Bachelor of Social Work
Field Placement Guide

Concord University
Department of Social Work

Field Instruction Manual

This manual is intended to outline the general policies and procedures of the field instruction component of the Concord University Bachelor of Social Work Program. The content should help guide the field instruction but is not expected to replace the regular ongoing interaction of all concerned parties associated with a successful field placement.

The policies and procedures in this manual are subject to revision by the Social Work Department. Suggestions for improving this manual should be directed to the Field Coordinator.

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Field Instruction

Field Instruction is an integral part of the social work education curriculum. It engages the student in a supervised practice activity providing opportunities for the student to apply knowledge, values, and skills in relation to identified client needs, agency purpose, and social sanctions. As students learn from their social work placements, the knowledge, attitudes, and skills acquired from all areas of the curriculum are translated into accountable performance and professional competence.

Students will be provided with a generalist experience in their field placement agency. This means the student will have a field placement that will include working at the micro (individual), mezzo (family and groups), and macro (organizations and communities) levels of intervention. Assignments at each of these levels of practice are intended to help the student to integrate theory into practice.

The students will demonstrate responsibility for their own learning process by participating in the development of a learning contract with their agency-based field instructor. The primary relationship between field instructor and student intern is supported by an assigned faculty liaison who visits the agency at least twice during the Fall, Spring, or Summer block placement. Students will also participate in online integrative seminars with their faculty liaison.

Field Education as the Signature Pedagogy

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. (Shulman, 2005). In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

The curriculum of the Bachelor of Social Work Program is designed to prepare social workers that are able to demonstrate competence in generalist social work practice methods. It is expected that the field instruction component of the program will give students the opportunity to:

Core Competencies for Social Work Education

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery and access to social services

- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

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

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

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

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

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

- Select and use appropriate methods for evaluation of outcomes;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Admission to Field Instruction

(Social Work 4601 and 4602)

Students entering this program component should realize that placement is a 40 hour per week commitment for the duration of the semester (or both summer sessions). It traditionally begins on the first day of classes and ends on the last day of classes scheduled for the University. Students may request to do a field placement over two (2) semesters and complete 20 field hours per week.

Students entering field instruction will meet the following criteria:

- Have Senior status
- Have at least a 2.5 cumulative grade point average for all courses required specifically for the social work degree (see below)
- Have been formally admitted to the Social Work Program
- Have completed Social Work 161, 229, 236, 237, 301, 302, 303, 370, 307 (C or above), 308 (C or above), 309 (C or above); Math 105, Psychology 101, Sociology 101, Social Science 2851, Policy Cognate (Political Science 101, 104, 202, 204, 319; Geography 319; Business Management 308), HBSE Cognate (Psychology 322; Sociology 201, 301, 307; Philosophy 316, or 360), Diversity Cognate (Sociology 221,321; Geography 321; Appalachian Studies 101, 200; or RTM 226), and six hours of Social Work electives
- Have been admitted to the Field Instruction Program by the Field Coordinator.

Students who desire to enter field instruction should submit their application for field placement to the Field Coordinator according to the following schedule:

Summer Field Placement………………………………..by March 1
Fall Field Placement……………………………………..by April 1
Spring Field Placement…………………………………….by October 1

Applications are available online on the Department of Social Work and Sociology Website (concord.edu/sws) under student resources. Before completing the application, students are encouraged to give careful thought to the type of agency and clientele that will best meet their needs and interests. Although the Field Director makes the final decision as to where each student will be assigned for field placement, we start with the students' suggestions. The more informed students are of possible agency settings, the better the student-agency fit. Students are encouraged to take a proactive role in learning about agencies. Review the list of approved field agencies (available from the Field Director) in order to gain an understanding of the types of agencies available. Feel free to set up informational interviews with these agencies about the

possibility of doing field placement with them. Most agencies are happy to talk with potential interns. Just remember to make it clear that a member of the Social Work faculty, specifically either the Field Director or the Faculty Liaison must first talk with the appropriate agency personnel before any field assignment can be approved.

Placement Procedure

1. After the student has submitted an application for Field Placement, the Field Director will contact the student for any needed clarifications. The field placement application MUST list specific agencies that the student is interested in pursuing placement with.

2. The Field Director will contact the agency to determine if they are in a position to consider a student for placement, explain the expectations for field instructors, and to evaluate the suitability of the site.

3. If the site is suitable, the Field Director will approve that the student move forward with setting up the placement.

4. The student will register for the Field Practicum course and be assigned to a Faculty Liaison.

5. The Liaison arranges to meet with the student and supervisory personnel in the agency. During the initial visit, the Faculty Liaison will provide any needed orientation, answer questions, and review and discuss the draft of the Learning Contract with the student and Field Instructor have developed. Suggestions for any revisions or amendments are made at that time.

6. The Liaison will visit the agency at least one more time during the course of the placement with the purpose of ensuring the placement is proceeding successfully and to help prevent any misunderstanding between the student, agency, and the University. Both the student and the agency personnel should feel free to call the Faculty Liaison about any questions or concerns that arise between visits.

Field Roles and Responsibilities

Field Instructor: The Field Instructor is the agency employee formally assigned to supervise and instruct the student during the Field Placement. The agency Field Instructor plays the single most critical role in a successful Field Placement and often leaves a life-long impression on the new social worker. The student often models his/her role of practitioner from observations of the Field Instructor.

The Field Instructor is required to have an MSW or a BSW, as well as a minimum of two years experience in the Field Agency. However, in rural areas, such as southern West Virginia, exceptions to these criteria are sometimes made given the shortage of MSW trained Field Instructors. In the rare case where an MSW or a BSW staff was not available supervision from another agency has been substituted.

Ideally, the Field Instructor will set aside one hour per week of uninterrupted time for supervising the student. This time is often spent negotiating the Learning Contract, critiquing the student's process recordings, case reviews, discussing the student's competency thesis, the midterm and final evaluations and conferences with the Faculty Liaison.

Recognizing how busy most Field Instructors are, some of the weekly supervision may be done by a Task Supervisor.

Task Supervisor: An agency employee other than the Field Instructor who supervises the student's performance and fosters the student's learning. Frequently, a task supervisor is used when the student intern is assigned to agency programs outside the Field Instructor's direct purview.

The following list of activities and responsibilities represent the commitment made by field instructors and field agencies:

1. Provide space and adequate/appropriate working conditions.
2. Provide orientation regarding:
    a. Purpose and function of the agency
    b. Community and population the agency serves
    c. The problem(s) in which the agency deals
    d. The major methods of intervention utilized by the agency
3. The Field Instructor, Faculty Liaison, and the student in placement will negotiate a contract which will delineate the objectives and goals of the field placement.
4. Provide a written evaluation of the student at mid-term and at the conclusion of the placement.
5. Assign appropriate tasks to the student, with a gradual increase in complexity and responsibility and provide a broad range of agency experiences.
6. Provide opportunity to participate in staff meetings, conduct research, attend agency conferences, and staff meetings.
7. Provide guided reading related to social work practice issues faced by the host agency.
8. Provide reimbursement of expenses incurred by the student in the course of performing agency services.
9. Be available for conferences and provide access to information needed by the student to perform assigned tasks.
10. Maintain ongoing communication with the assigned Faculty Liaison.

Faculty Liaison: The Faculty (Field) Liaison is a faculty member in the Social Work Program. At Concord University, the Liaison's role is to ascertain that the field placement is proceeding appropriately. This is done primarily through on-site visits with the student and Field Instructor at the beginning and end of the field placement. The Faculty Liaison is the first person Field Instructors and/or Field students should call if they have concerns or questions over the progress of the placement. If this does not result in satisfactory resolution, they should call the Field Coordinator, and then the Program Chair.

It is the Faculty Liaison who assigns the grade (Pass/Fail) to the field student. This is done in light of the Field Instructor's evaluation and comments from any social work

faculty familiar with the student's work and behavior in the field. The Faculty Liaison's responsibilities can be summarized as follows:

1. Determines student eligibility for the placement.
2. Provides the Field Instructor with the necessary information about the student coming to the placement site.
3. Makes a minimum of two visits and one telephone consultation to the agency during the field placement.
4. Responds to agency/student inquiries.
5. Assigns a final grade for the student.
6. Reports to the Field Coordinator suggestions and recommendations from agency personnel and students concerning the placement experience.

Field Coordinator: The Field Coordinator is the Social Work Faculty member designated to oversee activities associated with the field program. These activities include:

1. Monitoring the Field program to ensure it meets the standards set forth by the Council of Social Work Education.
1. Working with the Program Chair and Faculty Liaisons to resolve any deficits and implement any needed improvements in the Field program.
2. Providing training and orientation to Field Instructors.
3. Updating forms, the Field Manual, and agency listings; maintaining all records related to field.
4. Working with the Faculty Liaison to ensure appropriate placements for students.

Student Responsibilities

The student carries a significant responsibility for having a successful placement experience. During the placement, the student will:

1. Participate actively in defining his/her learning objectives by facilitating development of the field placement contract.
2. Abide by the policies and procedures of the host agency.
3. Notify the agency of unavoidable absences in sufficient time for the agency to be able to prepare for necessary service coverage. If the absence is longer than one day in duration, the student should notify the Faculty Liaison.
4. Observe the agreed upon hours for the agency.
5. Be punctual in carrying out work assignments and agreed upon responsibilities.
6. Make full use of the learning opportunity by taking an active role in designing work activities.
7. Maintain weekly logs and process recordings as required by the Faculty Liaison.
8. Complete competency thesis as detailed in guidelines provided.
9. Abide by the Code of Ethics of the National Association of Social Workers
10. Be responsible for obtaining their own medical insurance in case of an injury on the site.

Selecting the Placement Site

The assignment of field placement is the responsibility of the Concord University Social Work Department, but students are encouraged to take an active role in exploring possible agency field opportunities.

After submitting an application for Field Placement, students will consult with the Field Director to determine the appropriateness of agencies for field practicums. THE FINAL DECISION ON ALL FIELD PLACEMENTS IS THE RESPONSIBILITY OF THE FIELD DIRECTOR. Each agency participating will complete a contract with the Social Work Program (see Appendices for example).

The following criteria will be used in the selection of field placement agencies:
1. The main function of the agency will be social work or social work is an ancillary service, such as in a hospital setting.
2. The agency will have opportunities available in micro, mezzo, and macro practice settings to educate the student as a generalist social worker.
3. The agency can offer structured learning experiences that provide for (a) direct practice with client systems of various sizes and types, (b) opportunities to utilize agency and community resources, and (c) interaction with other community services and professionals.
4. The majority of the student's time at the agency will be spent with the client system (Individuals, families, groups, or community).
5. The employees of the agency are committed to the need for professional education for the practice of social work.
6. The agency must have adequate work space available for the student.
7. The student will have the opportunity to interact with other staff members.
8. The agency can allow sufficient time and support to the Field Instructor to enable instruction and supervision of the student's work.

Placement Duration

The student placement during the fall and spring semesters will coincide with the school semester schedule. The placement will normally begin on the first day of classes and conclude with the last day of classes. This will allow the week of finals to be utilized for concluding seminars, reports, and preparations for graduation. The summer placement will run for the duration of both summer terms.

Field Placement as Full Time Employment

The Social Work faculty does not recommend that students remain in an agency in which they are employed for their field placement. However, in recognition that such placements are a financial necessity and in order to offer access to a Professional Social Work education for those who might otherwise be unable to pursue higher education, this policy has been developed. The

intention of this policy is to provide certain safeguards be established for students to ensure the educational quality of the experience.

1. In order for an agency in which the student is employed to serve as the agency site for the student's field placement, the agency must agree to assume all of the responsibilities required of any other field agency.
2. The student must be assigned to different duties and/or services than those performed in their regular employment. The separate duties must be clear and specific. Any deviations from this must be approved by the Field Director.
3. Supervision, which is required for the field placement, must be separate from, and in addition to, any supervision which may be required for employment. Supervision for the field experience must be provided by someone other than the student's current work supervisor.
4. The agency must agree to attempt to provide an environment in which the student in not constrained by the requirements of employment, but is free to reveal possible insecure feelings or other concerns and to explore new personal growth as well as new professional learning. The student must be understood to be in a learner role.

Absences

Students may observe Concord University holidays, including the regular fall and spring recess. If a student wants to use a school holiday at another time during the placement, they should make advance arrangements for this with their Field Instructor. In a few cases, there may be additional holidays as observed by the Agency.

If a student must be absent, the student is to notify his/her Field Instructor and Task Instructor if this applies. If the absence exceeds one (1) day, the Faculty Liaison must also be notified. In the case of inclement weather, the student is responsible for determining if he/she can travel safely and will make necessary notifications if he/she is to be absent.

Reimbursement/Expenses

The Agency is not expected to reimburse the student for work completed during the placement as it is an educational component of the social work education. However, if the student incurs expenses related to delivering services for the agency, such as use of their own automobile, the agency is expected to reimburse the student for such expenses.

The student is responsible for medical expenses that may incur during the placement, not the Agency or the University.

Process Recordings

There are many different types of record keeping methods. Process recordings were used early in the social work profession as the preferred method of record keeping. With pressures for efficiency and with the concerns for client rights, process recording is used today to develop the student's awareness of the use of self and sensitivity to levels of communication. Process recording consists of taking detailed notes focusing on: the dialogue and nonverbal

communication between client and worker, the worker's thoughts and feelings during the interactions, and a summary analysis of the interaction.

Students are required to complete three process recordings during their field placement. This is critical for helping students gain awareness of their own behaviors and how those behaviors may be impacting the client system. Client names and identifying information will be omitted from these recordings. Students should submit their process recordings for their Field Instructor's commentary and feedback. These can then be discussed at the weekly supervisory meetings. Following discussion with the Field Instructor, the student should submit the process recordings to their Faculty Liaison. Sample process recording guides have been included in the Appendices.

Students will also maintain a field placement activity log. This will also provide a very abbreviated record of activities during the placement experience. If the Agency requires the keeping of some other similar activity log, it may be substituted it for this log. A form is provided for the student to make these recordings and a sample of this is included in the Appendices.

Field Instruction Seminars

The initial seminar will be held on the Concord University campus before the beginning of the Field Placement. Field Manuals will be distributed and the seminar will, at a minimum, cover the following:

1. Course syllabus and field manual
2. Purpose and goals: the generalist practitioner
3. Field Instruction and the social work curriculum
4. Agency/University relationships
5. Getting started in your placement
6. Introducing the competency thesis assignment
7. Evaluation procedures utilized during placement
8. Process recording and daily log
9. What to expect from your Agency orientation
10. Completing the Field Placement Contract
11. What to do and what not to do in placement
12. Question and answer period

Including the initial pre-placement field seminar, approximately five to eight seminars will be held. (see attached schedule). These seminars play an important role in facilitating your progress in placement. Some of the topics to be discussed include:

- Clarification concerning field placement goals and purposes
- Sharing experiences of placement
- The student-Field Instructor relationship
- Learning from your mistakes
- Completing the competency thesis
- Understanding the limits of confidentiality
- Working with angry and hostile clients
- Question and answer session

- Professional values and personal beliefs
- Agency policy-practice issues related to diversity
- Identifying and discussing unresolved practice issues
- Issues related to terminating your agency experience
- Completing the Student Evaluation of the Field Placement

Evaluation

Through weekly meetings with field and task instructors, integrative field seminars, and midterm/final evaluation forms students will receive ongoing feedback regarding their performance throughout the placement experience. Clients, agency staff, and other students in the field also provide valuable insight into improving practice effectiveness.

Each student will receive a mid-term and final written evaluation of his/her performance. A copy of the evaluation instrument is provided in the Appendices, although forms will be provided during placement.

There will be a planned mid-term conference meeting or call including the student, Faculty Liaison, and the Faculty Instructor with the primary issue being a review of the student performance during the first part of the placement. During the summer this midterm conference will probably be in the form of a telephone consultation initiated by the Faculty Liaison.

The Field Instructor should contact the Faculty Liaison if the student is performing in an unsatisfactory manner or if activities are observed that could result in the student not completing the placement satisfactorily. In the event this situation should arise, the Faculty Liaison will meet with the Field Instructor and/or the student to determine a course of action to help the student reach an acceptable level of performance.

Students will actively participate in evaluation conferences. Students are to read the written evaluation, make comments as they wish, and sign the form.

A student's placement can be terminated at any time by the Field Coordinator. This would likely occur only after consultation with the student, Field Instructor, and Faculty Liaison. Non-attendance, unethical behavior, or non-performance are examples of reasons for termination.

Appendices

Academic Preparation for Social Work

Course Descriptions as Written in the Concord University Catalog

In addition to the courses listed below, social work students entering field placement are required to have at least a G.P.A of 2.5 in the following courses: Psychology 101 and Sociology 101; Policy Cognate (Political Science 101, 104, 202, 204, 320; Geography 320; Business Management 308), HBSE Cognate (Psychology 322; Sociology 201, 301, 307; Philosophy 316, or 360), Diversity Cognate (Sociology 220, 310, 320; Geography 321; Appalachian Studies 101, 200; or RTM 226), and six hours of Social Work electives General Biology I and II, Math 105 (Elementary Statistics). Students are also required to take additional foundation courses in math, the arts, physical education, as well as electives, totaling 128 hours for graduation.

Social Work Courses

SOWK 161- Introduction to Social Work. (3)
Offered to freshmen interested in social welfare careers. Introduction to local and regional concepts of social welfare, with emphasis on historical and contemporary approaches to meeting human needs. Identifies career opportunities in social work.

SOWK 229- Group Dynamics and Interviewing Skills. (3)
Integrates theoretical-conceptual positions about group communications, applying this information to practical problems and situations, focusing on behavior of individuals in groups with an emphasis on effective group skills for both intrapersonal and interpersonal growth and development.

SOWK 236- Human Behavior and the Social Environment Theories. (3)
Methodological study of the bio-psycho-social elements of human growth and development. Students will develop a conceptual knowledge of human behavior applicable to competent social work practice.

SOWK 237- Human Behavior and the Social Environment Across the Lifespan. (3)
Orientation to the understanding of human behavior in large groups, communities, formal organizations, culture and society. The course will integrate content from HBSE Theories (SOWK 236).

SOWK 301- Social Policy and Services History. (3)
First of two required welfare policy courses within the social work curriculum. The primary focus of the course is on the history of social work and social policy. The forces driving policy decisions are examined within a historical framework. The differential impact of social policy on diverse and oppressed groups is developed.

SOWK 302- Human Diversity. (3)

An overview of racial, ethnic, gender, and sexual orientation issues. The first third of the course focuses on the sources and consequences of prejudice and discrimination. The next portion focuses on analysis of the origin and present status of minorities. The last portion focuses on goals and strategies of change in minority relations. Accommodates 1 to 3 credit hours per semester. All social work majors must take 3 credit hours.

SOWK 303- Social Policy and Services Analysis. (3)
Second of the two Social Work policy classes. Provides students with a framework to analyze current social policy, taking into consideration both historical influences and current factors shaping these policies. A framework for policy analysis, incorporation the principles of social and economic justice, is also included. Content is provided on policy formulation, incorporating the processes influencing policy decisions.

SOWK 370- Social Work Research Methods. (4)
Familiarizes the student with the research process and how that process relates to the Social Work profession. Emphasis is placed on helping students evaluate all levels of practice outcomes, as well as critically applying research findings to practice.

SOWK 307- Practice with Individual and Families. (3)
Examines the basic knowledge, values, and skills appropriate for a generalist social work practitioner at the beginning professional level of social work practice. Focus is on methods of intervention appropriate to the one-on-one helping relationship.

SOWK 308-Practice with Groups. (3)
Focuses on values, knowledge and skills appropriate for the generalist social work practitioner at the beginning professional level of social work practice. Methods of intervention appropriate for working with families and small groups are emphasized.

SOWK 309-Practice with Communities and Organizations. (3)
Focuses on values, knowledge and skills appropriate for the generalist social work practitioner at the beginning professional level of social work practice. Methods of intervention with organizations and communities are emphasized.

SOWK 4601 & 4602 - Field Instruction (6,6)
Provides student with opportunities to develop skill, knowledge, theories, and techniques with procedures from the classroom being applied to field situations. Emphasis is on individualized instruction with supervision by faculty. Application to be made through Field Instruction Coordinator three months before placement begins.

Social Work Electives
(Students are required to complete at least two Social Work electives).

SOWK 318- Health and Human Resources Administration. (3)
An elective focusing on organizations and service delivery systems with an emphasis on leadership and management principles.

SOWK 320- Working with Children and Adolescents. (3)
Reflects current issues and trends in working with children and adolescents. Behaviors, therapy, and programs related to children and adolescents are discussed.

SOWK 322- School Social Services. (3)
Teaches basic knowledge, approaches, and skills involved in school social services. Under examination are the basic concepts of children's developmental needs which require preventive services in the school, family, and community systems.

SOWK 324- Human Services in the Field of Aging. (3)
Beginning with aging as a developmental process, implications are generated which relate to possible services for the aged. Included is a focus on the development of primary intervention, protective, and institutional services.

SOWK 327- Human Services in Health Care. (3)
Deals with the relationship between physical well-being and social functioning; the definition of a state of health and the health continuum; concepts of multiple causation and the role of stress; the social and psychological impact of chronic illness; planning, organizing, and delivering of health services.

SOWK 336- Human Services in Correction. (3)
Examines social work and other professions in the area of forensics, courts, institutions, police, probation, and parole services. Attention is given to prevention and aftercare dynamics.

SOWK 350- Special Topics in Social Work. (3)

Process Recording Guide for Practice with

Individuals and Families

Every process recording should include the following information:

1.   Identifying Information: Worker's name, client's name (use pseudonym), date, and meeting place.

2.   Purpose of Interview: Open with a clear, concise, specific statement in relation to the purpose of the interview. Show relatedness between interview and the previous interview and reflect awareness of agency function and of client capacity (resources) and motivation.

3.   Observations: This involves general impressions of both physical/emotional climate at the beginning of the interview, and more specifically, its impact upon the client. The student describes and reflects upon his/her own feelings and attitudes that he/she brings to the relationship and how these may have contributed to the emotional climate of the interview. Significant changes in the client's appearance and surroundings are important as well as changes in the student's feelings and emotional responses.

4.   Content: This part of the recording should be devoted to the actual description of the interaction between student and the client during the interview. However, the traditional emphasis on total verbatim recall is not necessary. The content should be selective, and focus should be upon the significant and pertinent aspects of the interview. The following should be included:
     a.   A description of how the interview began
     b.   Pertinent factual information and responses of both the client and the student in relation to the interview
     c.   The feeling content of the interview, as it occurs, both on the part of the client and the student and particularly, the student's response to this
     d.   Notes on the client preparation for the next interview and a description of how the interview ended.
            *Process differs from summary in that a summary shows what happened, process shows how it happened.

5.   Impressions: The student's impression, based on facts, integrating diagnostic thinking and course content. This requires assessment of what transpired during the interview and some understanding of it. Evaluate the effectiveness of the helping process and reflect use of the casework skills and techniques used in specific parts of the interview.

6.   Worker's Role: This should include the student's highlights of his/her own involvement during the interview, which should reflect use of practice skills and techniques.

7. Plan: A brief statement of plans for the next interview that you and your client have made together and record some of your mutual thoughts about the long range goals for the client's achievement of his/her objectives. Show how these may or may not seem logical or realistic to you.

Note: <u>Student recordings do not become the property of the student. They should be destroyed at the end of the placement or retained by the agency, as all materials are confidential.</u>

Social Group Work

Recording Instrument

I. Demographics

   A. Group_____   Worker_____
      Meeting Number_____   Date_____
      Members Present: (initials only)

II. Purpose

   A. What is the overall group purpose (stated in first process only unless an agreed upon change is made by the entire group)?

   B. What are the specific goals for this meeting
      1. as set by the worker
      2. as set by the entire group

III. Process Content
      (Focus on the following aspects of the group process)

   A. Operation: What went on within the group (i.e., program activities, interactions between members, etc.)? What feeling reactions did the student have?

   B. Affective: What feelings were expressed during the meeting? What was the effectiveness, vitality, and responsibility of the group?

   C. Worker Role: What actions were taken by the worker and what impact did these actions have on the group? What were the relationships between the worker and the individuals in the group, and the group as a whole?

IV.   Evaluation of Process
      (The following questions are suggested for evaluation of the group meeting.)

   A. How did the group move toward its goal?

   B. How did the group deal with obstacles?

   C. In what areas did the worker show good group learning skills?

   D. In what areas was the group worker weak?

   E. What could the worker have done differently?

V.   Plans for Next Meeting
      (Give a brief statement of plans for the meeting that you and the group have made
      together).

Recording Guide for Practice with Communities and Organizations

I.   Settings

    A. Name of group, committee, task force, or board

    B. Stated purpose of meeting (agenda attached, if any)

    C. Who called the meeting and decided method of notification? Who chaired, title/position?

    D. Characteristics, special interests, types of persons present and absent.

II.   Goals and Perceptions Prior to the Meeting

    A. Goals of meeting
        1. Task goals
        2. Process goals
        3. Anticipated student roles during meeting

III.   Events

    A. Pre-Meeting Period
        1. Describe anything pertinent that occurred prior to the beginning the meeting.
        2. Describe anything pertinent that occurred from the entry of the first person until the formal opening of the meeting and include activities.

    B. Meeting Period
        1. Describe the role of the chair, the substance of the discussion (who said what to whom), the role of the worker, the action taken at the meeting (if any) and future plans noted explicitly at the meeting for the group.

    C. Post-Meeting Period
        1. Describe anything pertinent that occurred following the formal close of the meeting

IV.   Activity

    A. Interpretation of substantiated results. Why did the action or conclusion occur?

B. Evaluate growth of leadership in the group, as well as the group's capacity for problem-solving

C. Describe the interactive patterns that took place at the meeting. Include items such as interactive roles, personal motivation of individuals, cliques, leadership patterns, and group atmosphere

D. Did the student's own goals for the meeting take place? If not, why?

E. What are the next steps indicated in planning with this group?

F. How were the student's feelings and attitudes involved in this situation? How did the student feel about specific individuals and the task at hand?

WHAT IS THE LEARNING CONTRACT?

A. **THE LEARNING CONTRACT is a formal agreement between the field instructor, student, and Concord Field Coordinator concerning the activities the student will perform in the agency. All parties can hold each other to this agreement.**

- It provides a focus/structure for student learning (and supervision) over the course of the semester.
- It provides a basis for evaluation and a measure for accountability.
- It provides a parallel process experience for students many of whom will need to collaboratively develop goals/objectives with clients.

AT THE END OF THE FIELD INSTRUCTION WHAT KIND OF SOCIAL WORKER DO WE WANT OUR GRADUATES TO BE?

- Knowledgeable and Skillful Practitioner
- Culturally Competent Practitioner
- Professional Team Player
- Critical Thinker/Using Sound Judgment
- Ethical Practitioner
- Advocate for Social Justice

THE LEARNING CONTRACT IS A ROADMAP FOR THESE OUTCOMES

<p style="text-align: center;">**Field Placement Contract**</p>

The Bachelor of Social Work Program curriculum is designed to prepare social workers who are able to demonstrate an advanced level of competence in generalist social work practice methods. It is expected that the field instruction component will give students the opportunity to practice those competency areas appropriate for the advanced generalist practitioner.

Competency 1: Demonstrate Ethical and Professional Behavior

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

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

Competency 2: Engage Diversity and Difference in Practice

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

Task 1: _____
_____
_____

Task 2: _____

_____
_____

Task 3: _____
_____
_____

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

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

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

Competency 5: Engage in Policy Practice

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

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

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

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

Task 1: _____
_____
_____

Task 2: _____

_____
_____

Task 3: _____
_____
_____

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

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

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

_____   _____
Field Instructor   Date

_____   _____
Student   Date

_____   _____
Faculty Liaison   Date

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Procedures

Field Instruction Evaluation

The following guide is being provided to indicate the evaluation procedures utilized within the Concord University Field Instruction Program component. Evaluation forms will be provided to Field Instructors. Please refer questions to the Coordinator of Field Instruction or to the Faculty Liaison.

Forms:

Field Placement Student Evaluation
This form is completed twice during the semester by the Field Instructor. The first evaluation should be completed about one-half way through the placement and again at completion of the experience. The Field Instructor should prepare the evaluation and review it with the student. The evaluation will be sent to the field instructor electronically by the field liaison.

Field Instructor Assessment of Field Placement Program
This form will be mailed to Field Instructors within 30 days after the conclusion of the placement experience. The Field Instructors should complete and mail the form to the designated sub-committee of the Social Work Program Advisory Committee. The sub-committee will analyze the data and provide a written evaluation to the Program Director and Field Placement Coordinator. This process provides anonymity to the individual Field Instructor.

Student Evaluation of Field Placement
Students will complete this form during the final Field Placement Seminar, which is usually held during the last week of the placement. The forms will be analyzed by the Field Placement Coordinator with a written report provided to the Program Director. The report will also be included in the Outcome Summary Report.

Student Evaluation of Faculty Liaison
This form will be completed by students at the time of their final field instruction seminar. A student volunteer will administer the evaluation, since it is meant to be anonymous. The completed forms will be provided to the Field Coordinator.

ALL evaluations will be sent out electronically. The hard copies included in this manual are for informational purposes only!

Concord University Evaluation of the Student in Field Placement
(SOWK 420)

Midterm ☐   **Final** ☐

Name of Intern _____

Date _____

Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:
The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

1 - The intern has excelled in this area

2 - The intern is functioning above expectations for interns in this area

3 - The intern has met the expectations for interns in this area

4 - The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future

5 - The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future

n/a - Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The field Director has the responsibility of assigning the grade for the course.
If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty supervisor.

Competency 1: Demonstrate Ethical and Professional Behavior							
1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	**1**	**2**	**3**	**4**	**5**	**N/A**
1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	**1**	**2**	**3**	**4**	**5**	**N/A**
1.3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	**1**	**2**	**3**	**4**	**5**	**N/A**
1.4	Use technology ethically and appropriately to facilitate practice outcomes	**1**	**2**	**3**	**4**	**5**	**N/A**
1.5	Use supervision and consultation to guide professional judgement and behavior	**1**	**2**	**3**	**4**	**5**	**N/A**

Comments:

Competency 2: Engage Diversity and Difference in Practice							
2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	**1**	**2**	**3**	**4**	**5**	**N/A**
2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences	**1**	**2**	**3**	**4**	**5**	**N/A**
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	**1**	**2**	**3**	**4**	**5**	**N/A**

Comments:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice							
3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	5	N/A
3.2	Engage in practices that advance social, economic, and environmental justice	1	2	3	4	5	N/A

Comments:

Competency 4: Engage in Practice-informed Research and Research-informed Practice							
4.1	Use practice experience and theory to inform scientific inquiry and research	1	2	3	4	5	N/A
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	5	N/A
4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	5	N/A

Comments:

Competency 5: Engage in Policy Practice							
5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5	N/A
5.2	Assess how social welfare and economic policies impact the delivery and access to social services	1	2	3	4	5	N/A
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5	N/A

Comments:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities							
6.1	Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	5	N/A
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	5	N/A

Comments:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities							
7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	5	N/A
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5	N/A
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5	N/A
7.4	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5	N/A
7.5	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	5	N/A

Comments:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities							
8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5	N/A
8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	5	N/A
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5	N/A
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	1	2	3	4	5	N/A
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	5	N/A

Comments:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities							
9.1	Select and use appropriate methods for evaluation of outcomes	1	2	3	4	5	N/A
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	N/A
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	1	2	3	4	5	N/A
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5	N/A

Comments:

Overall Evaluation at MIDTERM:
Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.
___ This intern is excelling in field placement by performing above expectations for interns.
___ This intern is meeting the expectations of a field placement intern.
___ This intern is functioning somewhat below the expectations of a field placement intern.
___ There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
___ This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.
Comments/elaboration:

FINAL OVERALL EVALUATION:
Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.
___ This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
___ This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
___ This intern is not yet ready for beginning level social work practice.
___ This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.
Comments/elaboration:

Signature of Agency Field Instructor _____

Agency _____

Date _____

The following section should be completed by the intern:
My agency supervisor and field director have discussed this evaluation with me, and I have
received a copy. My agreement or disagreement follows:
I agree with the evaluation ☐
I do not agree with evaluation ☐

Intern's Signature _____

Date_____
If the intern disagrees with the evaluation she/he should state that disagreement in writing and
submit a copy to both the agency supervisor and the field director. A meeting between the
student, agency supervisor, and field director should then be held to discuss the disagreement.

STUDENT EVALUTATION OF FIELD PLACEMENT
Social Work Program
Concord University

_____

This evaluation is designed to obtain information from the placement student reflecting his/her opinion of the placement experience. This form is to be turned in to the Field Placement Coordinator.

_____

Field Instructor: _____

Field Agency: _____

Part I

Circle the number most closely representing your evaluation of your Field Instructor.

Scale	Rarely	Seldom	Sometimes	Frequently	Consistently
Contributed to my feelings of being accepted in the agency	1	2	3	4	5
Emphasized professional values consistent with social work programs and values	1	2	3	4	5
Directed my workload at an appropriate level	1	2	3	4	5
Assisted me in understanding my use of self in the helping process	1	2	3	4	5
Responsive in student need for consultation	1	2	3	4	5

Part II

Please check the most helpful supervising and teaching techniques your Field Instructor used.

_____ 1. Observed work on a regular basis

_____ 2. Reviewed documentation and recording for learning purposes

_____ 3. Provided sufficient opportunities for observation of work activities

_____ 4. Used questioning in increasing my knowledge level

_____ 5. Was creative in recommending learning activities

_____ 6. Provided appropriate reading materials

_____ 7. Gave appropriate examples from his/her practice background

_____ 8. Facilitated my networking within the agency and the community

_____ 9. Provided opportunities to work with diverse populations

_____ 10. Encouraged my development of self-awareness

_____ 11. Made opportunities available for discussing assigned tasks

_____ 12. Willingness to allow student participation in designing learning experiences

Part III

Circle the number best reflecting your overall opinion of this agency setting.

Scale	Rarely	Seldom	Sometimes	Frequently	Consistently
1. Positive staff attitude toward students.	1	2	3	4	5
2. Student given opportunity to actively participate in designing learning experiences.	1	2	3	4	5
3. Agency appears knowledgeable of the core competencies and practice behaviors of the Concord University Social Work Program.	1	2	3	4	5
4. Learning atmosphere is challenging.	1	2	3	4	5
5. Placement provides opportunity to work with diverse populations3	1	2	3	4	5
6. Field assignments were relevant to my learning contract.	1	2	3	4	5
7. Provided opportunity to work with full range of client systems ranging from micro to macro levels	1	2	3	4	5

What recommendations do you have to improve Concord's Social Work Field Instructor's component?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Field Instructor Assessment of Field Placement Program

Social Work Program
Concord University

Evaluation is an essential part of program development. The Social Work Field Instruction Program is an important component of our program. We are asking that you participate in the evaluation form providing feedback on your experience with our Field Program and with your Faculty Liaison, the official representative of the Concord University Social Work Program.

A sub-committee of the Social Work Program Advisory Committee will evaluate the evaluation forms, with a summary report going to the Coordinator of the Field Program and to the Social Work Program Director.

Field Instructor _____
Agency _____
Faculty Liaison _____
Date _____

Please circle the number using the following scale which reflects your evaluation of the structures and procedures of the Concord University Social Work Field Placement Program. Circle N/A if you have no opinion or lack sufficient data to form an opinion.

Part I

Scale	Not Applicable	Very Dissatisfied	Dissatisfied	Sometimes	Satisfied	Very Satisfied
1. Process by which your agency was selected as a placement site	N/A	1	2	3	4	5
2. Manner in which the student was selected for placement in your agency.	N/A	1	2	3	4	5
3. Level of which student was prepared for placement.	N/A	1	2	3	4	5
4. Method by which you were contacted by the University.	N/A	1	2	3	4	5

5. Method for tracking student progress during placement.	N/A	1	2	3	4	5
6. Method for evaluating student performance in placement.	N/A	1	2	3	4	5
7. Method of conducting placement as a block for on full semester.	N/A	1	2	3	4	5
8. Adequacy of field manual and other support materials.	N/A	1	2	3	4	5
9. Orientation provided for field instructors prior to student coming on site for placement.	N/A	1	2	3	4	5
10. Opportunity for the field instructor and other agency staff to have input into the overall field program.	N/A	1	2	3	4	5

Suggestions for improvement:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Part II

The information you provide here will be helpful to the faculty liaison and the Program Coordinator as he/she evaluates the field program component.

Name of Liaison:_____

Circle the number which best describes the performance of your faculty liaison.

Scale	Not Applicable	Very Dissatisfied	Dissatisfied	Sometimes	Satisfied	Very Satisfied
1. Answered questions concerning purpose for field instruction.	N/A	1	2	3	4	5
2. Clarified field education policies when requested to do so.	N/A	1	2	3	4	5
3. Described expectations of student performance in field placement.	N/A	1	2	3	4	5
4. Consulted in reference to content of liaison visit.	N/A	1	2	3	4	5
5. Demonstrated an interest in understanding agency policies and procedures.	N/A	1	2	3	4	5
6. Demonstrated a willingness to actively participate in solving conflict or issues of difference between student and field instructor.	N/A	1	2	3	4	5
7. Participated in determining appropriate learning tasks.	N/A	1	2	3	4	5
8. Monitored student's progress in field placement.	N/A	1	2	3	4	5
9. Completed at least two field visits.	N/A	1	2	3	4	5

What recommendations do you have to improve Concord's Social Work field instructor's component?

_____

_____

_____

_____

Student Evaluation of Faculty Liaison

Please rate each statement according to your evaluation of the faculty liaison.

Rating Scale

5	Very Satisfied	2	Dissatisfied
4	Usually Satisfied	1	Very Dissatisfied
3	Sometimes Satisfied	NA	Not Applicable

Rating:

1. Explained goals and objectives for field instruction   ____

2. Explained field placement policies and procedures   ____

3. Explained performance expectations for me   ____

4. Explained the roles of the field instructor and faculty liaison   ____

5. Demonstrated an interest in understanding my placement activities   ____

6. Participated in the completion of my learning contract   ____

7. Visited my placement at least twice   ____

8. Provided consultation related to my completing a competency thesis   ____

9. Assisted in resolving conflicts I experienced in my completing a field project   ____

10. Encouraged me to think critically   ____

11. Provided constructive criticism   ____

12. Provided integrated learning experiences   ____

FIELD PLACEMENT ACTIVITY LOG

Name: _____   Placement Site: _____

Date	Time/ Hours	Activity	Comments/Observations/ Insights/Questions

Weekly Journal for Field Placement

Name: _____

Agency: _____

Week of _____ **through** _____

Section I: Description of Activities

Discuss what you actually did during the week. Focus on the activities that aided you in increasing your skill and knowledge as a social worker.

Section II: Feelings

Describe your personal reactions to the situations you encountered during the week. Examine both positive and negative reactions.

Section III: Values

Discuss how personal values and professional social work values were taken into consideration during your activities during the week.

Section IV: Integration of Theory and Practice

Examine all that you observed or did during the past week and describe how your experiences related to what you learned in your classes.

Journals are to be typed. Use the headings above and divide your journal into the four sections indicated above. The journals are to be turned in at every seminar for the previous weeks of placement.

Concord University
Social Work Program

Application For Field Instruction (Social Work 4601 & 4602)

The information provided in this application will be used to (a) give you an opportunity to express your preference of placement location, (b) provide information which will facilitate the arrangement of your placement, and (c) give agency personnel some ideas about or concerning you as an individual before you begin your field placement.

Name: _____

Date: _____

Student ID (774): _____

Current Address: _____

Phone Number: _____

Permanent Address: _____

Phone Number: _____

E-mail address: _____

Semester Applying for Field: _____

Car Available: Yes _____   No _____

Expected Graduation Date: _____

Advisor: _____

Grade Point Average: _____

Community Preference (Location/Area) for placement:
    1st Choice _____
    2nd Choice _____

Specific Agency or type of agency you would like:
    1st Choice _____
    2nd Choice _____

Provide a detailed explanation of your reasons for your primary preference of agency and location.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

What are your career plans following graduation?

_____
_____
_____
_____

List social work related employment experience:

_____
_____
_____
_____

List volunteer social work experience:

_____
_____
_____
_____

List the current courses in which you are enrolled:

_____
_____
_____
_____
_____
_____

List the Social Work Electives you have completed:

_____
_____
_____
_____

List organizations/activities:

_____
_____
_____
_____

Additional Comments:

_____
_____
_____
_____
_____
_____
_____

Complete the attached progression sheet showing all courses you will have completed by the end of the current semester.

Submit completed application to the Social Work Field Coordinator.

Concord University
Bachelor of Social Work

Name: _____

120 hours minimum for graduation with a 2.0 average
overall 56 hours from a four-year institution

Course	Title	HRS	GR	QP
Written and Oral Communication (9 credit hours) Select one course from BGEN 205 or COMM 101				
ENGL 101	Composition & Rhetoric I	3		
ENGL 102	Composition & Rhetoric II	3		
		3		
Literature and Humanities (6 credit hours) Select one (1) course from Literature and one (1) course from History and Philosophy. * May be repeated for 3 credit hours.				
	ENGL 203, 204, *203A, *204A or *207A	3		
	Hist 101, 102, 203, 204, **PHIL** 101, 102, 316, or 360	3		
Fine Arts- (3 credit hours) Select one (1) course from the following:				
	ART 101, 103, 105, 106, 204, 205, 216, 303, 304, 308, **MUS** 101, *451, *453A, or **THEA** 102	3		
Social and Behavioral Sciences (9 credit hours) Select one (1) course from three different categories.				
	Category 1 – Business and Professional Studies BGEN 105, ECON 201, ECON 202, FIN 200, RTM 100 or SOWK 161	3		
	Category 2 – Geography GEOG 101, 255, or 321	3		
	Category 3 – Political Science POSC 101, 104, or 202	3		
	Category 4 – Psychology PSY 101 or 200 **Category 5 – Sociology** SOC 101, 201, or 301			
Natural Sciences (7-8 credit hours) Select one (1) course from two different categories.				
	Category 1 – Biological Science BIOL 101, 102, or 103	4		
		3-4		
	Category 2 – Earth & Space Science GEOL 101, GEOL 150 GEOG 200, PHSC 104, or PHYS 105			
	Category 3 – Physical Science CHEM 100, CHEM 101/111, PHSC 103, PHSY 101, or PHYS 201			
Mathematics (3 credit hours) Select one (1) Mathematics course numbered 100 or higher.				
		3		
Physical Wellness (2 credit hours) Select one or more courses listed below for a total of at least two hours.				
	H ED 120, 304, **P ED** 101M, 117, 118, or **RTM** 320			
Modern/Classical Language – (optional 6 credit hours) Select two courses within the same Modern/Classical Language for substitution purposes.				
	May not substitute Modern Language for ENGL 101, ENGL 102, the 3 hour Mathematics requirement or the 4-hour lab science requirement.			

Social Work (2.50 GPA required)				
SOWK 161	Intro to Social Work	3		
SOWK 229	Group Dynamics and Interviewing Skills	3		
SOWK 236	Human Behavior & Social Environment Theories	3		
SOWK 237	Human Behavior & Social Environment Across the Lifespan	3		
SOWK 301	Social Policy & Services History	3		
SOWK 302	Human Diversity	3		
SOWK 303	Social Policy & Services History	3		
SOWK 370	Social Work Research Methods	4		
SOWK 307	Practice With Individuals & Families	3		
SOWK 308	Practice With Groups	3		
SOWK 309	Practice With Communities & Organizations	3		
SOWK 4601	Field Instruction	6		
SOWK 4602	Field Instruction	6		
	6 hours Social Work Electives	3		
		3		
BIOL 101 **OR** BIOL 102	General Biology I **OR** General Biology II	4		
MATH 105	Elementary Statistics	3		
PSY 101	General Psychology	3		
SOC 101	Introduction to Sociology	3		
SOSC 2701	Academic Research Methods	1		
Policy Cognate	One course from POSC 101, 104, 202, 204, 319; MGT 308 or GEOG 319	3		
HBSE Cognate	One course from PSY 322; SOC 201, 301, 307; PHIL 316 or 360	3		
Diversity Cognate	One course from SOC 221 or 321; GEOG 321; APST 101 or 200; or RTM 226	3		

RESIDENCE CREDIT:

36 hours at Concord
16 of last 32 hours at Concord
Note: In some degree program, this is prior to entering professional training.
9 hours in Major, Teaching Field, etc.

Revised: 12/29/2016

This agreement is made between the Concord University Social Work Program, Athens, West Virginia, and _____.

This agreement is proposed to effect a relationship between the two parties for the purpose of the availability of facilities for social work education. Both parties agree that this agreement is indefinite in duration. However, it may be terminated/amended by either party at anytime, provided reasonable notice is given prior to the desired effective date.

Section I. Responsibilities and Obligations of the Social Work Program

The Program:

- Will plan placements with the agency and will periodically consult with the designated field instructor to monitor the student's adjustment and progress.
- Will provide ongoing communication with the field instructor, including a minimum of three on-site visits to the agency (two during summer placements) and more frequently when needed and feasible.
- Will conduct meetings for field instructors regarding field instruction questions and issues, and solicit suggestions and recommendations.
- Will provide the necessary instructions and other pertinent information for field instructors during each semester.
- Will assign to the agency students who are academically qualified.
- Will hold students accountable for conforming to professional standards of conduct.
- Acknowledges the right of the agency to require the program to withdraw any student for unprofessional conduct and/or unsatisfactory performance, provided negotiations involving the student, the program, and the agency are unsuccessful.

Section II. Responsibilities and Obligations of the Agency

The Agency:

- Will provide learning opportunities for (a) direct practice with client systems of various sizes and types, (b) opportunities to utilize agency and community resources, and (c) interaction with other community services and professionals.
- Will recognize the need for professional education for professional practice.
- Will provide a regular work place for the student.

- Will designate a qualified field instructor to perform the following duties:

  -- plan orientation period for student
  -- suggest relevant reading materials for the student
  -- assist the student in further development of professional oral and written
     communications skills
  -- notify field liaison of student's progress and/or problems
  -- conduct weekly supervisory conferences with the student
  -- provide mid-term and final evaluations of the student
  -- assist and support the student in research of practice methods/issues
  -- participate in field instructors meetings

Section II. Specific Structured Learning Opportunities
The agency will provide the student with the opportunity to:

1. Identify as a professional social worker and conduct oneself accordingly.

2. Apply social work ethical principles to guide professional practice

3. Apply critical thinking to inform and communicate professional judgments

4. Engage diversity and difference in practice

5. Advance human rights and social and economic justice.

6. Engage in research-informed practice and practice-informed research

7. Apply knowledge of human behavior and the social environment.

8. Engage in policy practice to advance social and economic well-being and deliver
   effective social work services.

9. Respond to contexts that shape practice.

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

_____   _____
CU Social Work Program Director   Agency Administrator

_____   _____
CU Social Work Field Coordinator   Agency Field Instructor

Course Number: Social Work 4601 & 4602

Course Title: Field Instruction

Course Prerequisites: All required courses for the social work curriculum

Course Credit Hours: 12 hours

Course Description:

This course consists of a full semester of field instruction, with a number of assignments and activities associated with the placement. The field work includes over 500 hours (placements during the summer are over 400 hours). Field instruction is the culmination of your academic preparation for a professional social work career. The experience will allow you the opportunity to integrate the values, knowledge, and skills you have learned through your studies.

Philosophy of Field Instruction:

Field instruction is an integral part of the social work education curriculum. It engages the student in a supervised practice activity providing opportunities for the student to apply knowledge, values, and skills in relation to identified client needs, agency purposes, and social sanction. As students learn from social work placement experiences with clients and staff, the knowledge, attitudes, and skills acquired from all areas of the curriculum are translated into accountable performance and professional competence.

Field instruction also provides opportunities for students to gain knowledge and understanding in all areas integrating theory and practice. Students will be provided with a generalist experience in their field placement agency; therefore, having opportunities to practice within a comprehensive range in types and sizes of client systems.

Students are responsible for their learning experience. They participate in the planning and identification of learning experiences available to them during their field placement.

Absences:

If you must be absent for any of the planned activities during your field placement, it is your responsibility to arrange to make-up the work with your field instructor. In cases of inclement weather, you are responsible for determining if you can travel safely. If you miss more than one successive day, it is important that you also notify your faculty liaison.

Course Objectives:

During field placement, it is expected that you will demonstrate the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

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

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

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

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

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

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

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

Evaluation:

Your faculty liaison is responsible for assigning a course grade based upon the evaluation by your field instructor and evaluation of all class assignments. There are also opportunities for you to evaluate the field placement process. The agency field instructor also evaluates the

performance of the faculty liaison and the program. Examples of all evaluation forms are in this field manual.

Comprehensive Evaluation:

Students are required to take the Social Work Education Assessment Project (SWEAP) tests. Individual results of the test are anonymous and are reported to the school as a composite score.

Educational Methods:

The field setting will give you the opportunity to gain work experience under the supervision of an approved field instructor. The Social Work Program will provide opportunities for you to integrate the content you have learned by utilizing educational assignments to facilitate the process.

Process Recordings:

Three process recordings will be completed; a micro level experience, a mezzo level experience, and a macro level experience. Each process recording will at a minimum include: the date of the session, a detailed description of the interaction, your observations of communication processes, your assessment of what happened, your thoughts and feelings about the contact, and a statement of follow up required as a result of the session. Do not identify clients in your writing. Due dates for the recordings will be established by your faculty liaison. You may be asked to present one of your process recordings during integrative seminars.

Competency Thesis:

The competency thesis is described in detail in the attached document.

Activity Logs:

Students are required to complete activity logs documenting their time, activities, and observations during their field placement. The logs are to be submitted to your field liaison at each seminar. Do not identify clients in your logs.

Integrative Seminars:

The seminars for Social Work 4601 & 4602 are mandatory. You are expected to be prepared. The majority of seminars are conducted online through Adobe Connect on Blackboard. If you are unable to attend seminar, you need to notify your faculty liaison. Participation in seminars is required.

The schedule for the orientation seminar is as follows:

1)   Introductions

2)   Purpose and Goals of Field Instruction
3)   The Generalist Practitioner
4)   Agency/College Relationships
5)   Getting Started in Your Field Placement
6)   Introducing the Competency Thesis Assignment
7)   Evaluation Process for Field Placement
8)   Process Recordings
9)   What to Expect From Your Agency Orientation
10)   Success in Field Placement
11)   Developing Your Learning Contract
12)   General Discussion

Topics for subsequent seminars will include, but are not limited to, the following:

1)   Utilizing supervision,
2)   Effectively managing stress,
3)   Documentation procedures and requirements,
4)   Managed Care issues,
5)   Use of community resources,
6)   Developing professional relationships in the community,
7)   Managing hostile/noncompliant clients,
8)   Working with diverse clients,
9)   Interviewing clients,
10)   Safety issues,
11)   Legal and ethical concerns.

Bibliography:

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Ivry, J., Lawrance, F P, Damron-Rodriguez, J., & Robbins, V. C. (Fall 2005). Fieldwork rotation: a model for educating social work students for geriatric social work practice. Journal of Social Work Education, 41, 3. p.407(19). Retrieved January 23, 2010, from Academic OneFile via Gale: http://find.galegroup.com/gps/start.do?prodId=IPS&userGroupName=athe45935

Panos, P T, Panos, A., Cox, S E, Roby, J L, & Matheson, K W (Fall 2002). Ethical issues concerning the use of videoconferencing to supervise international social work field practicum students. Journal of Social Work Education, 38, 3. p.421(17). Retrieved January 23, 2010, from Academic OneFile via Gale: http://find.galegroup.com/gps/start.do?prodId=IPS&userGroupName=athe45935

Social Work 4601 & 4602
Competency Thesis

The Competency Thesis is required to pass Social Work 4601/4602 and is also used as a program outcome measure. The thesis should demonstrate your knowledge, skills and values in the following areas: critical thinking, adherence to social work values and ethics, significance of policy on practice, implications of diversity, appropriate methods, and application of research in practice. There are 10 sections:

    II.   Section 1: The Organizational Context of Practice
    III.   Section 2: The Community Context of Practice
    Section 3: The Professional Context of Practice
    IV.   Section 4: Assessment of Existing Social Policy
    V.   Section 5: Utilization of Community Resources
    VI.   Section 6: Problem Identification and Assessment
    VII. Section 7: Problem-solving and Selection of an Intervention Plan
    VIII. Section 8: Implementation of the Plan
    Section 9: Evaluation and Feedback Regarding Intervention Plan
    IX.   Section 10: Overall Feedback to the Agency

General Requirements

1. Your papers must be written using APA standards. It should be appropriately documented and double-spaced with 12-point font and 1 inch margins. Remember to cite sources of information from brochures, manuals, pamphlets, interviews and all other sources. You will need to research relevant information and interview appropriate persons in order to complete this project.
2. Divide your paper into sections and use the same headings, as outlined, for each section.
3. The thesis will be graded on content, writing style, grammar, and an appropriate level of writing ability for a beginning generalist social worker.
4. Each section of the paper needs to be thorough and adequately reflect your knowledge and skills necessary to be a beginning generalist social worker.
5. You are encouraged to include supplementary documents in an appendix such as reports, statistical data, or other relevant documents.
6. Dates to submit drafts for comments will be provided at the beginning of each semester.

Competency Thesis

Student's Name _____

Placement _____

Field Instructor _____

Field Liaison _____

Semester Completing Field _____

Section 1: The Organizational Context of Practice

The purpose of this section of the paper is demonstrate a thorough understanding of the characteristics of your agency including the following: the management theory used to operate the agency, limitations in services, the culture of the agency and how it fits into the community, and social policies relevant to delivery of services. The paper should include a description of the purpose and goals of the agency and the services you provided. Describe the agency's structure including lines of authority, funding sources, and referral sources. Include information on the management theory used by the agency. Give examples of formal and informal power or authority within the agency. Describe the eligibility policies of the agency and discuss any limitations in the services the agency is able to provide. Give examples of how the agency's policies affected the services you could provide to the clients. Discuss the culture of the agency and the fit between the agency and the community.

Section 2: The Community Context of Practice

The purpose of this section of the paper is to demonstrate an understanding of the community's characteristics, social problems in the community, and the relevance of systems theory to the community and clients. Describe the community in which your agency is located, e.g. the demographic/ecological characteristics of the town, city, region (urban, rural); diverse populations, including ethnicity, class and social structure; significant minority groups. If your agency is state-wide, describe the local or county community. Describe the social problems in the community. Give examples of how poverty, discrimination and other forms of social injustice have occurred. Describe any systemic aspects of the community that affect your clients (i.e. how is systems theory relevant to the community in which your clients life and you practice?).

Section 3: The Professional Context of Practice

The purpose of this section is to demonstrate your ability to understand generalist social work practice, the importance of values and ethics in practice, the connection between values and ethics and professional use of self in practice, and the ability to distinguish different professional roles. Describe how the services you provided during your field placement were reflective of generalist social work practice. Include information regarding how your role as a social worker was different from other professionals (use examples to demonstrate). Describe and give examples of how the values and ethics of the social work profession affected your practice (Refer to specific sections of the NASW Code of Ethics). Discuss how your own values and

attitudes affected your social work practice and give examples of your professional use of self in practice.

Section 4: Assessment of Existing Social Policy

The purpose of this section is to demonstrate an understanding of how social and program policies impact service delivery. Identify major social policies on the macro level (e.g. federal and state policy regarding health, welfare and education), that affect the population you are serving. Describe how the policies impact the programs of your agency and the clients you serve. Include the gaps in services or unmet needs of your client group. If existing social policy in inadequate, describe what is needed and ways you could advocate for new or revised social policy or programs.

Section 5: Utilization of Community Resources

The purpose of this section is to demonstrate knowledge of community resources and the ability to link clients to necessary resources. Describe the formal and informal social service networks, within the community, that you utilized. Include the agencies to which you most frequently made referrals.   Include a description of at least three resources (these do not have to be only formal social service agencies) whose services are particularly relevant to your activities. Describe one or two specific times that you served as a link between a client, group, or community and a community resource. Indicate why involvement outside your agency was appropriate, necessary, and detail your activities in establishing the linkage.

Sections 6 through 9 pertain to the treatment process. Choose a particular client/family that you worked with during your field placement. Each section will cover a part of the treatment process with that client, e.g. assessment, treatment planning, interventions, evaluation of services.

Section 6: Problem Identification and Assessment

The purpose of this section is to demonstrate the ability to identify the presenting problem and complete an assessment using biopsychosocial variables, systems theory, and the strengths perspective. Describe how you become involved with the client and what occurred. Describe the presenting problem and your assessment of the situation. Include the biopsychosocial factors that you considered during the assessment process. Include a description of how systems theory impacted your assessment. Describe the strengths of the client, other people in their life, or their environment that you identified. Use and cite Kirst-Ashman and Hull's Understanding Generalist Practice for definitions of relevant systems and use the assessment model in Kirst-Ashman and Hull.

Section 7: Problem-solving and Selection of an Intervention Plan

The purpose of this section is to demonstrate the ability to use the problem-solving process and develop an intervention plan. Describe the intervention plan (specific goals and objectives) for this client and the steps you used to solve the problem. Use the model in Chapter Six of Kirst-Ashman and Hull for the planning process. Include an explanation of how your plan is relevant

to your assessment. Describe the theory that underlies your plan. Include not only an explanation of the theory but also why you chose this particular theory/model. Include references to information noting the use of this method of intervention with the particular clientele or problem. Does the literature suggest other interventions with this population?

Section 8: Implementation of the Plan

The purpose of this section is to demonstrate your ability to implement an intervention plan. Describe exactly what you did to carry out the plan. Include a description of the clients' level of participation and any efforts you made to engage the client or increase their participation. Include specific techniques you used to facilitate change. Describe difficulties you encountered and how you resolved these. Describe any strengths that you, the client, or other systems used during the intervention process. If services with this client ended, describe how the termination of services was handled.

Section 9: Evaluation and Feedback Regarding Intervention Plan

The purpose of this section is to demonstrate your ability to evaluate the effectiveness of your interventions and to demonstrate the ability to effectively use supervision. Describe the effectiveness of your intervention, including short-term and long-range effects. Describe how specific objectives were met (or not met). Include an explanation of your use of supervision during this intervention. Describe the procedures you used to assess the overall effectiveness of your intervention, i.e. research methods. Cite any evaluative studies related to this type of intervention.

Section 10: Overall Feedback to the Agency

The purpose of this section is to demonstrate your ability to analyze the effectiveness of your agency. Describe how and to what extent the services you provided during your field placement were congruent with the agency's purpose. Include information on the effectiveness of the current programs or agency services and which policies and procedures are viable and which might be changed. What does the history of social work suggest about the direction these changes should or might take?

Adapted from the Competency Exam of Shepherd College.

Social Work Competencies' EPAS 2015

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

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

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

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

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

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

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

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

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

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

Preamble

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

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

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

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

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

X. Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

Ethical decision making is a process. 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 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.

XI.
XII.
XIII.   Ethical Principles

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

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs.

Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

XIV.   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

1.1 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.)

1.2 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.

1.3 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.

1.4 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.

1.5 Cultural Awareness and Social Diversity

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

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. 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.

1.6 Conflicts of Interest

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

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

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

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

custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

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

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

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

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

1.7 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

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

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

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

(m) Social workers should take 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.

(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.

1.8 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.

1.9 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11   Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.1 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, or electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to

individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

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

2.2 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.

2.3 Interdisciplinary Collaboration

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

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

2.4 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.

2.5 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.

2.6 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.

2.7 Sexual Harassment

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

2.8 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.

2.9 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and

procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

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

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.1 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

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

3.2 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.

Media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.3 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.

3.4 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

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

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

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

3.5 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.

3.6 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.

3.7 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.

3.8 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.

3.9 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.1 Competence

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

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

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

4.2 Discrimination

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

4.3   Private Conduct

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

4.4 Dishonesty, Fraud, and Deception

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

4.5 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.

4.6 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.

4.7 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.

4.8 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

5.1 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.

5.2 Evaluation and Research

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

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

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

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

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

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

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

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

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.1 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.

6.2 Public Participation

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

6.3 Public Emergencies

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

6.4 Social and Political Action

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

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

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

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