# Field Work Manual

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PURPOSE OF THE FIELD WORK MANUAL
This manual presents the core competencies, policies, and procedures of the field instruction component of the Bluffton University Social Work Program. It is available on-line to all social work students preparing to enter field settings and to the field instructors in the agencies. The forms students will need are included at the end of this manual and can be printed for use.

The manual contains all information generally needed by students and agencies. For additional information, call Diana Kleman, (419-654-5032), Field Director, or Nancy Banman (419-358-3287) Program Director, the Social Work faculty at Bluffton University.

INTRODUCTION TO BLUFFTON UNIVERSITY
Bluffton University is a four year, liberal arts institution located in a community of four thousand people in northwest Ohio. It was instituted by the Central District Conference of the General Conference Mennonite Church, one of the historic "peace churches." Christian values permeate the campus, and emphasis is placed on integrating values into life. The University seeks to give witness to the manifestation of the Spirit of Christ in all relationships, emphasizing integrity, reconciliation, and the expression of love through service. The Bluffton University Catalog further describes the heritage and faith of the institution.

OVERVIEW OF THE SOCIAL WORK PROGRAM
Program Mission Statement
Consistent with the mission of Bluffton University and with the requirement of the Council on Social Work Education, the Bluffton University baccalaureate social work program’s mission is to prepare students for entry-level professional generalist practice. Shaped by the historic peace church tradition, it is the program’s vision that its graduates will demonstrate responsible citizenship and provide service to all peoples recognizing the importance of human relationships. The program further holds the expectation that its graduates will: promote social and economic justice, value the dignity, worth and inherent human rights of each person, and demonstrate integrity and competency based on best practices supported by scientific inquiry.

Program Goals
The BSW program at Bluffton University has as its goals:

1) Engage in evidence-based practices for generalist social work providing service to all peoples including individuals, families, groups, communities, and organizations.
2) Engage in practice consistent with the principles, values and ethics of the social work profession.
3) Engage in social welfare policy practice by advocating for social and economic justice while upholding the dignity, worth, and inherent human rights of each person.
4) Recognize and implement practice measures consistent with understanding the physical, psychological, spiritual, and cultural functioning within an environment.
5) Provide culturally sensitive practice to all, specifically diverse peoples and cultures.
6) Demonstrate integrity and commitment to responsible citizenship shaped by the historic peace church tradition and social work values within a global community.

Students pursue the goals through a program and curriculum that conform to the standards established by the Council on Social Work Education (CSWE), to the requirements of Bluffton University, and to the needs of the social service organizations in the immediate geographical area. Field instructors and students are to acquaint themselves with the current Educational Policy and Accreditation Standards (2008) published by the Council on Social Work Education.

Students and Field Instructors may find additional information regarding the CSWE EPAS standards by following the link http://www.cswe.org/File.aspx?id=13780
THE SOCIAL WORK CURRICULUM
The social work program is based upon a liberal arts foundation. The general education program required of all Bluffton University students includes two social science courses and two natural science courses. The social work program specifies that majors need a strong background in the social sciences, plus a course in biology, which serve to prepare students for the Human Behavior and Social Environment, or theory courses. Social work majors take the Introduction to Social Work, Introduction to Psychology and Introduction to Sociology courses, and Principles of Macroeconomics or American Political Process or Introduction to Politics. These courses are taken early in the first two years. The curriculum is structured and sequenced so that students move from these foundation courses in the social sciences and natural sciences to core social work courses.

The social work curriculum is divided into five general content areas or components. These are, 1) Human Behavior and Social Environment, 2) Social Welfare Policy and Services, 3) Social Research, 4) Social Work Practice, and 5) Field Instruction. Each component is comprised of one to three courses. Infused throughout the curriculum is content on social work values and ethics, human diversity and cultural competence, social and economic justice concerns, and particular populations most likely to experience injustice and oppression. Bluffton’s liberal arts program requirements undergird, supplement, and reinforce the social work program’s efforts to address value issues within a global community, which is rife with social and economic inequality.

Social Work Competencies-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
- **Competency 2:** Engage Diversity and Difference in Practice
- **Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice
- **Competency 4:** Engage In Practice-informed Research and Research-informed Practice
- **Competency 5:** Engage in Policy Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Field Work and Field Seminar
This component of the curriculum is comprised of one semester of field placement (which includes a fieldwork seminar). The purpose is to provide educationally-directed practice experience, through which the student can integrate his or her knowledge and values with practice skills.

Field Work Seminar
Field Work Seminar is held weekly on campus concurrent with field placement. The seminar is designed to enable students to engage in the process of integrating theory and practice. This experience gives students the opportunity to reflect on their professional development and to receive feedback from the faculty and other students.

The purposes of the seminar are 1) to facilitate the students' efforts to fulfill the field placement requirements, 2) to promote student learning across settings, through exchange of information and sharing

**Upon completion of fieldwork and field seminar, students should be able to:**

- **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,
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:

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 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
1.4 use technology ethically and appropriately to facilitate practice outcomes;
1.5 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:

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;
2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences;
2.3 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:

3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
3.2 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:

4.1 use practice experience and theory to inform scientific inquiry and research;  
4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and  
4.3 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:

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;  
5.2 assess how social welfare and economic policies impact the delivery of and access to social services;  
5.3 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:

6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;  
6.2 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:

7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
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;
7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
7.4 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:

8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
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;
8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
8.5 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:

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

**FIELD EDUCATION PROGRAM GENERAL INFORMATION**
**Mutual Benefits and Responsibilities**
Social work education and training has historically been a joint responsibility between the institutions of higher education and social welfare agencies. Students, colleges, and agencies all benefit in making this educational experience as beneficial and successful as possible. The program views agency-based field instructors as co-educators, integral to the educational experience of our students. Field instructors are asked to participate in planned training sessions and invited to give feedback to the program faculty regarding the effectiveness and usefulness of the field placement structure and requirements. The Social Work Program Advisory Council includes persons who have served as field instructors.

Typically, social work students claim that the field experience is the most meaningful part of their formal education. It gives them an opportunity to apply all the theory and techniques heretofore learned, thus confirming
purpose in the discipline of study. It marks the culmination of their academic coursework at the baccalaureate level. It symbolizes the transition from the relatively protected and familiar educational environment to a professional environment, and its corresponding change of roles.

Although a student placement will consume the staff time, space, and material resources of the agency, it is the experience of most agencies that by the second half of the placement, the student's productivity will repay the agency's investment. In addition, agency's employed staff often finds the freshness and idealism of the student to be infectious and invigorating. The student strengthens the agency's program by asking questions and sharing ideas and information learned in the classroom. On occasion, a job opportunity becomes available to the student as a result of the placement.

**Field Practicum Framework for Learning**
The Field Practicum Learning Agreement (pgs. 49-54) is designed to give structure and purpose to the field experience. The learning practice behaviors contained in the agreement reflect the overall outcome performance based core competencies of the social work program, and assure the breadth of competence expected for generalist social work practice.

It is the student's responsibility to complete the Field Practicum Learning Agreement, in consultation with the field instructor, during the first three weeks of the semester. Upon approval of the field instructor, the student should make three copies of the Learning Agreement, distributing one to the field instructor, one to the field director, and keeping a copy. This document should serve as a reference for planning and reviewing the student's activities throughout the semester. The agreement may be modified as competencies are realized, and new opportunities arise.

Field instructors will attend an orientation and training workshop covering learning and teaching styles, the core competencies, practice behaviors, procedures, and the importance of the Learning Agreement. Other topics relating to student supervision are customarily addressed. All field instructors are supplied with the Bluffton University Field Work Manual and other appropriate materials. These sessions also enable field instructors to meet others serving in the current semester, and develop a sense of group cohesion and partnership. Since we view field instructors as co-educators of the Bluffton University Social Work Program, and as such responsible for ensuring compliance with accreditation standards, field instructors are asked to complete the Field Instructor Information Form (pg.66).

**FIELD PRACTICUM GUIDELINES**
The field placement is designed to provide an integrative experience of theory and practice for the student. While the Social Work Program competencies provide the framework for the social work curriculum, it is in the field work experience that students master the practice behaviors that prepare them for entry-level social work practice, and demonstrate that they have the knowledge, values, and skills required to practice in a competent and professional manner. The following guidelines for students and field instructors provide a description of the process and requirements of the field experience.

**Field Practicum Learning Agreement**
The Field Practicum Learning Agreement (pgs. 49-54) is a working document designed to give structure and direction for the student's learning experience. The student will complete the Learning Agreement during the first three weeks of the placement, in consultation with the field instructor. The student will submit a copy of the Learning Agreement to both the field instructor and the faculty liaison, keeping a copy for her/himself.

Field instructors will be trained on how to complete and utilize the Learning Agreement during the field work orientation session prior to the beginning of the practicum. If the Field Instructor is unable to attend the orientation, the Field Director will arrange for training at another time.
The Field Practicum Learning Agreement integrates the nine core competencies and the 31 practice behaviors and the Student Practicum Evaluation form. The Learning Agreement and the Student Practicum Evaluation form additionally provide the student and the field instructor the opportunity to include personal and/or agency-specific learning objectives.

The Learning Agreement is periodically reviewed during supervisory sessions, and serves as a useful tool for planning activities that assure a well-rounded, generalist social work field experience. Since this is a "working document," adjustments and additions may be made as needed. The Learning Agreement should provide the field instructor with a useful way to maintain oversight and give evaluative feedback to the student as he/she accomplishes the goals identified in the plan.

Field Placement Evaluation (pg. 55-57)
Formal evaluation of the student's skill level will be completed by the Student and the Field Instructor. This evaluation will be completed by both together at the beginning of field and again at the completion of field.

This final evaluation will be a component of the student's final grade.

If the student does not meet the requirement of mastering the practice behaviors in the field setting, a department consultation will occur to (1) determine if the student can be awarded an extension of time to meet this standard through a performance plan or (2) if the student will not pass field work and will need to reapply for field internship the next semester it is offered.

Practicum Portfolio
Over the course of the placement, the student will compile a Practicum Portfolio as a means of demonstrating his/her professional skill development. The student should submit each component to the field instructor as completed. Following evaluation by the field instructor, the student should submit the materials, including the field instructor's evaluation, to the Field Director. Remember that the materials you submit are samples of your work. (For example, you may do many assessments during your placement. The sample of an assessment that you submit should provide adequate documentation to demonstrate your professional competence in this task). Students will complete a portfolio for each generalist level of practice including: 1. Assessment and planning, 2. Intervention, 3. Evaluation, and 4. Macro Project. Instructions and forms are available ion pages 59-63 of this manual.
FIELD POLICY & PROCEDURES

Policy: AS 2.1.3 Required Field Hours
Baccalaureate students in Social Work are required to complete a minimum of 400 hours of field work internship according to the Council on Social Work Education. Bluffton University social work program requires students to complete 448 hours. These hours are to be set, monitored, and validated through the stated procedures. Students who do not complete the required hours will not be approved to obtain a Bachelors in Social Work degree.

Procedure:
Students will complete 448 hours of scheduled field work time in the approved field agency setting. All students will be supervised by a field instructor who will monitor the student hours through observation and documentation. The hours are to be logged on the student time sheet found in the appendix of this manual and verified by the field instructor by their individual signature. Students will indicate the number of hours completed per week and accumulated throughout the semester. The log sheet is to be turned in weekly and attached to the journals collected in the field seminar course. Any log sheets unverified, will not be accepted and the field instructor will be contacted to ensure hours are being acquired by the student.

1. Students will complete 32 clock hours at the agency each week for the 15 week term excluding the week of spring break (total 448 clock hours), which is generally taken as three full and two half days per week. Time is documented in hours/minutes. Minutes are documented as .25/.5/.75. If you work 10 minutes or more, but less than 15 minutes beyond 7 hours, your time log will be 7.25; etc.
2. Students completing a summer internship following their senior year work 37 hours per week for twelve weeks (total 444 clock hours). Summer students are expected to complete an additional 4 hours over the course of this term to equal the 448-program requirement. This may be done after traditional agency hours or any time as approved by the field instructor.

Policy: AS 2.1.4 Admission to Field Education Program
Social work majors must meet specific criteria to be admitted into the field education program. This criteria includes that students completing a field entry interview entering field with an overall grade point average of 2.25 and completing the prerequisite courses for SWK 401 to be eligible for placement. Prerequisites include the sequence of social work practice courses, the human behavior/social environment courses, and the policy and research courses. Students are expected to adhere to the professional standards as set forth in the Code of Ethics of the National Association of Social Workers and in the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board Code of Ethics for social workers. Inability to do so may mean dismissal from the program. The student is assessed as either needs improvement, on track, or at an advanced level during the field interview. The student will consult with the Field Director regarding additional options and a performance plan will be developed as to how the student can improve ratings to be evaluated as ready to enter the field environment in a satisfactory manner. Upon completion of this mutually agreed upon plan, students may reapply for field work internship.

Procedure:
In the fall of the student’s senior year, an entry to field education interview is conducted between the student and Field Director. The Field Director will contact students to arrange an interview time that is convenient to both field director and student. Interviews will include a review of student’s readiness to enter a field setting as indicated on the interview score levels, their grade point average, and adherence to the National Association of Social Workers Code of Ethics.

1. Students who are not initially accepted will be provided with options and a mutually developed plan that is agreed upon by the field director, program director and student that details what criteria needs to be met and the steps the student will need to take to enter the field program.
2. After acceptance into the field education program the placement process and selection of field setting will begin.
Policy: AS 2.1.5 Field Setting Selection
Field agencies for student placement, must be approved by the social work program according to the set standards provided below:

Field placement agencies are selected according to the following criteria:
1. The agency must serve social services function within the range of human services, and have values and program goals compatible with the goals of the social work program.
2. The agency must be able and willing to accommodate the educational requirements of the social work program. This is to include the opportunity to learn social work core competencies and ability to acquire the operationalized practice behaviors stated in the learning agreement.
3. The agency should provide the student with opportunities to serve a diverse client population on a planned basis; i.e., persons from a range of ethnic backgrounds, one-parent households, persons with disabilities, etc.
4. The agency should have a geographic location within a radius of the University that is conducive to contact and placement supervision.
5. The agency must be able to provide qualified and regular supervision of individual or group time of at least one hour per week. The group supervision may include other social work students. Supervision is to be provided by a professional social worker. The order of preference for field instructor's credentials is LISW-S, ACSW (LISW), MSW, BSW, and LSW.
6. The agency must be able to provide the resources (i.e., desk space, telephone, clerical services, etc.) to support the student in his or her role.
7. Agencies will be selected that contribute to a balanced spectrum of settings which are generally representative of professional social work practice, and which meet the variety of student interests.

Procedure:
During the student's senior year, the field director advises in the agency selection process. The factors considered in this advising process include 1) the student's interests, 2) the standard list of agencies used (see Appendix p. 50), 3) the availability of those agencies for the desired term, and 4) the achievement of a diverse set of agency settings. Placements in agencies not on the standard list will be considered, assuming they conform to the program's established criteria for selection of field placement agencies.

It is important to note that some agencies require a clean driving record and/or a criminal record background check. Any concerns about the fore mentioned conditions should be discussed with the field director prior to the interview process. Failure to do so may result in a delay in placement into fieldwork. Some agencies may review state produced reports that document if a student has had involvement with a children services agencies. Involvement may include but is not limited to issues such as child abuse and neglect and application for food stamps. These concerns should also be discussed with the field placement director prior to the interview process.

A list of customarily used agencies is identified in the appendix of this manual (see Appendix p.50). These agencies are utilized because they have demonstrated over time the interest, commitment, and professionalism that assures the student a successful field experience. Other agencies will be considered as student interests and agency circumstances warrant.

Policy AS 2.1.5 Placing & Monitoring of Students
Students are placed in a field setting that meets the selection criteria for the social work program. The field director is responsible for coordinating and placing students into field settings, as well as conducting two site visits per term for monitoring the progress of the student and agency. A field contract and learning agreement are required to ensure the placement adheres to the Council on Social Work Education requirements for field education.

Procedure:
Students are contacted by the field director in September of their senior year, by email, to begin planning for spring semester field placement. Summer field students will be contacted in March of spring semester. The field director meets with the students individually and / or a group to orient them to the field process and discuss the procedures of application for field work (Field Work Application - p. 67). The first contact with the agencies may be made by
the field director. If an agency is open to considering a student, the student’s field work application and resume are provided to the agency, and the student is notified of their responsibility to arrange an interview. Students may interview at more than one agency. Following the interview, the field director will consult with the agency and the student to assure a mutually satisfactory placement plan. A three-way contract (Field Work Contract-p. 64-65) is then signed by the student, the agency and Bluffton University Social Work Program. Students are required to become members of NASW and carry student professional liability insurance through the NASW Insurance Trust. Application forms may be obtained from the field director or online at www.socialworkers.org.

The Field Work Contract-p. 64-65 signed by the Field Director, agency representative, and student identifies the expectations and obligations to which each party agrees. If the field instructor or the student has concerns that these expectations and obligations are not being met, he/she should contact the Field Director early on so that appropriate intervention may occur.

While communication with the faculty liaison is always available by phone or e-mail, the Field Director will meet on site with the field instructor and student a minimum of two times per semester to provide consultation, monitoring and oversight.

**Policy AS 2.1.5 Field Director Site Visits and Contacts**
The Field Director will conduct two site visits (face to face, skype etc.) with each student in a field education internship per semester. The field visit includes discussion between the field instructor, field director, student, and any other significant individuals who have been assisting with student learning and evaluation. Contacts between field director is expected throughout the internship and may increase if needed by telephone, email, or direct site visits.

**Procedure:**
The first agency contact will occur within the first four weeks of placement by the Field Director. This initial visit contact will last approximately one hour and delete reference to time include the following topics for discussion:

1. Review of Learning Agreement
   a. Core competencies and practice behaviors
2. Internship hours verified and reviewed
3. Assignments overview: Portfolio’s, Case Study, Journals, Midterm and Final Evaluation
4. Student strengths and areas for continued work
5. Question time for student and field instructor

The second and final site visit will be completed between week 9 and 11 by the field director. This visit will include the same topics as the first with the addition of review of the midterm evaluation and an overview of the expected final evaluation. Students will be asked about what is going well, what didn’t happen that they had hoped would happen, their greatest areas of growth and the areas for continued improvement. The strengths and continued improvement questions is generated from the learning agreement that includes the core competencies and practice behaviors that students have been acquiring and integrating knowledge, values, and skills from over the course of the field education experience.

Students assist in coordinating the site visits by scheduling a convenient time to meet at the agency setting. All parties must be present for the field visit. If the student is not present, a grade deduction may be given.

**NOTE:** A checklist of information discussed during the two site visits is included on pgs. 68-69 of this manual.
Policy AS 2.1.5 Evaluating Student Learning and Field Setting Effectiveness
Students are evaluated at multiple points throughout the field education semester by the contracted Learning Agreement, supervision with field instructor, a weekly seminar course, and an initial and final field placement evaluation, to ensure student learning and field setting effectiveness.

Procedures:
Students and field instructors are required to complete all documents assigned by the dates indicated on the syllabus. The following evaluative tools are in place to ensure integration of the core competencies and practices behaviors in the field setting:

1. **Learning Agreement**: The Field Practicum Learning Agreement (Forms pg. 49-54) is designed to give structure and purpose to the field experience. The practice behaviors contained in the agreement reflect the overall outcome performance of students based core competencies of the social work program, and assure the breadth of competence expected for generalist social work practice. It is the student’s responsibility to complete the Field Practicum Learning Agreement, in consultation with the field instructor, during the first three weeks of the semester. The student should make three copies of the Learning Agreement, distributing one to the Field Instructor, one to the Field Director, and keeping a copy for themselves. This document should serve as a reference for planning and reviewing the student's activities throughout the semester. The agreement is modified as competencies are realized, and new opportunities arise.

2. **Supervision**: Supervision between the Field Instructor and student is to occur on a weekly basis and recorded on the supervision logs included in the FORMS section of this manual. During this supervision time, student and Field Instructor are to focus on student assignments and activities, discuss ethical dilemmas and decision making, solution build any difficulties with learning, and to broaden student understanding of the profession of social work. The supervision logs are to be turned into the Field Director weekly and attached to the student journals.

3. **Field Work Seminar**: Students are required to attend the weekly field seminar course (SWK 404) along with the Field Work (SWK 401) education internship. Students will discuss field issues, integrate class and field learning, and develop skills in giving and receiving feedback. Students learn from each other the commonalities and differences in the various settings, and identify special issues and knowledge required in specific settings.
   a. **Qualitative Journal**: A final journal entry is to be completed for the last week of the field education internship that permits the student to evaluate the overall effectiveness of the field setting and its learning environment. This entry reports the perception of the students experience and provides recommendations for continued placement within that particular agency.

4. **Evaluation**: Both students and student field placements are evaluated during the process of field education internships. Students’ evolved knowledge, values, and practice skills is evaluated at mid and final points of the field education internship. The evaluation includes elements of student performance congruent with the programs core competencies. The FIELD PLACEMENT EVALUATION is a comprehensive evaluative measurement tool that indicates if social work students are meeting the standards set by the Council on Social Work Education for competent social work practice. The Field Instructor and Field Director will consult and mutually agree upon the student progress during the site visits.

Policy 2.1.6 Field Instructors Credentials and Practice Experience
Field Instructors are carefully selected based on requirements set by the Council on Social Work Education (CSWE). Field Instructors must hold a baccalaureate or master’s degree in social work from a CSWE accredited program and have at a minimum two years post degree experience. The practice experience of the field instructor is to be broad and include elements of the core competencies needed for social work practice encompassing professionalism, ethical practice, evidence of critical thinking, excellent communication skills, engagement with diversity and difference in practice, the advancement of human rights and social and economic justice, and the ability to engage in research-informed practice and practice-informed research. Identification of multiple learning opportunities within the agency setting of which the field instructor is employed is a requirement.

Instructors must be able to demonstrate the knowledge, values and skills in social work practice behaviors to build upon the core competencies students are to develop with clients, systems, and colleagues.
Procedure:
The field director will verify potential field instructors through an interview process completed either by phone or face to face. A field instructor information sheet will be completed prior to the field education internship and will be kept on file for documentation that field instructor meets program requirements. Field Instructors will be notified of approval by the Field Director.

Policy AS 2.1.8 Field Placement & Student Employment
Students whom are employed, may request to complete an employment based field placement through a proposal process. The social work program may approve of this request dependent upon the adherence to the required procedures and criteria:

Procedure: In the event a student is requesting to complete a field placement at a current place of employment, the student must complete the “WORK STUDY FIELD PLACEMENT APPLICATION” and submit it to the Field Director. This application must be submitted with the student’s field placement student questionnaire. The Program Director and the Field Director will review the student’s application and determine acceptance of the proposal. The acceptance will be based on the following criteria:

1. The agency must be approved by the Field Director
2. Students Field Instructor must be different than their employment direct line supervisor.
3. Field Instructor is required to complete the Field Instructor Information Form and the Field Work Contract.
4. The field work assignments and accumulation of time, must be completed in a different program or department other than the one employed in. A description as to how this will be accomplished is to be included in the application.
5. Students need to have specific, weekly scheduled hours for the field internship that are no less than 4 hours at a time. This schedule will be outlined and submitted to the Field Director as included in the application.
6. The student will have guaranteed release time to attend class each week. The two courses students are required to attend are SWK 404 Field Seminar (1 credit/1 hour) and SWK 405 Social Work Capstone (3 credits/3 hours).
7. The student must be previously employed by the agency for at least 60 days prior to the request to complete the field internship within the walls of this agency.
8. No credit for field work hours will be given for professional work experience or prior to the start of the field internship hours as indicated on the Learning Agreement.
9. Students will not be given permission to account for time within an agency retroactively in an employment based internship. All hours must be approved by the application.
10. The Executive Director or an administrative designee must provide a signatory letter indicating approval of the student’s field work internship hours being accumulated at the agency with understanding of the above criteria.
Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

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

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

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

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

1. Program Mission and Goals

Educational Policy 1.0 – Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1 – Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Education Policy 1.2 – Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0 – Mission and Goals
The social work program’s mission and goals reflect the profession’s purposes and values and the program’s context.
1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.
1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.
2. Explicit Curriculum

Educational Policy 2.0 – The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1 – Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goals of the outcome approach are to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP2.11-EP2.1.10d], followed by a description of characteristic knowledge, values, skills, and the result practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1 – Identify as a professional social work and conduct oneself accordingly.
Social workers serve as representatives of the professional, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
- Advocate for client access to the services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- Use supervision and consultation

Educational Policy 2.1.2 – Apply social work ethical principles to guide professional practice
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

Educational Policy 2.1.3 – Apply critical thinking to inform and communicate professional judgments
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
Education Policy 2.1.4 – Engage diversity and difference in practice
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference in shaping life experiences
- View themselves as learning and engage those with whom they work as informants

Educational Policy 2.1.5 – Advance human rights and social and economic justice
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and with prejudice. Social workers
- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice

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

Educational Policy 2.1.7 – Apply knowledge of human behavior and the social environment
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge of understand persona and environment

Educational Policy 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
- Analyze, formulate, and advocate for policies that advance social well-being
- Collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9 – Respond to contexts that shape practice
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**Educational Policy 2.1.10 (a)-(d) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

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

**Educational Policy 2.1.10 (a) – Engagement**

Social workers
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes

**Educational Policy 2.1.10 (b) – Assessment**

Social workers
- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate intervention strategies

**Educational Policy 2.1.10 (c) – Intervention**

Social workers
- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

**Educational Policy 2.1.10 (d) – Evaluation**

Social workers
1. Critically analyze, monitor, and evaluate interventions

**Educational Policy B2.2 – Generalist Practice**

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

**Educational Policy 2.3 – Signature Pedagogy: Field Education**

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

**Accreditation Standard B2.0-Curriculum**

The 10 core competencies are used to design the professional curriculum. The program

- **B2.0.1** Discusses how its mission and goals are consistent with generalist practice as defined in EP 2.2
- **B2.0.2** Identifies its competencies consistent with EP 2.1 through 2.1.10 (d)
- **B2.0.3** Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10 (d)]
- **B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0)
- **B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills implements the operational definition of each of its competencies

**Accreditation Standard 2.1 – Field Education**

The program discusses how its field education program

- **2.1.1** Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice
- **2.1.2** Provides generalist practice opportunities for students to demonstrate the core competencies
- **M2.1.2** Provides advanced practice opportunities for students to demonstrate the program’s competencies
- **2.1.3** Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs
- **2.1.4** Admits only those students who have met the program’s specified criteria for field education
- **2.1.5** Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies
- **2.1.6** Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program. Field instructors for master’s students hold a master’s degree in social work from a DSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished
- **2.1.7** Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors
- **2.1.8** Develops policies regarding field placements in an organization in which the students is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment

3. Implicit Curriculum

**Educational Policy 3.0 – Implicit Curriculum: The Learning Environment**

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

**Educational Policy 3.1 – Diversity**

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

**Accreditation Standard 3.1 – Diversity**

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

**Educational Policy 3.2 – Student Development**

Educational preparation and commitment to the professional re essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

**Accreditation Standard 3.2 – Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

**Admissions**

- B3.2.1 The program identifies the criteria it uses for admission.
- 3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- 3.2.4 The program describes its policies and procedures concerning the transfer of credits.
- 3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

**Advisement, retention, and termination**

- 3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.
- 3.2.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.
Student participation

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

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

Educational Policy 3.3 – Faculty

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

Accreditation Standard 3.3 – Faculty

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

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

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

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

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

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

Educational Policy 3.4 – Administrative Structure

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

Accreditation Standard 3.4 – Administrative Structure

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

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.
3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

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

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

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

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

3.4.5 The program identifies the field education director.

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

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

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

3.4.5(d) The program provides documentation that the field director has a full-time appointment to the social work program.

Educational Policy 3.5 – Resources
Adequate resources are fundamental to creating, maintaining, and improving and educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5 – Resources
3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.
3.5.4 The program submits the library form to demonstrate comprehensive library holding and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0 – Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0 – Assessment
4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmark to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicitly and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.
Code of Ethics
of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 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 wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

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

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

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

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

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

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

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

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

**Value: Importance of Human Relationships**
**Ethical Principle:** Social workers recognize the central importance of human relationships.
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

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

**Value: Competence**
**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

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

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

1. Social Workers’ Ethical Responsibilities to Clients

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

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

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

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

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

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

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

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

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients’ circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker client relationship and as needed throughout the course of the relationship.

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.
b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships
a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

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

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

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

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

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

c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.
1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

1.16 Termination of Services
a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.

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

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

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

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

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

2. Social Workers’ Ethical Responsibilities to Colleagues

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

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

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

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

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

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

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

2.06 Referral for Services
a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.
c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships
a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

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

2.09 Impairment of Colleagues
a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.
2.10 Incompetence of Colleagues
a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

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

3. Social Workers’ Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation
a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training
a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.
c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
d) Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation
Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.
3.04 Client Records
   a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
   b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
   c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
   d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

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

3.06 Client Transfer
   a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
   b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration
   a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.
   b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
   c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
   d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

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

3.09 Commitments to Employers
   a) Social workers generally should adhere to commitments made to employers and employing organizations.
   b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.
   c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
   d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take
reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.
e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.
f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

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

4. Social Workers’ Ethical Responsibilities as Professional

4.01 Competence
a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

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

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.
4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers’ Ethical Responsibilities to the Broader Society

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Phases</th>
<th>Micro Practice</th>
<th>Mezzo Practice</th>
<th>Macro Practice</th>
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</thead>
<tbody>
<tr>
<td><strong>Phase 1</strong></td>
<td><strong>Intake and Engagement</strong></td>
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<tr>
<td></td>
<td>Connecting with and establishing a relationship with a client system of individual or family.</td>
<td>Forming a group: screening/assessing potential group members, pre-group preparation.</td>
<td>Identifying populations at risk (locality based or issue based), or organizations in need of change.</td>
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<tr>
<td><strong>Phase 2</strong></td>
<td><strong>Data Collection and Assessment</strong></td>
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<td></td>
<td>Use of techniques for interviewing and information gathering from individuals and families and with client system’s environment. Analysis and interpretation of data within an ecological perspective to identify strengths and needs.</td>
<td>Assessing individual strengths and needs, group cohesion, group dynamics.</td>
<td>Using survey techniques, information gathering from key informants, and use of existing reports/studies/demographic data to determine strengths and needs of organizations, neighborhoods, communities and populations.</td>
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<tr>
<td><strong>Phase 3</strong></td>
<td><strong>Planning and Contracting</strong></td>
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<td></td>
<td>Developing case service plan through a partnership with the client system. Identify mutually agreed upon objectives and tasks for worker and client. Plan includes mechanism for monitoring and evaluating outcomes.</td>
<td>Identifying and clarifying individual and group goals, clarifying leader and member roles, developing trust.</td>
<td>Developing service plans, social programs, organizational change strategies, through partnerships with the client system. Identify mutually agreed upon objectives and tasks for the action system. Monitoring and evaluation.</td>
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<tr>
<td><strong>Phase 4</strong></td>
<td><strong>Intervention and Monitoring</strong></td>
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<tr>
<td></td>
<td>Worker and client each carry out tasks of the plan. Worker monitors progress of the plan.</td>
<td>Developing internal leadership and mutual aid, providing appropriate structure, providing support and challenge in meeting goals.</td>
<td>Action system (committees, groups, etc.) carry out tasks of the plan. Worker helps monitor progress of the plan.</td>
</tr>
<tr>
<td><strong>Phase 5</strong></td>
<td><strong>Evaluation and Termination</strong></td>
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<tr>
<td></td>
<td>Worker and client examine outcomes and process to systematically learn from the experience and reinforce gains. Tasks of terminating the helping relationship</td>
<td>Consolidation of the learning, evaluating the group experience, termination of the group. Referral and follow-up as appropriate.</td>
<td>Worker with client system examines outcome and process to systematically learn from the experience, and report to grant/funding sources. Reinforce gains.</td>
</tr>
</tbody>
</table>
### Standard Field Work Agencies

These are examples of agencies in which Bluffton students have done field placement.

Listing these agencies does not guarantee placement in 2017.

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Address</th>
<th>Contact Person</th>
<th>Phone</th>
<th>Website</th>
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<tbody>
<tr>
<td>Allen County Juvenile Court</td>
<td>529 S. Elizabeth St., Suite 100, Lima, OH 45804</td>
<td></td>
<td></td>
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<tr>
<td>Allen County Common Pleas Court-Juvenile Division</td>
<td>1000 Wardhill Avenue, Lima, OH 45805</td>
<td>Dr. Thomas Hull, <a href="mailto:thull@allencountyohio.com">thull@allencountyohio.com</a></td>
<td>(419) 998-5286</td>
<td></td>
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<tr>
<td>Allen Correctional Institution</td>
<td>2338 N West St, P.O. Box 4501, Lima, OH 45801</td>
<td>Deputy Warden: John Coleman</td>
<td>419-224-8000, ext. 2020</td>
<td><a href="http://www.drc.state.oh.us/public/aci.htm">http://www.drc.state.oh.us/public/aci.htm</a></td>
</tr>
<tr>
<td>Allen County Board of DD</td>
<td>Help Me Grow, 616 S Collett St., Lima, OH 45805</td>
<td>Barb Blass, <a href="mailto:bblass@acbdd.org">bblass@acbdd.org</a></td>
<td>419-221-0014 ext. 5149</td>
<td></td>
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<tr>
<td>Allen County Board of DD</td>
<td>330 N Elizabeth St, Lima, OH 45801</td>
<td>Director: Cynthia Scanland</td>
<td>419-227-8590</td>
<td><a href="http://www.allencsb.com/">http://www.allencsb.com/</a></td>
</tr>
<tr>
<td>Bridge Home Health &amp; Hospice</td>
<td>15100 Birchaven Ln, Findlay, OH 45840</td>
<td>Director: Noreen Maas</td>
<td>419-423-5351</td>
<td><a href="http://www.bvhealthsystem.org/?id=32&amp;sid=1">http://www.bvhealthsystem.org/?id=32&amp;sid=1</a></td>
</tr>
<tr>
<td>Children's Protective Serv./Social Serv. (Hancock Co, Job &amp; Family Services)</td>
<td>7814 County Rd. 140, Findlay, OH 45840</td>
<td>Angie Rader, LSW</td>
<td>419-429-8079, fax- 419-422-1081</td>
<td><a href="mailto:Angela.Rader@jfs.ohio.gov">Angela.Rader@jfs.ohio.gov</a></td>
</tr>
<tr>
<td>Family Resource Centers</td>
<td>1941 Carlin St, Findlay, OH 45840</td>
<td></td>
<td>419-422-8616</td>
<td><a href="http://www.frcio.com/external/Hancock.htm">http://www.frcio.com/external/ Hancock.htm</a></td>
</tr>
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<td>Organization</td>
<td>Address</td>
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<td>Fld Inst</td>
<td>Phone</td>
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<tr>
<td>City of Lima</td>
<td>50 Town Square</td>
<td>Amy Odum</td>
<td>Connie Dershem, MSW</td>
<td>419-221-5177</td>
</tr>
<tr>
<td>Coleman Behavioral Health</td>
<td>799 S. Main St.</td>
<td>David Voth, BSW, MA, LSW</td>
<td>Phyllis Neff, BSW, LSW</td>
<td>419-222-8666</td>
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<tr>
<td>Fulton County Board of Developmental Disabilities</td>
<td>1210 N. Ottokee St.</td>
<td>Robin Shepherd</td>
<td></td>
<td>419-592-0540</td>
</tr>
<tr>
<td>Crime Victim Services</td>
<td>116 W North St</td>
<td></td>
<td></td>
<td>419-221-0014 ext. 5149</td>
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<tr>
<td>Hardin Co Job &amp; Family Services</td>
<td>175 W Franklin St, Suite 150</td>
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<tr>
<td>Crossroads Crisis Center</td>
<td>2321 W Market St.</td>
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<tr>
<td>Health Partners of Western Ohio</td>
<td>441 E 8th St., Lima, OH 45804</td>
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<tr>
<td>Elida Elementary School</td>
<td>300 Pioneer Rd.</td>
<td>Barb Blass</td>
<td></td>
<td>419-221-0014 ext. 5149</td>
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<tr>
<td>Help Me Grow</td>
<td>Allen County Board of DD</td>
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<tr>
<td>Elida Local Schools</td>
<td>4380 Sunnydale Ave.</td>
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<tr>
<td>Hilty Memorial Home</td>
<td>5570 State Route 12</td>
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<td>Lima City Schools</td>
<td>650 E Edwards</td>
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<td>Oakwood Correctional Facility</td>
<td>3200 N West St</td>
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<td>Lima City Schools, Unity Elementary School</td>
<td>925 E. Third St.</td>
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<tr>
<td>Open Arms</td>
<td>P.O. Box 496</td>
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<tr>
<td>Location</td>
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<td>Fld Inst</td>
<td>Phone</td>
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<tr>
<td>Lima Memorial Hospital</td>
<td>1001 Bellefontaine Ave</td>
<td>Dottie Kaiser</td>
<td>Sherri Schmersal</td>
<td>419-228-3335</td>
</tr>
<tr>
<td>Pathfinder House Inc.</td>
<td>620 S Main St</td>
<td>John Schneider, MSW</td>
<td>John Schneider, MSW</td>
<td>419-228-1112</td>
</tr>
<tr>
<td>Luther Pines</td>
<td>805 Mumaugh Road, Lima OH</td>
<td>John Schneider, MSW</td>
<td>John Schneider, MSW</td>
<td>419-228-4300</td>
</tr>
<tr>
<td>Maumee Valley Guidance Center</td>
<td>211 Biede Ave</td>
<td>Rachel McDonald</td>
<td>Rachael McDonald</td>
<td>419-782-8856</td>
</tr>
<tr>
<td>Mennonite Memorial Home</td>
<td>410 W Elm St</td>
<td>Brenda Reichenbach, LSW</td>
<td>Virginia Stephens, ACSW, LISW</td>
<td>419-358-1015</td>
</tr>
<tr>
<td>New Choices Inc.</td>
<td>PO Box 4182</td>
<td>Brenda Reichenbach, LSW</td>
<td>Virginia Stephens, ACSW, LISW</td>
<td>419-358-1015</td>
</tr>
<tr>
<td>A Renewed Mind</td>
<td>1776 Tremainsville Rd</td>
<td>Mike Fuerstenau</td>
<td>Mike Fuerstenau</td>
<td>419-222-3339</td>
</tr>
<tr>
<td>UMADAOP</td>
<td>809 W Vine St</td>
<td>Trish Frazzini</td>
<td>Trish Frazzini</td>
<td>419-294-6438</td>
</tr>
<tr>
<td>St Rita’s Medical Center</td>
<td>730 W Market St.</td>
<td>Susan Hawk</td>
<td>Susan Hawk</td>
<td>419-227-3361</td>
</tr>
<tr>
<td>Worth Center</td>
<td>P.O. Box 5305</td>
<td>Mike Fuerstenau</td>
<td>Mike Fuerstenau</td>
<td>419-222-3339</td>
</tr>
</tbody>
</table>

**Mary Rutan Hospital**
Social Services Dept
205 Palmer Ave
Bellefontaine, OH 43311
Director SS: James Schwind, ACSW, LISW
Fld Inst: James Schwind, ACSW, LISW
513-592-4015 ext. 4285
http://www.maryrutan.org/

**Pathfinders Counseling Services, Inc.**
835 N Locust St
Ottawa, OH 45875
Director: John Schneider, MSW
Fld Inst: Jessica Cox, MSW, LISW
Phone: 419-523-4300
http://www.pathwaysputnam.org/

**PKM Life Transitions**
12968 Hardin Pike Rd.
Wapakoneta, OH 45895
Pamela Mills
419-722-8853

**SAFY Behavioral Health of Lima**
Judy Lester, LISW deleted Diane Gable
658 W. Market St. Suite 101
Lima, OH 45801
419-222-1527 x1601
419-222-3586 fax
(site also in Findlay)

**UMADAOP**
809 W Vine St.
Lima, OH 45804
(419) 222-4474
Willie Lighton
Nadirrayah@hotmail.com

**Wyandot Co Family & Children First Council**
137-D S Sandusky Ave.
Upper Sandusky, OH 43351
Fld Inst: Trish Frazzini
Phone: 419-294-6438
http://wyandotfcfc.org/
Asst. Prof: Diana Kleman, Ph.D., LISW
Office: Centennial Hall 336
Cell Phone: 419-654-5032
Email: klemand@bluffton.edu
Office Hours: TBD

Students in this course should be senior status and have completed the major social work courses specifically the social work practice sequence. Only students who have met the specific criteria for admittance into field work are permitted to enter this course. Prerequisites:

INTRODUCTION: Field work has always been an integral part of social work education and is identified as the signature pedagogy or central form of instruction and learning for our profession. Through this experience, students begin to conceptualize and integrate theory into practice through the values, knowledge, and skills gained in previous classroom work. The goal of field instruction is to move the student from initial understanding to levels of skill required for beginning social work practice.

Field Work is held concurrently with Field Work Seminar. Field work occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence.

The field work liaison (faculty) provides oversight and monitoring of the student’s on-going adjustment and professional development. In addition to leading the weekly seminar, the faculty liaison also meets with each field instructor and student in the agency setting several times during the semester to provide consultation.

Field Work Seminar allows social work students the opportunity to perform the role of practitioner in a practicum setting through observation, discussion, supervision, consultation, and hands on learning activities. Students will bring experiences from various practice settings to share with other seminar students for professional enhancement that analyzes their own conduct and growth in the social work field. Students will be expected to complete assessment, planning, intervention, and evaluation on multiple practice levels to demonstrate effective and competent generalist skills. Each student will complete 448 practicum hours during the 16 week semester period.

COURSE DESCRIPTION: Educationally directed field experience in a social agency under the supervision of an agency supervisor and the direction of a faculty member for 448 clock hours. The student is expected to implement the theory and knowledge gained throughout the curriculum and demonstrate the practice competencies learned in the practice sequence.

SOCIAL WORK EDUCATION COMPETENCIES:
Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
COURSE REQUIREMENTS:

Participation
Students are expected to complete 448 hours of field work in their practicum setting during the 16 week semester. All hours must be approved by the field instructor.

EVALUATION:

Your field work grade is based on the final evaluation of your field instructor, evaluative discussion with the field instructor, and the quality of work submitted for your field work portfolio.

Field Work:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Agency Analysis</td>
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<td>Community Analysis</td>
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<tr>
<td>Learning Agreement</td>
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<td>Portfolio 1: Assessment &amp; Planning</td>
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<tr>
<td>Portfolio 2: Intervention</td>
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<td>Portfolio 3: Evaluation</td>
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<td>Portfolio 4: Macro</td>
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<tr>
<td>Field Instructors Evaluation</td>
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<tr>
<td>Supervision Logs</td>
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</tbody>
</table>

The student’s final grade is assigned by the faculty liaison, and is based on the final Student Practicum Evaluation completed by the field instructor, evaluative discussion of the student’s work with the field instructor, and the quality of work submitted for the Practicum Portfolio.

GRADING
A =94-100%  A- =90-93%  B+ =87-89%  B =84-86%  B- =80-83%  C+ =77-79%
C =74-76%  C- =70-73%  D+ =67-69%  D =64-66%  D- =60-63%  E =59 or below

INSTRUCTIONAL TECHNOLOGY RESOURCES: External web links, e-mail, and word processing. All assignments will be submitted via Moodle

ACADEMIC HONESTY: Academic honesty is expected in all areas of course work. Please refer to the section on the Honor System in your Bluffton University Student Handbook.

STUDENTS WITH DISABILITIES: Students with disabilities, who wish to request accommodations in the classroom, should register with the counselor for disability services early in the semester. This allows time for arrangements to be made, if appropriate. In accordance with federal laws, students requesting accommodations must provide documentation of their disability to the counselor for disability services. Jacqui Slinger is located on the 3rd floor of College Hall (within the Learning Resource Center). She may also be reached at 419-358-3215 or slingerj@bluffton.edu.

LATE WORK: To be fair to everyone, assignments must be turned in when due. Plan ahead and do not wait until the last minute to complete your assignments. If the assignment will be late, consult with the instructor.

NOTIFICATION: The professor reserves the right to amend the printed syllabus during the period of the course.

PROFESSIONAL BEHAVIOR: Students are expected to turn off all cell phones and electronic equipment. Professional behavior is required of all students. Students should arrive on time, be prepared for class and remain quiet unless participating in the classroom discussion.
PREREQUISITES: Students in this course should be senior status and have completed the major social work courses specifically the social work practice sequence.

INTRODUCTION: Field work seminar will socialize you as a student learner with your peers and field liaison, while performing the role as a practitioner in a field work setting. Students will bring experiences from diverse practice settings and share with other seminar students for professional enhancement that analyzes their own conduct and growth in the social work field.

Seminar is held weekly and concurrently with the field placement. Here students can discuss field issues, integrate class and field learning, and develop skills in giving and receiving feedback. Students learn from each other the commonalities and differences in the various settings, and identify special issues and knowledge required in specific settings.

COURSE DESCRIPTION: Field Work Seminar allows social work students to integrate curriculum values, skills, and knowledge into a practicum setting through observation, discussion, supervision, consultation, and hands on learning activities. This course will focus on connecting theoretical and conceptual perspectives into actual generalist practice through participation in discussion, case study review, and weekly journaling.

SOCIAL WORK EDUCATION COMPETENCIES: By the end of the Capstone Seminar course the student would be reinforced in the following social work education core competencies:

SOCIAL WORK EDUCATION COMPETENCIES:
Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

COURSE REQUIREMENTS:
Participation
This course marks the transition from formal instruction to self-directed learning. This is a seminar. Students work and share together under the supervision of the professor. The seminar will only be as good as you make it. This means you are expected to come prepared with thoughts and issues to share and discuss. The professor's role here is to assist and support you on your quest for information and integration of knowledge and understanding. If absences are necessary, students are expected to notify the instructor in writing (e-mail). Only absences of an emergency nature
will be excused i.e. death in the family or medical illness. Each missed class will result in a 5% reduction of your grade unless excused.

EVALUATION:
Evaluation for Field Work Seminar will be based on the quality of your participation in class, including the presentation of a case study, weekly reflective journals and a final presentation on your Macro Project.

Field Seminar:

<table>
<thead>
<tr>
<th>Measurement</th>
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</thead>
<tbody>
<tr>
<td>Journals: 15</td>
<td>10 points each</td>
</tr>
<tr>
<td>Participation</td>
<td>100 points</td>
</tr>
<tr>
<td>Case Study</td>
<td>50 points</td>
</tr>
<tr>
<td>Macro Portfolio Presentation</td>
<td>50 points</td>
</tr>
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</table>

NOTE: A separate grade is given for Field Work (12 credit hours)

GRADING
A = 94-100%  A- = 90-93%  B+ = 87-89%  B = 84-86%  B- = 80-83%  C+ = 77-79%
C = 74-76%  C- = 70-73%  D+ = 67-69%  D = 64-66%  D- = 60-63%  E = 59 or below

INSTRUCTIONAL TECHNOLOGY RESOURCES: External web links, e-mail, and word processing. All forms (Journals and Time /Supervision logs are to be submitted by Sunday noon on Moodle. Delete following sentence to end of section.

ACADEMIC HONESTY: Academic honesty is expected in all areas of course work. Please refer to the section on the Honor System in your Bluffton University Student Handbook.

STUDENTS WITH DISABILITIES: Students with disabilities, who wish to request accommodations in the classroom, should register with the counselor for disability services early in the semester. This allows time for arrangements to be made, if appropriate. In accordance with federal laws, students requesting accommodations must provide documentation of their disability to the counselor for disability services. Jacqui Slinger is located on the 3rd floor of College Hall (within the Learning Resource Center). She may also be reached at 419-358-3215 or slingerj@bluffton.edu.

LATE WORK: To be fair to everyone, assignments must be turned in when due. Plan ahead and do not wait until the last minute to complete your assignments. If the assignment will be late, consult with the instructor. Timely completion of assignments helps the Professor with class planning.

NOTIFICATION: The professor reserves the right to amend the printed syllabus during the period of the course.

PROFESSIONAL BEHAVIOR: Students are expected to turn off all cell phones and electronic equipment. Professional behavior is required of all students. Students should arrive on time, be prepared for class and remain quiet unless participating in the classroom discussion.
FIELD PRACTICUM LEARNING AGREEMENT INSTRUCTIONS:

1. Please begin filling in the sections of the learning agreement within the first week of the internship.
2. You will have three weeks to plan the activities and tasks to be experienced.
3. The agreement is to be submitted to the Field Director at the third Field Seminar class.
4. Students will complete the “a. What do I need to learn?” section prior to meeting with the Field Instructor in order to critically think and process the competencies importance to their field experience. This will increase orientation to the agreement by the student.
5. Field Instructors will assist the student in exploring and approving “b. What learning experiences can I have at the agency to help me achieve this practice behavior?” by selecting the appropriate activities and tasks.
6. The learning agreement is reviewed between Field Instructor and student during weekly supervision to ensure student implementation of the planned activities and tasks. In the event the agreement is updated or changed, a revised copy is to be provided to the Field Director at the next Field Seminar class.
7. A review of the learning agreement prior to completing the student evaluation at mid and end point is expected to enhance understanding of what is to be measured in student progress of developing the core competencies of social work practice.
8. Student, Field Instructor and Field Director provide a signature for agreement of this learning agreement plan.
9. Three copies are to be made, one given to each signatory person for documentation and evaluation use.
10. Field Instructors and Students will find the competencies listed below helpful in completing the Learning Agreement.

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

**Competency 1:** Demonstrate Ethical and Professional Behavior
**Competency 2:** Engage Diversity and Difference in Practice
**Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice
**Competency 4:** Engage In Practice-informed Research and Research-informed Practice
**Competency 5:** Engage in Policy Practice
**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
**Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Bluffton University Social Work Program
FIELD PRACTICUM LEARNING AGREEMENT

Student’s Name:__________________________________________________________

Agency:_________________________________________________________________

Field Instructor:___________________________________________________________

Directions: For each educational policy competency, please indicate how you will achieve the mastery of the operationalized practice behavior by indicating:

a. What do I need to learn?
b. What learning experiences can I have at this agency to help me achieve this practice behavior?

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:

Part A. 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
a.
b.

Part B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

a.
b.

Part C. Demonstrate professional demeanor in behavior, appearance, and communication;
a.
b.

Part D. Use technology ethically and appropriately to facilitate practice outcomes;
a.
b.

Part E. Use supervision and consultation to guide professional judgement and behavior.
a.
b.
**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:

**Part A.** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

a.  

b.  

**Part B.** Present themselves as learners and engage clients and constituencies as experts of their own experiences;

a.  

b.  

**Part C.** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

a.  

b.  

**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:

**Part A.** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;

a.  

b.  

**Part B.** Engage in practices that advance social, economic, and environmental justice.

a.  

b.  

50
**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:

**Part A.** Use practice experience and theory to inform scientific inquiry and research;

a.  

b.  

**Part B.** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;

a.  

b.  

**Part C.** Use and translate research evidence to inform and improve practice, policy, and service delivery.

a.  

b.  

**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:

**Part A.** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

a.  

b.  

**Part B.** Assess how social welfare and economic policies impact the delivery of and access to social services;

a.  

b.  

**Part C.** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

a.  

b.
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:

Part A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
   a.

   b.

Part B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
   a.

   b.

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:

Part A. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
   a.

   b.

Part B. 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;
   a.

   b.

Part C. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
   a.

   b.
Part D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

a.

b.

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:

Part A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

a.

b.

Part B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

a.

b.

Part C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

a.

b.

Part D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;

a.

b.

Part E. Facilitate effective transitions and endings that advance mutually agreed-on goals.

a.

b.

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:
**Part A.** Select and use appropriate methods for evaluation of outcomes;
   a. 
   b. 

**Part B.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
   a. 
   b. 

**Part C.** Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
   a. 
   b. 

**Part D.** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
   a. 
   b. 

Student: _______________________________ Date: __________________

Field Instructor: __________________________ Date: __________________

Field Director: ___________________________ Date: __________________
The field placement evaluation is aligned with the new CSWE 2015 Educational Policy and accreditation Standards and the assessment definitions are to assist field supervisors in completion of the student assessment (field placement evaluation.)

This evaluation form is completed during the third week of field placement and again at the end of the field experience.

The rating scale is a 1 to 5 rating scale and the definition of each score is:

1. Completes task less than 50% of the time at a beginning social worker level
2. Completes task between 50 – 75% of the time at a beginning social worker level.
3. Completes task 80 – 100% of the time at a beginning social worker level.
4. Completes task as well as most social workers in the agency.
5. Completes task better than any other social worker in the agency.
<table>
<thead>
<tr>
<th>EDUCATIONAL POLICY</th>
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3/30/2015
Revised 10/15/2016
STUDENT EVALUATION OF
FIELD PLACEMENT SETTING AND FIELD INSTRUCTOR

Instructions: Please rate the agency and field instructor on the following scale to indicate the field setting and field instructor effectiveness.

Agency Name: ____________________________________

<table>
<thead>
<tr>
<th>Rating</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The agency allowed for completion of the 448 hours of field education.</td>
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<tr>
<td>The agency adheres to the values and program goals compatible with the goals of the social work program.</td>
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<tr>
<td>The agency's range of programming allowed for the learning of social work core competencies.</td>
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<tr>
<td>The agency served a diverse client population.</td>
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<td>The agency provided qualified and regular supervision.</td>
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<tr>
<td>The agency provided resources to student of desk space, telephone, and computer access.</td>
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<td>Total:</td>
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Field Instructor Name: _____________________________

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<th>Rating</th>
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<th>Below Average</th>
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<tr>
<td>The Field Instructor demonstrated a broad range of practice experience and knowledge.</td>
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<tr>
<td>The Field Instructor evidenced ethical and professional behavior.</td>
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<tr>
<td>The Field Instructor has effective communication skills.</td>
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<td>The Field Instructor conducted or designated weekly student supervision.</td>
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<td>Total:</td>
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Field Student Completing Form

____________________________
Date

58
PORTFOLIO ASSIGNMENT INSTRUCTIONS:
ASSESSMENT & PLANNING, INTERVENTION, EVALUATION, MACRO PROJECT

Please refer to page 9 of this Field Work Manual under Field Practicum Guidelines for additional information.

Practicum Portfolio
Over the course of the placement, the student will compile a Practicum Portfolio as a means of demonstrating his/her professional skill development. The student should submit each component to the field instructor as completed. Following evaluation by the field instructor, the student should submit the materials, including the field instructor's evaluation, to the faculty liaison. Remember that the materials you submit are samples of your work. (For example, you may do many assessments during your placement. The sample of an assessment that you submit should provide adequate documentation to demonstrate your professional competence in this task).

1. Assessment and planning: Submit copies of your completed assessment and service plan, utilizing the forms used by your agency. All identifying information must be deleted or obliterated to maintain confidentiality. Additionally, write a 1-2 page narrative providing the context for the assessment, and an account of the steps you took to complete the assessment and service plan. Please refer to the indicators shown for the Educational Policy Accreditation Standards (EPAS) 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.7, and 2.1.10 (assessment and planning) on the assignment description and policies included in your Field Work Manual.

2. Intervention: Write a narrative of your intervention with a client system, demonstrating your helping skills. Your intervention may be with an individual, a family, or a group. Include a process recording of one interview or group session, and any appropriate documentation (case notes, letters written, etc.) Your intervention may be a one-time only intervention, such as a crisis intervention, or an example of your work with a client system over a period of weeks or months. All identifying information must be deleted. Please refer to the indicators for EPAS competency 2.1.2, 2.1.3, 2.1.5, 2.1.7, and 2.1.10 on the assignment description and policies included in your Field Work Manual.

3. Evaluation: Provide a narrative and documentation of evaluation of client progress toward goals, measuring the effectiveness of interventions. You may utilize the tools used by your agency for this purpose, or design your own single subject design instrument. Alternatively, you may engage in evaluation of a program within the agency. Please refer to EPAS competency 2.1.2, 2.1.3, 2.1.7, and 2.1.10 on the assignment description and policies included in your Field Work Manual. As always, be cognizant of confidentiality.

4. Macro practice project: Provide a narrative account and any appropriate accompanying documentation to demonstrate your involvement in macro practice. This could involve modifying or developing a policy in your agency, or advocating for policy change at the legislative level; engaging in social service program development; or engaging in community development or community organization. Please refer particularly to EPAS 2.1.3, 2.1.5, 2.1.6, 2.1.9, and 2.1.10.
PORTFOLIO EVALUATION FORM: ASSESSMENT AND PLANNING

Please evaluate the student’s knowledge, values, and skills evidenced in their work based on the following scale:

Excellent (5)  Above Average (4)  Average (3)  Below Average (2)  Unacceptable (1)

1. The assessment and service plan are performed in a manner consistent with and appropriate for the agency context.
   Rating:___ Comments:

2. The student demonstrates assessing and advocating for client access to the needed services of social work.
   Rating:___ Comments:

3. The student applies strategies of ethical reasoning to arrive at principled decisions in developing client interventions on plan.
   Rating:___ Comments:

4. Knowledge and understanding of person and environment is critically applied in assessment and planning for client system.
   Rating:___ Comments:

5. Assessment and plan indicate the student prepared for action with an individual through the development of an effective and appropriate client centered plan.
   Rating:___ Comments:

6. The assessment and plan, including intervention goals and objectives were completed with the client present and mutually agreed upon by both the student and client.
   Rating:___ Comments:

7. The student collected, organized, and interpreted client data accurately and ethically.
   Rating:___ Comments:

8. Assessment of client clearly demonstrated a focus on client’s strengths and awareness of limitations through documentation.
   Rating:___ Comments:

9. Student viewed themselves as learners and engaged those with whom they work (clients) as informants.
   Rating:___ Comments:

10. The intervention strategies were appropriate for the client and based on information collected.
    Rating:___ Comments:

11. The student applied critical thinking to inform and communicate professional judgments by analyzing models of assessment.
    Rating:___ Comments:

12. The student demonstrated empathy and helpful interpersonal skills while completing the assessment and plan with the client.
    Rating:___ Comments:

Student: ___________________________ Date submitted: ________________

Field Instructor: ___________________________ Date evaluated: ________________

Field Director: ___________________________ Date evaluated: ________________
PORTFOLIO EVALUATION FORM:  INTERVENTION

Please evaluate the student’s knowledge, values, and skills evidenced in their work based on the following scale:

   Excellent (5)   Above Average (4)   Average (3)   Below Average (2)   Unacceptable (1)

1. Ethical reasoning is applied by the student during the intervention process to enact proper decision making with client system.
   Rating: ___  Comments:

2. Models of intervention are analyzed and evident in students documentation.
   Rating: ___  Comments:

3. The client system will be enhanced through the advancement of social and economic justice implemented through the intervention selected by the student.
   Rating: ___  Comments:

4. Knowledge and understanding of person and environment is critically applied in the intervention.
   Rating: ___  Comments:

5. The student demonstrates the ability to implement prevention interventions that enhance client capacities.
   Rating: ___  Comments:

6. The process recording included evidences the intervention model was analyzed and critiqued.
   Rating: ___  Comments:

7. The student helped the client system resolve problems and build solutions by negotiating, mediating, and advocating.
   Rating: ___  Comments:

8. The student is able to facilitate transitions, endings, and terminations of work effectively and professionally.
   Rating: ___  Comments:

9. The student demonstrated empathy and helpful interactive interpersonal skills during the intervention with the client system.
   Rating: ___  Comments:

Student: ________________________________  Date submitted: ________________
Field Instructor: _________________________  Date evaluated: ________________
Field Director: _________________________  Date evaluated: ________________
PORTFOLIO EVALUATION FORM: PRACTICE EVALUATION

Please evaluate the student’s knowledge, values, and skills evidenced in their work based on the following scale:
   Excellent (5)  Above Average (4)  Average (3)  Below Average (2)  Unacceptable (1)

1. Evaluation demonstrates the student’s ability to critically analyze services to improve client access.
   Rating: ___  Comments:

2. Ethical reasoning is applied by the student during the evaluation process.
   Rating: ___  Comments:

3. Models of evaluation are analyzed and evident in student’s narrative documentation.
   Rating: ___  Comments:

4. Knowledge and understanding of person and environment is critically applied in the evaluation process and used to identify progress or needed correction for the client system.
   Rating: ___  Comments:

5. The evaluation model was analyzed and critiqued by the student in the narrative demonstrating knowledge of effective assessment, planning, and intervention strategies.
   Rating: ___  Comments:

6. The student is able to utilize the data to formulate suggestions for improving their practice methodology, or for program service modification.
   Rating: ___  Comments:

Student: ___________________________  Date submitted: ________________
Field Instructor: ______________________  Date evaluated: ________________
Field Director: ________________________  Date evaluated: ________________
PORTFOLIO EVALUATION FORM: MACRO PRACTICE

Please evaluate the student’s knowledge, values, and skills evidenced in their work based on the following scale:
   Excellent (5)   Above Average (4)   Average (3)   Below Average (2)   Unacceptable (1)

1. The student used research evidence to inform practice
   Rating:__  Comments:

2. The student demonstrated the ability to analyze models of assessment, prevention, intervention, and evaluation for effective change in practice on a macro level.
   Rating:__  Comments:

3. The student evidenced effective oral and written communication in working with individuals, families, groups, organizations, and communities
   Rating:__  Comments:

4. The student engaged in practices that will advance social and economic justice within the agencies organizational system.
   Rating:__  Comments:

5. The student provided leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
   Rating:__  Comments:

6. The student substantively and effectively prepared for action with individuals, families, groups, organizations, and communities through the macro project.
   Rating:__  Comments:

7. The student initiated actions to achieve organizational goals
   Rating:__  Comments:

Student: ________________________________  Date submitted: ________________
Field Instructor: ____________________________  Date evaluated: ________________
Field Director: ____________________________  Date evaluated: ________________
FIELD WORK CONTRACT

The following understanding between the Bluffton University Social Work Program and ________________________________________ (agency) is for the purpose of providing a field work educational experience for __________________________ (student). Spring term / Summer term (20 ____) (circle one)

The individual to serve as field instructor will be: ________________________________
Please identify anyone who will assist the Field Instructor as Task Instructor(s):
______________________________________________________________________________

Agency Address: __________________________________________________________________

Phone Number: ___________________________________________________________________

Email Address: ___________________________________________________________________

It is the intent of this agreement that the University, the agency, and the student will carry out their commitments to each other and work together to make field work a meaningful learning experience. None of the parties will withdraw from the agreement once made without significant justification.

The Agency agrees to:

1. Provide the student opportunities to function in a social work capacity that will meet the social work programs CSWE 2015 Educational Policy and Accreditation Standards (EPAS).

2. Respect the student's position as a beginning professional social worker by making assignments in the student's skill range designed to enhance learning, providing suitable work space, and by promoting an appropriate relationship with other staff.

3. Specify a Field Instructor who will have primary responsibility for orienting the student, assigning and monitoring the student's cases and projects, providing instruction to integrate theory and practice, and evaluating the student's work that meets accreditation standards.

4. Provide adequate time for the field instructor to participate with the University in meetings or other events structured to enhance this program.

The Bluffton University Social Work Program agrees to:

1. Place students who are prepared academically to assume a beginning professional social work status.

2. Provide appropriate background information on the student placed with the agency.

3. Provide adequate liaison through the Field Director so that University objectives and expectations can be understood and any concerns or problems handled promptly.
4. Provide a field manual that will explain the program competencies and practice behaviors and materials necessary to evaluate the placement.

5. Make available to the agency any opportunities developed to increase the skills of those participating in the field work placement program.

6. Work with the students in a weekly field work seminar to further consolidate their learning experience.

7. Comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.

8. Complete a minimum of two site visits per term with Field Director and student.

The Student agrees to:

1. Assume the role of a beginning professional social worker, respecting agency rules, regulations and procedures.

2. Work out a schedule that meets the requirements of the University and is in keeping with agency needs, and keep it carefully.

3. Use agency supervision in a responsible manner, keeping the field instructor notified of any unusual events or concerns, and take advantage of the learning potential of supervision.

4. Practice within the ethical standards exemplified in the NASW Code of Ethics, and comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.

5. Assume responsibility for individual malpractice insurance coverage for the duration of field placement through the NASW Insurance Trust, with minimum limits of $1,000,000/$1,000,000 or $1,000,000/$3,000,000 if required by the agency.

6. Be responsible for transportation to the field placement setting.

7. Participate fully in the weekly field work seminar.

This agreement is signed by the following participants:

__________________________________________  ____________________________
Bluffton University Social Work Program  Date

__________________________________________  ____________________________
Authorizing Agency Representative  Date

__________________________________________  ____________________________
Field Work Student  Date
The form is to be filled out by the person who will provide direct and primary instruction of the Bluffton University student for: □ Spring □ Summer term, 20____. The field instructor will provide one or more hours per week of direct supervision, make and review case assignments, make direct observation of the student's work, and monitor time logs and complete evaluation forms.

Name: ________________________________

Title: ________________________________

Dept/Division: __________________________ Phone: __________________________

Years of Service with this Agency: __________________________

Field Instructor's Email Address: __________________________

The field instructor should have a social work degree (bachelors or masters) from a CSWE accredited program.

Circle Highest Degree: BSW MSW Year Earned: __________

Name of College/University: __________________________

The field instructor is required to have two years post-degree practice experience.

Number of years of experience in post degree practice: __________

Number of years of experience in supervision of employees and/or students: __________

NASW Member: Yes No ACSW Member: Yes No

Social Work License: LISW LSW License #: __________

It is expected that the field instructor will make a full term commitment to the student.

Are you employed by this agency for the term of the proposed placement and planning to stay at this agency for the duration of this term? Yes No

If there are any other staff members sharing responsibility for student's instruction, identify them, their credentials, and describe their role with the student:

________________________________________________________________________

I have reviewed and agree to the contents of this form.

Field Instructor Signature: __________________________ Date: __________

Agency Director Signature: __________________________ Date: __________
Bluffton University Social Work Program

FIELD WORK APPLICATION

Name: ____________________________ Date: ________________

University Address: _____________________________________________

University Email Address: _________________________________________

Phone Number: _________________________________________________

Permanent (Home) Address: _______________________________________

Field Work Objective

Educational background (list major(s), planned date of graduation, other degrees completed, social work and related courses completed or in progress)

Pre-professional work experience (paid and voluntary)

Other work experience

Membership in clubs and organizations, leadership positions

Special skills and interests
FIELD EDUCATION SITE VISIT RECORD (AS 2.1.5)  
BLUFFTON UNIVERSITY SOCIAL WORK PROGRAM  
FIRST SITE VISIT  
DATE: __________________  
STUDENT: ___________________________________  
FIELD INSTRUCTOR: ____________________________  
FIELD DIRECTOR: _____________________________  
AGENCY: _____________________________________  
VISIT PROTOCOL:  
1. Review of Learning Agreement  
2. Core competencies and practice behaviors  
3. Internship hours verified and reviewed  
4. Assignments overview: Portfolio’s, Case Study, Journals, Evaluation  
5. Student strengths and areas for continued work  
6. Question time for student and field instructor  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Needs Work</th>
<th>On Track</th>
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<tbody>
<tr>
<td>Learning Agreement</td>
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<tr>
<td>Hours verified and reviewed</td>
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<tr>
<td>Portfolios</td>
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<tr>
<td>Case Study</td>
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<td>Journals</td>
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<tr>
<td>Strengths Identified (from competencies)</td>
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<tr>
<td>Continued Growth Areas Identified (from competencies)</td>
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<tr>
<td>Field Placement Evaluation</td>
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SUMMARY OF VISIT  
PLAN FOR NEEDS WORK AREAS: ________________________________  
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STRENGTHS/OTHER COMMENTS: ________________________________  
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____________________________________________________________________  

________________________________________/Date:_________________  
(Student’s Signature)  
________________________________________/Date:_________________  
(Field Instructor’s Signature)  
________________________________________/Date:_________________  
(Field Director’s Signature)  
NEXT VISIT SCHEDULED FOR: ________________________________
BLUFFTON UNIVERSITY SOCIAL WORK PROGRAM

FINAL SITE VISIT

DATE:______________
STUDENT:__________________________
FIELD INSTRUCTOR:__________________
FIELD DIRECTOR:____________________
AGENCY:________________________________

VISIT PROTOCOL:
1. Review of Learning Agreement
2. Core competencies and practice behaviors
3. Internship hours verified and reviewed
4. Assignments overview: Portfolios, Case Study, Journals, Evaluation
5. Student strengths and areas for continued work
6. Question time for student and field instructor

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<tr>
<td>Hours verified and reviewed</td>
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<tr>
<td>Portfolios</td>
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<td>Case Study</td>
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<td>Strengths Identified (from competencies)</td>
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<tr>
<td>Continued Growth Areas Identified (from competencies)</td>
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<tr>
<td>Final Field Evaluation</td>
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SUMMARY OF VISIT

PLAN FOR NEEDS WORK AREAS:

STRENGTHS/OTHER COMMENTS:

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/Date:_________________________  ____________________________/Date:
(Student’s Signature)  (Field Instructor’s Signature)

/Date:_________________________  ____________________________/Date:
(Field Director’s Signature)
Bluffton University Social Work Program

WORK STUDY FIELD PLACEMENT APPLICATION

Instructions: Student will supply application to current direct line supervisor at employed agency. Both student and supervisor will complete this form for submission to the Field Director. Form is to be turned in along with the Student Field Placement Survey due in the fall of the student’s senior year.

Student Name: ____________________________  Semester Request: ___ Spring or ___ Summer  
Student Email: ____________________________  Year: 20____
Student Cell Phone Number: __________________
__________________________________________________________________________________

Requested Agency

Agency Name: ____________________________
Address: ____________________________
Website: ____________________________
Phone Number: ____________________________
CEO/Director: ____________________________

Student Work Information:

Assigned Program/Dept.: ____________________________
Position/Job Title: ____________________________
How long in this position? ____________________________
Start Date at Agency: ____________________________
Supervisor Name: ____________________________
Job Title: ____________________________
Phone Number: ____________________________
Email: ____________________________

Please provide a detailed description of the student’s current job responsibilities (an official job description is to be attached to application):

Request for Placement in different Department or Program: Field Placement Proposal

Placement Department/Program: ____________________________
Location (if different than agency): ____________________________
Field Instructor’s Name: ____________________________
Field Instructor’s Title: ____________________________
Degree and Licensure Status: ____________________________
Phone Number: ____________________________
Email: ____________________________
Please provide a narrative describing proposed field placement learning activities:

How will these field experiences be different from your job responsibilities?

What newly developed skills and knowledge will you obtain through your field placement experience?

Please identify the hours you will be completing your field placement and employment; the hours may not overlap or be the same.

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<tr>
<th>Hours:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Total</th>
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<tr>
<td>Employment</td>
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<td>Field Placement</td>
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Please describe how you will maintain the role of student learner while performing your field placement in an environment you are also employed: (separating direction from field instructor and work supervisor, coverage for employment while conducting field placement, etc.)
Bluffton University Social Work Program

STUDENT AND SUPERVISION WEEKLY TIME LOG

Instructions: Please fill in internship hours per day. The Field Instructor or Task Instructor is asked to initial to verify hours performed. At the end of the week, please calculate the hours worked per week and write the total in the space provided. You should also fill in a summary of your supervision conversation with your instructor. Both the student and field instructor are to initial the log at the end of the week. Finally, the field instructor should rate the progress of the student on any (one or multiple) competency progress as identified below.

Student: ________________________________

WEEKLY STUDENT TIME LOG:

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Date</th>
<th>Hours per Day</th>
<th>Field or Task Instructor Initials</th>
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<tbody>
<tr>
<td>Monday</td>
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<td>Sunday</td>
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WEEKLY SUPERVISION LOG:

<table>
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<tr>
<th>Brief Summary of Discussion:</th>
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Competency progress: 2.1.1 – 2.1.10
0=No progress
1=Some progress
2=Advanced progress
3 = Competency mastered

<table>
<thead>
<tr>
<th>Student Competency progress:</th>
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Total # of Hrs. Logged This Week: ____
Student Initials: ____
Instructor Initials: ____
NAME: ____________________________________________

WEEK: _____  HOURS: _____  SEMESTER: TOTAL HOURS TO DATE: _________ HRS.

TIME FRAME: (MONDAY–FRIDAY-DATES) ______________________________

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>Name and discuss how this action and your thoughts reflect a specific competency. Provide the name and # of competency.</th>
<th>THOUGHTS / FEELINGS</th>
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