFERED:** Fall & Spring

**INSTRUCTOR:** To be determined

**OFFICE:** Murphy 207

**OFFICE HOURS:** TBD

**CONTACT INFORMATION:**

**REQUIRED TEXT:** The NASW Code of Ethics pdf: [Code of Ethics \(socialworkers.org\)](https://www.socialworkers.org/About/Ethics/NASW-Code-of-Ethics)

**COURSE DESCRIPTION:**

Focuses on the development and enhancement of the student's practice skills and the integration of practicum and class content. Students at the foundation level of the M.S.W. degree program complete 480 clock hours of field practicum during the fall and spring semesters. They are in one continuous field placement for 16 hours per week for 30 weeks.

**Prerequisite:** Admission into the MSW program.

**CSWE COMPETENCIES:**

This course will primarily focus on the following competencies:

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 OBJECTIVES**

Students in this course should learn the following:

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

## **PRIMARY ASSIGNMENTS**

1. Learning Contract
2. Submit at least one example of professional writing to your liaison for feedback.
3. Attend weekly (virtual and or in-person) group supervision as scheduled by your liaison.  
If you miss two supervision sessions, you will need to meet with the field director to explore how to move forward, and if you miss a third supervision session, you will need to meet with the director of the program to be able to continue in the MSW program.  
Social work is about being present, and “showing up.”
4. Time Track in Tevera

## **GRADING SCALE**

SWK600 is a Pass/Fail class. Completion will be based on the Learning Contract, Time Track and attendance in group supervision.

## **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.

### **Active Shooter Response/Awareness**

If an active shooter concern arises while in class or in the field, it is recommended that you RUN, HIDE, FIGHT. Each class, classroom, and field site should have an escape/safety plan. Please leave your belongings behind and help others to flee or HIDE. If possible, lock (secure) doors, block them with furniture, silence your phone and be quiet. Per the Sandy Hook Advisory Committee (2015) “there has never been an event in which an active shooter breached a locked classroom door.” FIGHT only as a last resort. Then call **911** when it’s safe to do so. (Cannon, Crawley, Kurz, 2024)

### **Artificial Intelligence Tools**

Deliberate misrepresentation of work products produced by machine-based tools (aka artificial intelligence, chatbot, neural language model, natural language model) as one’s own without appropriate attribution will be considered plagiarism.

## **MAJOR TOPICS**

Core Competencies: Council on Social Work Education

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
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

## Employment Based Placements

Missouri Western Social Work Field will allow employment-based field placements. Per the policy outlined in the Field Manual p. 114.

If an application for an employment-based practicum is submitted, it is the Field Education Director responsibility to determine whether the placement is a viable agency and/or field instructor using the criteria for selection of agencies and field instructors.

The agency must also be willing to accommodate a student's field assignments, educationally focused tasks, attendance at weekly field group supervision with their liaison, field instructor supervisory sessions and student evaluation. The student and the agency must understand that the student 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 Education Director. Any placement at a social service agency where a student is employed must be approved by the Field Director.

The agency setting must provide work assignments/tasks for the student that are grounded in all nine CSWE competencies.

Competency 1	Demonstrate Ethical and Professional Behavior
Competency 2	Advance Human Rights and Social, Economic, and Environmental Justice
Competency 3	Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4	Engage in Practice-informed Research and Research-informed Practice
Competency 5	Engage in Policy Based 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.

Field supervision and employment supervision must be separate and distinct from each other.

If during the course of their practicum placement, the student would become unemployed by the agency, the student would be assisted by their liaison and field director in locating, engaging, and placing the student in a new field placement.

*Social Work MSW*





*Department of Health Professions*

*Spring / Fall / Summer*

**COURSE SYLLABUS**

**SWK 610**

**COURSE TITLE:** Practicum in Social Work: Rural Social Work Practice

**CLASS MEETING DATES:** As determined with the Liaison

**METHOD OF INSTRUCTION:** Applied Learning

**SEMESTER OFFERED:** Fall & Spring

**INSTRUCTOR:** To be determined

**OFFICE:** Murphy 207

**OFFICE HOURS:** TBD

**CONTACT INFORMATION:**

**REQUIRED TEXT:** The NASW Code of Ethics pdf: [Code of Ethics \(socialworkers.org\)](https://www.socialworkers.org/About/Ethics/NASW_Code_of_Ethics/NASW_Code_of_Ethics.pdf)

**COURSE DESCRIPTION**

Focuses on the development and enhancement of the student's practice skills and the integration of practicum and class content. Students in the clinical concentration at the advanced level of the M.S.W. degree program complete 720 clock hours of field practicum during the fall and spring semesters. They are in one continuous field practicum for 24 hours per week for 30 weeks.

**Prerequisite:** Completion of SWK 600 or admission into the Advanced Standing MSW with an accredited BSW.

**CSWE COMPETENCIES:**

This course will primarily focus on the following competencies:

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
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## **COURSE OBJECTIVES**

Students in this course should learn the following:

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

## **PRIMARY ASSIGNMENTS**

1. Learning Contract
2. Submit at least one example of professional writing to your liaison for feedback.
3. Attend weekly (virtual and or in-person) group supervision as scheduled by your liaison.  
If you miss two supervision sessions, you will need to meet with the field director to explore how to move forward, and if you miss a third supervision session, you will need to meet with the director of the program to be able to continue in the MSW program.  
Social work is about being present, and “showing up.”
4. Time Track in Tevera

## **GRADING SCALE**

SWK600 is a Pass/Fail class. Completion will be based on the Learning Contract, Time Track and attendance in group supervision.

## **FULL MWSU SYLLABUS**

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### **Active Shooter Response/Awareness**

If an active shooter concern arises while in class or in the field, it is recommended that you RUN, HIDE, FIGHT. Each class, classroom, and field site should have an escape/safety plan. Please leave your belongings behind and help others to flee or HIDE. If possible, lock (secure) doors, block them with furniture, silence your phone and be quiet. Per the Sandy Hook Advisory Committee (2015) “there has never been an event in which an active shooter breached a locked classroom door.” FIGHT only as a last resort. Then call **911** when it’s safe to do so. (Cannon, Crawley, Kurz, 2024)

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The agency must also be willing to accommodate a student's field assignments, educationally focused tasks, attendance at weekly field group supervision with their liaison, field instructor supervisory sessions and student evaluation. The student and the agency must understand that the student 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 Education Director. Any placement at a social service agency where a student is employed must be approved by the Field Director.

The agency setting must provide work assignments/tasks for the student that are grounded in all nine CSWE competencies.

Competency 1	Demonstrate Ethical and Professional Behavior
Competency 2	Advance Human Rights and Social, Economic, and Environmental Justice
Competency 3	Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4	Engage in Practice-informed Research and Research-informed Practice
Competency 5	Engage in Policy Based 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.

Field supervision and employment supervision must be separate and distinct from each other.

If during the course of their practicum placement, the student would become unemployed by the agency, the student would be assisted by their liaison and field director in locating, engaging, and placing the student in a new field placement.

## **The Learning Contract BSW and MSW Students**

### **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 Tevera. 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 updated mid-way through the practicum.

## **Evaluation of the Learning Contract**

The Learning Contract will be evaluated by the Field Instructor and the Field Education Director or Liaison. Both the first seven weeks and the second seven weeks of the semester will be evaluated.

## **Review of the Time Track**

The Field Instructor can approve the hours completed by the student at any time in Tevera. 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, Field Education Director or Liaison. The Time Track will be available in Tevera. It should be completed at a minimum of once per week to stay up to date.

## **Policy and Procedures for Evaluation of Field Education Director and Field Liaisons**

The evaluation of the field program and the Field Education Director and Field Liaison 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 Liaison and the field program will consist of the following:

Students who are in field will evaluate the performance of the Field Education Director and Field Liaison 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.

Lastly, the student will also have an opportunity to evaluate the field instructor. The data from these evaluations will be maintained by the Field Education Director. Students/Field Instructors/Liaisons may provide feedback regarding the experience to the Field Director, Program Director, or Chair.

## **Land Acknowledgement**

We acknowledge that Missouri Western State University is located on the traditional homelands of the Osage, Kansas, and Kickapoo Nations. We recognize the enduring presence and resilience of these Indigenous peoples, who have established kinship with this land through caring for the land and being cared for by the land for centuries. As gather on this land, we honor their cultures, histories, and ongoing contributions to the community.

As a department committed to social justice, equity, and inclusion, the Social Work Department at Missouri Western State University believes that acknowledging Indigenous peoples' history is only the first step. We are dedicated to taking action that supports the rights, well-being, and voices of the Indigenous communities. This includes promoting cultural awareness in our curriculum, advocating for human rights, and engaging in community partnerships that foster healing and restorative practices.

We also commit to continuing our education on the histories and legacies of Indigenous peoples, and to fostering a more inclusive and equitable society through our social work practice. Let this acknowledgement be a reminder of our responsibility to support Indigenous communities and take meaningful steps toward decolonization and social justice.

### **Active Shooter Response/Awareness**

In the fall of 2024, undergraduate students in SWK 415 Practice III (Macro Practice) identified

an issue concerning active shooter awareness and training for students, faculty, and university staff. After researching their issue, they then met with campus police, and the Dean of Students to share their concerns, and made recommendations to improve campus awareness and training. They authored the following statement, which is now included in all MSW course syllabus.

If an active shooter concern arises while in class or in the field, it is recommended that you RUN, HIDE, FIGHT. Each class, classroom and field should have an escape/safety plan. Please leave your belongings behind and hop others to FLEE or HIDE, If possible, lock (secure) doors, block them with furniture, silence your phone and be quiet. Per the Sandy Hook Advisory Committee (2015) “there has never been an event in which an active shooter breached a locked classroom door.” FIGHT only as a last resort. Then call 911 when it is safe to do so. (Cannon, Crawley, Kurz, 2024).

The student’s safety is paramount. It is the responsibility of all parties, the students, the agency, and the university. If a student does not feel safe, it is their responsibility to share their concerns with their field instructor, liaison, and the field director. Self-advocacy is critical in the development of new MSWs. In addition, it is congruent with CSWE competencies #1. Demonstrate Ethical and Professional Behavior, and #5 Engage in Policy Based Practice.

### **Artificial Intelligence Tools**

Deliberate misrepresentation of work products produced by machine-based tools (aka artificial intelligence, chatbot, neural language model, natural language model, etc.) as one’s own without appropriate attribution will be considered plagiarism.

### **Inclement Weather Policy**



Weather can be very active and always changing. Students need to make the best decisions they can about traveling when the weather is questionable. Field practicum needs to be treated just like employment. If you are not about to report to work, contact needs to be made with the appropriate person at the site. A message also needs to be sent to the student's liaison or Field Education Director.

## **Field Safety Policy**

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

1. Immediately notify your Field Instructor of the incident, indicating what happened, who was involved and the type of injury sustained (if any).
2. If medical attention or police involvement is needed, the Field Instructor or designee will contact the appropriate parties to obtain needed services. The Field Instructor, designee or student will contact the Field 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 the Field**

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

1. Review agency safety procedures/material within the first two-three (2-3) days in the agency and follow. Always let your agency know where you are going and when you expect to return to the agency.
2. Keep your car doors locked at all times, whether you are in or out of the car.
3. Keep car windows rolled up enough at all times that a person cannot get his/her hand/arm inside of the car.
4. If stopped in your car by a person (no matter who), stay in your car with the engine running.
5. If you receive a package at your agency that you do not know who it is from, do not open the package.

6. When you are on a home visit, never enter a residence unless your presence has been acknowledged by the occupant.
7. When doing a home visit, if the door is ajar, knock and call out the client's name. If no response is forthcoming, leave.
8. When on a home visit and you suspect that the occupant is home, but he/she doesn't answer the door, do not walk around the house peering in windows or knocking on other doors or windows. Leave and try to call the client by phone.
9. After having direct or indirect contact with a client, wash your hands. If on a home visit, use pre-packaged sanitizing wipes or hand sanitizer.
10. When on a home visit, look before you sit in order to avoid sitting on sharp objects.
11. When on a home visit, try to sit on hard chairs rather than cushioned chairs.
12. When in a client's home, do not partake of food or drink.
13. If you are in a situation that requires you to have contact with bodily fluids, wear gloves.
14. Do not attempt to pick up a client who has fallen – call for emergency personnel.
15. Do not give a client medication, even if it's their own.
16. Do not accept money from clients unless you give them a receipt. The receipt should indicate the amount given to you, reason given to you and amount (if any) returned to the client. Always keep a copy of the receipt for yourself and give a copy to the client. Be sure to document this event in the client's case record.
17. Before you transport a client, check agency policy to determine if allowed. Also check your car insurance policy to determine if the client would be covered in the event of an accident.
18. If threatened by a dog, do not run, make any sudden movements or loud noises. Stand still and do not stare at the dog, but keep the dog in your sight. Slowly begin to back away from the dog. Do not turn your back to the dog – or reach your hand out to it.

19. Know/locate safety zones in an area and use them when needed. Safety zones would be a school, church, gas station, convenience store, fire department, police station, hospital or any area that is public and has people around.
20. Do not stay in a situation where you feel threatened.

### **Policy Concerning Students with Disabilities**

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

Students who have special needs due to a disability are encouraged to indicate this on the Application for Field. The Field 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 his/her special needs during the pre-placement interview. In addition, the student should indicate that the University will assist with appropriate accommodations during the student's placement.

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

### **Institutional Sexual Misconduct Policy**

Missouri Western State University is committed to 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

**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 Social Work 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.

## **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 his/her health, or the health of other faculty, students and staff.

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

## **Procedures**

1. If any individual infected with a communicable disease is asked by 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 his/her concern with the student. The field instructor should clearly identify the concern and actively engage the student in problem solving to reach a solution for that concern. The field instructor should alert the liaison of concerns and plan of action.

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 liaison 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 liaison will alert the Field Education Director of the continuation of the problem and a joint meeting of student, field instructor, liaison and field director will be arranged.

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, liaison 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.

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.

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 his/her ideas, information, and suggestions to the client system and other appropriate persons.

### **Suggested Guidelines for Field Liaisons Group Activities**

Discussion of the NASW Code of Ethics

Self-Care

Trauma and Trauma Response

Leading Group Work: Forming, Norming, Storming and Adjourning

Grief (Including navigating personal loss with clients)

Boundaries: Personal disclosures, Dual Relationships

Termination and Follow-Up Care  
LMSW/LCSW Exam and Licensure  
Policy and Macro Social Work  
Advocacy  
Non-Profit Work  
Legal Concerns and How to Work in the Court System

### **Behaviors that can Result in Disciplinary Action**

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 Field is dependent not only on his/her academic performance but also upon his/her adherence to professional behaviors that are in keeping with the standards of the social work profession.

When a student is experiencing difficulties in the field 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 the Social Work Program 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 his/her designee.
  - B. Acting in a discriminatory manner towards a client.

- C. Engaging in illegal behavior, for example, carrying or using a weapon, physical assault, theft, distribution of controlled substances, and aiding a client or coworker/student to engage in illegal activities.
  - D. Falsifying documentation in agency records.
  - E. Initiating physical confrontation with a client, client's family member, field instructor, or agency staff.
  - F. Exploiting clients or client's family.
  - G. Breaching client confidentiality.
  - H. Engaging in behavior that would constitute malpractice.
  - I. Engaging in abusive or degrading behavior towards a client, client's family or field instructor /field instructor designee.
2. Exhibiting disruptive or harmful behavior.
- A. Being late to placement without notifying the field instructor.
  - B. Being absent from placement without notifying the field instructor and Field 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 his 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 he/she has not received a satisfactory resolution at the second level, a request may be made for a meeting with the field instructor, the Field 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**

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 Education Director. Any practicum placement at a social service agency where a student is employed must be approved by the Field Education Director.

The agency setting must provide work assignments/tasks for the student that are grounded in all nine CSWE competencies.

Competency 1	Demonstrate Ethical and Professional Behavior
Competency 2	Advance Human Rights and Social, Economic, and Environmental Justice
Competency 3	Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4	Engage in Practice-informed Research and Research-informed Practice
Competency 5	Engage in Policy Based 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.

Field supervision and employment supervision must be separate and distinct from each other.

If during the course of their practicum placement, the student would become unemployed by the agency, the student would be assisted by their liaison and field director in locating, engaging, and placing the student in a new field placement.



## 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

## **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 as well as the program director.

## **MWSU Academic Calendar**

<https://www.missouriwestern.edu/registrar/wp-content/uploads/sites/34/2023/04/Official-Calendar-2024-2025.pdf>

# Training Camp Map

WMSU

Chris Faros  
Memorial Pavilion

Spratt Stadium

Griffon Indoor  
Sports Complex

Baker Family  
Fitness Center

Missouri Dept.  
of Conservation

Beshears Hall

Logan Hall  
Commons

Leaverton Hall

Vaselakos Hall

Blum Union

Remington  
Hall

Agenstein  
Hall  
(Under Construction)

Murphy Hall

Fulkerson Center

Leah Spratt Hall

Hearnes Center

Eder Hall

Popplewell Hall

Potter Hall

Looney  
Complex

To Faraon St



**WESTERN**  
Discover Gold

50th Street

James McCarthy Dr

Downs Drive

Downs Drive

SW University Dr

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

MAIN

ENTRANCE

Ronald S. Reed Jr. Way

SE University Dr

OVERFLOW

Mitchell Avenue