

FIELD
INSTRUCTION
MANUAL

of the



... A New Vision in Social Work Education

Greensboro, North Carolina

**JOINT MASTER OF SOCIAL WORK PROGRAM
NORTH CAROLINA AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY
&
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

FIELD INSTRUCTION MANUAL

FIELD INSTRUCTION IS THE



OF SOCIAL WORK EDUCATION

2008-2009

Website: www.jmsw.org



... A New Vision in Social Work Education

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Dear JMSW Student,

As you prepare to enter the next phase of your social work education, we congratulate you on your accomplishments. Education for professional social work practice requires that all students complete field placements in social work agencies. In our Joint Master of Social Work program, you will complete a minimum of 900 clock hours of supervised instruction under the supervision of a Master-level social worker. Your *JMSW Field Instruction Manual* will be your guide during your field instruction experiences. Please review this document carefully.

We would like to thank our Co-Directors of Field Instruction who have made arrangements with many social work agencies for our JMSW student field placements. We also thank the agencies and field instructors that have taken on this important task. We assure you that your field placements will provide you with the content and instruction needed for you to become an advanced generalist Master-level social worker. Combined with your coursework in the classroom, your learning experiences during your matriculation in this program will be exciting and challenging.

On behalf of our faculty, we wish you success as you begin our JMSW field instruction program. Please take advantage of the knowledge and skills that will be shared with you by your agency field instructor and your faculty liaison. Together, we look forward to your successful completion of our Joint Master of Social Work program.

Arnold Barnes, Ph.D.
Co-Director

Jacalyn Claes, Ph.D., LCSW
Co-Director



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Dear Students and Colleagues,

Welcome to the Field Instruction Program of our Joint MSW Program. This Field Instruction Manual contains basic information about our field instruction program necessary for you to know in order to have a rewarding field experience. It is to be used by students, field instructors, faculty liaisons, and field advisory committee members as a resource. It is supplementary to the universities' bulletins and handbooks. Any feedback that you may have about this manual would be appreciated and valued.

Field instruction is truly the *heart of social work education*. It is where students learn to apply the theory they have been taught in the classroom. It is about teaching, learning, and contributing to individuals, groups, and communities.

We wish for all of you a successful year of teaching, learning, caring, and providing services that will make a difference in the lives of the people you serve. Let us know if we can be of assistance to you.

Sincerely,

Janet H. Kanode, MSW, LCSW
Co-Director of Field Instruction
UNCG

Velma Tyrance
Co-Director of Field Instruction
NC A&T SU

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The JMSW Advanced Generalist Practice Model

The JMSW Program incorporates an Advanced Generalist Model of Social Work Practice. Advanced generalist practice integrates:

1. Advanced knowledge and skills for complex direct practice.
2. Advanced knowledge and skills for indirect practice (supervision, management, administration).
3. Eclectic practice that utilizes a **family focused**, strength-based, ecological perspective and synthesis of theories and models of practice.
4. Advanced knowledge and skills for research and evaluation within the context of agency practice.
5. Multicultural competence in practice with all systems levels, **including practice in underserved rural and urban areas.**

(As adopted by the JMSW faculty, October 2002)

SOCIAL WORK FIELD INSTRUCTION PROGRAM

Rationale

Field Instruction is the Heart of Social Work Education! Field instruction is an integral part of the social work curriculum. Through field instruction, graduate students are provided opportunities to integrate and apply the knowledge, theories, skills and values learned in the classroom, which will prepare them for professional practice careers.

The purpose of the foundation practicum is to provide students with experience and field instruction in generalist social work practice. Students will work within a variety of agency settings, among diverse client systems, with opportunity to experience a wide range of social work roles and functions.

The major difference between the Foundation and Advanced practicum is that there will be greater responsibility placed on the student to **demonstrate** application of social work knowledge, skills, and values of practice. Specifically, during the Advanced year of the field education program, students will be expected to:

1. focus on synthesizing and applying knowledge, theories, and skills in a selected area of practice: families and youth at risk, mental health, and health;
2. be more actively involved in planning the advanced practicum experience to meet self-identified learning goals and objectives;
3. take more initiative in assigned agency duties and responsibilities, including creating learning opportunities; and
4. function more independently of direct supervision in performance of duties and functions.

Field instruction will afford graduate students opportunity for socialization to the agency, to practice, and to the profession. Students will develop skills in direct and indirect services, and in policy, planning, and administration. Agency-based field instructors will be experienced in their respective areas of practice. Supervision will be an interactive process, with students assuming major responsibility for self-growth and for their own practice decisions.

SCHOOL/Agency/STUDENT directed learning will occur. Throughout the foundation and advanced practicum sequence, field instruction will be directed, monitored, assessed and educationally supported by JMSW faculty. Upon completion of the of field instruction program, students will have a total of 1,056 hours in practicum.

Goals and Objectives

The Foundation year of the practicum sequence is designed to provide students with generalist experiences in a variety of agency settings, working with diverse client systems, which may or may not coincide with student career interests. The expectations are that students will be afforded opportunity to:

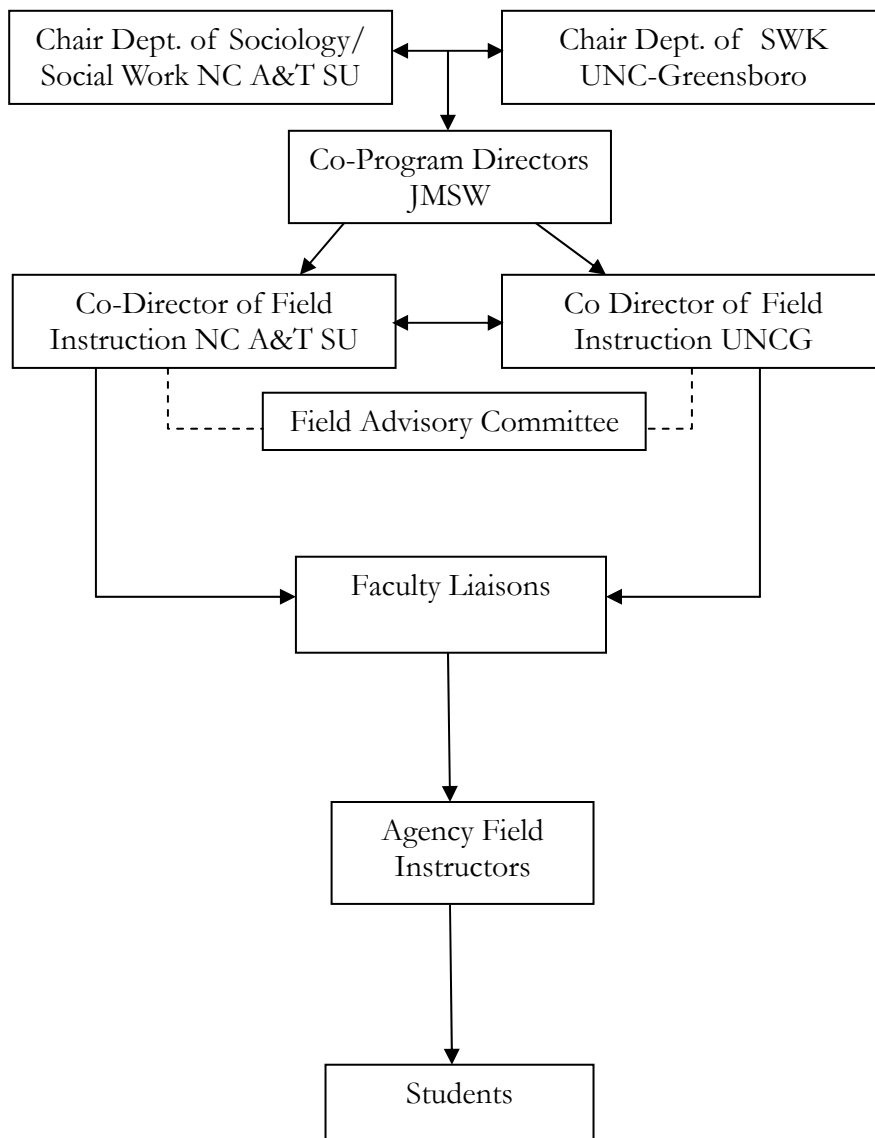
1. Apply generalist knowledge and theories, practice skills and interventions, and professional values and ethics which will enhance the wellbeing of people and the improvement of environmental conditions that affect people adversely.
2. Apply generalist knowledge and theories, practice skills and interventions useful in working with vulnerable and at-risk populations.
3. Enhance development of the “professional self” through self-awareness of strengths and limitations and taking necessary steps to improve.
4. Engage in critical self-assessment and self-evaluation of practice interventions.
5. Demonstrate an understanding of the relationship between social policy and practice and how policy influences decision-making and program development within the practicum agency.
6. Utilize effective written communication skills in all agency documentation and recordkeeping.
7. Demonstrate the ability to seek out and constructively use supervision to improve practice skills and service delivery.

During the Advanced (Concentration) year of the practicum sequence, in an agency that matches student practice and career interests, students must be able to:

1. Apply advanced generalist knowledge and theories, practice skills and interventions, and professional values and ethics which will enhance the well being of people and the improvement of environmental conditions that affect people adversely.
2. Apply advanced generalist knowledge, practice skills, and interventions useful in working with vulnerable and at-risk populations.
3. Engage in critical self-assessment and self-evaluation of advanced generalist practice interventions.
4. Critically analyze and evaluate policies and practices of practicum agencies.
5. Research and analyze social policy relevant to a particular area of practice (families and youth-at-risk, mental health, and health).
6. Demonstrate an understanding of the relationship between social policy and practice and develop strategies for influencing policy to effect positive change for individuals, families, groups, organizations, and communities, with special emphasis on rural and small communities and diverse and at-risk populations.
7. Utilize effective written communication skills in all agency documentation and record-keeping.

ORGANIZATIONAL STRUCTURAL of the MSW FIELD INSTRUCTIONAL PROGRAM

In the JMSW Field Instruction Program, the faculties from the two universities work as a single faculty. They serve in a faculty liaison capacity and as seminar instructors to a designated group of students. They are able to provide agencies with educational strengths and facilitate interaction between students and faculties who are of different racial and ethnic backgrounds, and who have different professional and educational experiences. The following describes the titles and responsibilities of those participating in the program.



JMSW COURSE OF STUDY AND DEGREE REQUIREMENTS

The Advanced Standing program option is designed for students with a BSW degree from a CSWE accredited program. Students take 42 hours of credit in one calendar year.

ADVANCED STANDING PROGRAM

<u>First Semester (Summer)</u>		<i>Credit</i>
A&T	UNCG	
SOWK 705	SWK 624 SWK Practice & Human Diversity	3
SOWK 731	SWK 631 SWK Individuals, Families & Theory	3
 <u>Second Semester (Summer)</u>		
A&T	UNCG	
SOWK 707	JMSW 626 Social Work Research Methods	3
SOWK 732	JMSW 632 Social Work with Groups, Communities & Organizations	<u>3</u>
 Total hours for summer sessions		 12
 <u>First Semester (Fall)</u>		<i>Credit</i>
Research Designs & Data Analysis for Social Work Practice		3
Field Instruction and Seminar II		6
Social Policy and Welfare Analysis II		3
<i>Area of Practice Course (CHOOSE ONE)</i>		
Social Work with Families I		
Social Work in Health Care I and Mental Health		<u>3</u>
 Total hours for fall session		 15
 <u>Second Semester (Spring)</u>		<i>Credit</i>
Elective		
Field Instruction and Seminar III		6
Social Work in Administrative		3
<i>Area of Practice (CHOOSE ONE)</i>		
Social Work with Families II		3
Social Work in Health Care and Mental Health II		<u>3</u>
 Total hours for Spring session		 15
 TOTAL HOURS		 42

JMSW COURSE OF STUDY AND DEGREE REQUIREMENTS

The master's degree program consists of a two-year full-time program and a three-year part-time program of study. Each consists of 60 credit hours. The program offers foundation and advanced levels of concentration content for advanced generalist practice.

TWO-YEAR PROGRAM

Foundation Year Curriculum

<i>First Semester (Fall)</i>	<i>Credit</i>
Human Behavior and Social Functioning I	3
Social Welfare Policy and Analysis I	3
Social Work Practice with Individuals and Families	3
Social Work Practice with Groups	3
Social Work Practice and Human Diversity	<u>3</u>
	15
<i>Second Semester (Spring)</i>	<i>Credit</i>
Human Behavior and Social Functioning II	3
Social Work Practice with Communities and Organizations	3
Field Instruction and Seminar I	6
Social Work Research Methods	<u>3</u>
	15
Total hours of professional foundation	30

Concentration Year Curriculum

<i>First Semester (Fall)</i>	<i>Credit</i>
Research Designs & Data Analysis for Social Work Practice	3
Field Instruction and Seminar II	6
Social Policy and Welfare Analysis II	3
Area of Practice Course (CHOOSE ONE)	
Social Work with Families I	
Social Work in Health Care I and Mental Health	<u>3</u>
	15
<i>Second Semester (Spring)</i>	<i>Credit</i>
Elective	6
Field Instruction and Seminar III	3
Social Work in Administration	3
Area of Practice Course (CHOOSE ONE)	
Social Work with Families II	3
Social Work in Health Care and Mental Health II	<u>3</u>
	15

TOTAL HOURS

60

THREE-YEAR PLAN OF STUDY

Year One

First Semester (Summer)

SWK 502: Social Welfare Policy and Analysis I 3

Second Semester (Fall)

SWK 501: Human Behavior and Social Functioning I 3

SWK 504: Social Work Practice with Individuals and Families 3

Third Semester (Spring)

SWK 511: Social Work Practice and Human Diversity 3

SWK 560: Social Work with Groups 3

Total hours for first year 15

Year Two

First Semester (Summer)

SWK 516: Field Instruction and Seminar I 6

Second Semester (Fall)

SWK 517: Human Behavior and Social Functioning II 3

SWK 514: Social Work Practice with Communities and Organizations 3

Third Semester (Spring)

SWK 503: Social Work Research Methods 3

SWK 512: Social Welfare Policy and Analysis II 3

Total hours for second year 18

Year Three

First Semester (Summer)

SWK 605: Social Work in Administration 3

Second Semester (Fall)

SWK 513: Research Design and Data Analysis for Social Work Practice 3

SWK 601: Social Work with Families I **or** 3

SWK 602: Social Work in Health and Mental Health I

SWK 606: Field Instruction and Seminar II 6

Third Semester (Spring)

SWK 611: Social Work with Families II **or** 3

SWK 612: Social Work in Health and Mental Health II

SWK 616: Field Instruction and Seminar III 6

Elective 3

Capstone

Total hours for third year 27

Total hours for JMSW Program 60

ORGANIZATIONAL STRUCTURE AND RESPONSIBILITIES OF FIELD INSTRUCTION

Under the direction of the Program Director and Associate Director, the **Co-Directors of Field** (one from each university) are responsible for planning, implementing, monitoring, and evaluating the field education program. Their specific responsibilities include:

1. Locating and approving qualified placement agencies and field instructors.
2. Assessing students' eligibility and readiness for field placement.
3. Placing students.
4. Developing and distributing a field instruction calendar.
5. Training new field instructors.
6. Developing and facilitating in-service workshops for field instructors.
7. Planning and coordinating the field instruction seminar.
8. Assigning students to faculty liaisons.
9. Developing students' performance evaluation instruments.
10. Providing guidelines to faculty liaisons, field instructors, and students for students' performance evaluations.
11. Providing for continued evaluation of placement agencies, field instructors, faculty liaisons, and the field education program.
12. Writing, updating, and distributing the field manual.
13. Developing and distributing the field directory.
14. Maintaining appropriate records for the program.
15. Selecting a field advisory committee.
16. Co-chairing the field advisory committee.
17. Participating in the resolution of faculty liaison/field instructor/student problems that cannot be resolved at the faculty liaison level.
18. Designing all forms for the program.

19. Writing program reports, memos, statistics, etc.
20. Planning and directing end-of-year field instructors' appreciation activities.

Faculty liaisons are faculty members from both universities whose primary responsibility is to ensure that the students' field experiences are educational. They serve as links between the JMSW and the field agency and must maintain regular contact with the student and field instructor in order to assess field performance and provide supportive services and resources as needed. Faculty liaisons may serve as advisers, monitors, consultants, teachers, mediators, and advocates. Their specific responsibilities include:

1. Visiting assigned students in their field placement agencies and conferring with students and field instructors regarding students' performance. Two visits per semester are required; sometimes there is a need for more.
2. Assisting student and field instructors in identifying and implementing educational objectives established for the student's field instruction.
3. Interpreting the social work program's policies, procedures, and expectations of field agencies.
4. Participating in the resolution of student/agency problems.
5. Assisting co-directors in planning field instruction seminars.
6. Conducting field instruction seminars.
7. Assigning grades for field instruction. (P = pass; F = fail).
8. Participating in the students' performance evaluation process.
9. Participating in the ongoing evaluation of the field education program.
10. Assisting co-directors in identifying field placement sites.

Field Instructors are knowledgeable and flexible agency-based professionally trained (MSW) social work supervisors who are responsible for guiding the students' day-to-day learning. They carry the responsibility for the students' training in the agency. They must be interested in teaching and be supportive of students. Field instructors are assigned by the agency and approved by the co-directors of field. All new field instructors **must** attend field instructors' orientation and training offered by the JMSW Program. Field instructors may serve as administrators, educators, and supervisors. Their specific responsibilities include:

1. Orienting the student to the agency.

2. Providing adequate working space for the student.
3. Assisting the student in developing appropriate educational goals and objectives (learning agreement).
4. Selecting appropriate assignments for the student.
5. Assigning early in the placement culturally diverse cases that offer varying degrees of complexity to draw upon students' practice skills.
6. Monitoring and coordinating the student's work in the agency.
7. Holding **weekly** supervisory conferences with students.
8. Reading recorded material.
9. Participating in the evaluation of the student's performance.
10. Conferring with the student's faculty liaison.
11. Attending orientation and training.

Students are the most important part of the field instruction process and are regarded as adult learners who must take a great deal of the responsibility for the education they receive in the field setting. Their responsibilities include:

1. Committing to the required hours of field work per week. (Required hours per week will vary between full-time and part-time students)
2. Actively participating in field seminar.
3. Developing a learning agreement that includes individual educational goals and objectives that are in accordance with the student learning objectives in the Student Handbook.
4. Maintaining a weekly log.
5. Functioning professionally in accordance with the NASW Code of Ethics.
6. Writing process recordings.
7. Complying with all field instruction policies and procedures.

8. Complying with all agency policies and procedures, including confidentiality, dress code and agency hours.
9. Participating actively in weekly supervisory conferences with field instructor.
10. Participating in ongoing self-evaluation and defining specific strengths and weaknesses.
11. Evaluating field instructor, agency, faculty liaison, and the field instruction placement process.

The Field Advisory Committee is comprised of social work practitioners and administrations from various human service agencies, social work faculty from both universities, and students currently enrolled in the JMSW program. This committee serves a supportive function and helps to identify gaps in educational and/or agency services and provides ongoing program evaluation. Its responsibilities include:

1. Maintaining awareness of the changing social work scene and its implication for manpower needs and educational preparation.
2. Meeting at designated times to assess, plan, and evaluate the social work program.
3. Recommending changes in program content and administration of the field program with the knowledge that final decisions are made by the program co-directors and/or co-directors of field instruction.

GUIDELINES AND CRITERIA FOR APPROVAL OF NEW FIELD INSTRUCTION AGENCIES AND FIELD INSTRUCTORS

Agencies are continuously sought as possible field instruction placement sites by the Co-Directors of Field. New agencies come to the attention of the field directors through agency inquiry and by recommendations from faculty, students, and/or the field advisory committee. The following process and procedures are followed in approving new agencies:

1. Initial requests or recommendations of new agencies will be made to the Co-Directors of Field Instruction.
2. The agency is located in a geographic area currently used by the JMSW program. Sites more than 150 miles from the campuses will require special evaluation.
3. The agency employs MSWs with two years of post-MSW practice, at least one year in their current position, and preferably five years post-MSW practice experience.
4. The agency is willing to provide necessary release time for the field instructor to attend required orientations and training workshops, supervisory conferences with students, and evaluation conferences with faculty liaisons and students.
5. The agency is able to provide structured learning experiences deemed appropriate for graduate level social work students and which meet JMSW program expectations and objectives.
6. The agency and field instructor are willing to allow the student to have hands-on experience with agency clientele early in the placement.
7. The Co-Directors of Field will make an initial visit to potential placement sites for the purpose of meeting agency administrators and prospective field instructors.
8. If the Co-Directors of Field approve the placement site, program information and forms will be sent to the agency for completion and return.
9. Agency staff that meets all criteria for field instructor selection must complete the required training hours within their first year of participating in the field instruction program.
10. Students evaluate field instructors each year.

FIELD INSTRUCTION PROCESS

Planning for Placement

In planning for field placement in the Foundation Year, students participate in the following sequential process:

- Step 1: The Co-Directors of Field will provide information about the practicum during field orientation.
- Step 2: The Field Instruction Manual, which contains the practice application and field calendar, is on the web page for each university. Students can pull up the application from the web page.
- Step 3: The field applicant must return the completed practice application package by the deadline date listed on the calendar.
- Step 4: The Co-Directors of Field will interview each field applicant.
- Step 5: The applicant will receive a field site assignment and schedule an interview with the prospective field instructor. Deadline dates for each are listed on the calendar.
- Step 6: Applicant visits the agency and interviews with the prospective field instructor.
- Step 7: Field agencies will confirm the applicants' placements.

In planning for the Advanced (Concentration) Year, students participate in the following sequential process:

- Step 1: The student will use the Advanced Placement Agency Directory to select three (3) agencies of interest for possible Advanced year placement. The area of interest should be the student's chosen area of practice. The Directory may be found in the Social Work Department on each campus.
- Step 2: The student will complete the Advanced (Concentration) Year Practice Application and submit the completed application package to the Co-Directors by the deadline date listed on the field calendar.
- Step 3: The student receives a field placement assignment (see *Field Manual*, page 12) and schedules an interview with a prospective field instructor.
- Step 4: The student visits the agency and interviews with the prospective field instructor.
- Step 5: Field agencies confirm the applicant's placement.

FIELD PLACEMENT ASSIGNMENT

You have been tentatively assigned to the agency listed below. It is your responsibility to call your prospective supervisor to arrange an interview. **INTERVIEWS SHOULD BE COMPLETED BY**

At this interview you should discuss:

1. The range of activities that the agency can provide;
2. What you would like to get out of field placement;
3. Any issues related to the days and hours that the agency would require you to work. Some agencies require flexible schedules.
4. Agency requirements regarding liability insurance;
5. The amount of travel required, and who pays for the gas;
6. Your future goals/plans in Social Work.
7. Anything else which comes to mind during the interview.

BE CURIOUS

BE PROFESSIONAL

BE ON TIME

To be completed by the Interviewer: Please complete the bottom portion of this form and return to student at the conclusion of the interview.

1. Name of student interviewed: _____

2. Agency/Unit/Department: _____
Address: _____

3. Name of Interviewer: _____

4. Place an X in one of the choices below:

___ Yes, I agree to supervise this student during the 2008 – 2009AY.

___ No, I will not be able to accept supervision of this student for the 2008-2009 AY.

Interviewer's Signature

Phone Number

Date

E-MAIL _____ Fax _____

ADMISSIONS REQUIREMENTS

Only students who have met the following criteria will be admitted to the Foundation Year Field Instruction program:

1. Completion of **all** prerequisite foundation courses in accordance with academic performance requirements set forth in their Graduate School Bulletin.
2. Enrolled concurrently in required foundation courses.
3. Successfully interview with their potential field instructor to confirm their placement and return a signed Agency Assignment form to the Co-Directors of Field.
4. Secure professional liability insurance prior to the beginning of field placement.

Students will be eligible for Advanced (Concentration) Practicum when the following criteria are met:

1. Successful completion of **all** foundation year courses in accordance with academic performance requirements set forth in their Graduate School Bulletin.
2. Completion of an Advanced (Concentration) Practicum application package, returned to the Co-Directors of Field.
3. Upon receipt of the field application, the Co-Directors of Field will assist students in planning their individualized, educationally directed practicum, centered around students' practice interest.
4. Secure professional liability insurance prior to the beginning of field placement.

General Information

1. Students **are not** to secure their field placement sites. Agency placements are **assigned** by the Co-Directors of Field. Students will be provided necessary information for contacting the agency and setting up an interview.
2. Placement assignments will be dependent upon the availability of human service agencies.
3. Access to dependable, reliable transportation is **critical**. Students should possess a valid driver's license with appropriate automobile insurance coverage. Transportation costs are the sole responsibility of students. Some agencies, however, will reimburse for mileage.

4. The Co-Directors of Field make every effort to ensure appropriate matches between student, interests, and agency. Sometimes, during the pre-placement and placement process, either the student or the agency may question the match. Should this occur, either or both parties may request a placement reassignment.
5. The JMSW program is under no obligation to find more than **three** field placements per student when student non-performance is not the issue.
6. Students will be in field practicum in conjunction with field seminar. Seminar times and locations will be determined by each faculty liaison.
7. Students in Foundation Year field instruction are required to complete 360 hours in practicum. Advanced (Concentration) year students are required to complete 696 hours in practicum.
8. Students must obtain professional liability insurance, available at a low student rate through NASW or through a state sponsored insurance plan, prior to the beginning of field practicum. **Students must show proof of coverage before they will be allowed to enter the field.**
9. Students should expect to remain in their assigned agency for the designated period of time. Placement assignments will change for the Advanced (Concentration) practicum.

Learning Agreement

The Learning Agreement is made between the student and the field instructor with the approval of the faculty liaison. It specifies, in as much detail as possible, the goals and objectives for field instruction and includes specific methods of measuring the accomplishment of these goals and objectives. As the student and field instructor write learning agreements they should keep in mind **that goals provide a general sense of direction: the target for which the student is aiming and objectives (tasks) are expressed in a format that is attainable and measurable.** Objectives usually begin with a helping verb and are date and time specific. They may also identify quantities.

The Learning Agreement should be written by the **third week** of the semester. The faculty liaison will inform the student of the exact due date. This agreement serves as the basis for the evaluation of performance. (See *Learning Agreement Sample* and *Suggestions for Learning Activities* in the appendices.)

Performance Evaluation

A formal evaluation at the end of the semester provides an opportunity for the student and the field instructor to take a look at what the student has learned and where he/she is now, as well as

to consider what extenuating circumstances affected professional learning. It also provides an opportunity for them to conceptualize what skills and learning needs they should focus on in the future. It serves as a form of accountability between the agency, the Joint Social Work Program, and the student, and measures the level at which the objectives listed in the Learning Agreement have been attained. It also helps the student identify strengths and weaknesses. The ongoing evaluation of the student's performance is an integral part of the field instructor's responsibilities and should be a frequent part of weekly conferences.

During the formal evaluation conference, both the student and the field instructor should share the initiative in evaluating performance. Assessments should be supported by practice illustrations and conference notes. Both field instructor and student should write a draft of the final evaluation and both should have some time to read, reflect, and assimilate the content. They should meet together to review the evaluation. Changes may be made if the field instructor feels they are warranted. All changes should be included in the final copy of the evaluation. The student should see the evaluation in its final form. The faculty liaison uses the evaluation as part of the criteria for assigning a grade, and it becomes a part of the student's record.

The evaluation instrument is included in the Learning Agreement document. It includes learning activities attached to each learning objective, a comment section, and a narrative summary. The student, field instructor, and faculty liaison must sign the evaluation. (See *Learning Agreement and Evaluation* in the appendices.)

Grading

Grades for field instruction and seminar courses will be assigned by the faculty liaison. In determining the final grade, the faculty liaison will take into account the student's field performance evaluation, attainment of field objectives as evidence by written work, the quality of the student's participating in field seminar, and the grading policy of the Field Education Program. The **Pass/Fail** grading system is used.

Pass: Satisfactory work (B or above)

Fail: Unsatisfactory work (C or below)

NOTE: Incomplete course work and withdrawals will be governed by the policy of the respective Graduate Schools' grading policies.

Field Seminar

Students are required to attend semi-monthly seminars that will be conducted by the faculty liaison. The time and place of the seminars will be determined by individual faculty liaisons. Seminar topics should be relevant to students' field instruction experiences and students are required to take an active part in discussions. Seminar attendance and the quality of participation will be included in the final grade for the Field Seminar courses. A letter grade (A,B,C) system will be used.

Denial of Admission to Field Instruction

Reasons for denial to field may include the following:

1. Substandard (unsatisfactory) academic performance (see Graduate School Bulletin). **The appeals process does not apply for substandard academic performance.**
2. Failure to complete field prerequisites.
3. Unfavorable faculty recommendation.
4. Poor adjustment to the educational process for the social work profession.

If a student disagrees with a denial decision in the case of numbers 2-4 above, the student may appeal through the appeals and grievance procedure.

Reassignment of Field Student

A request for reassignment of the placement agency may be made when problems that are **unrelated to the student's performance** make continuation in the agency an issue. The field liaison is responsible for determining whether the problem is due to performance or nonperformance factors.

1. Nonperformance problems include:
 - a. Inadequate agency resources to support field placement.
 - b. Learning experiences in agency too narrow.
 - c. Agency reorganization.
 - d. Student/agency mismatch.
 - e. Student/field instructor mismatch.
2. Reassignment process.

When a student is experiencing difficulty in the field, there are several ways in which the field program may be of help. The major effort of the program is through intensive field instruction and field advising. This effort may be attempted through the following steps:

1. Student and field instructor discuss the problem. When the field instructor has attempted to work with the student around practice and learning issues and has seen little or no progress, he/she must contact the faculty liaison immediately.
2. Student, field instructor, and faculty liaison discuss the problem. The faculty liaison must intervene with both the student and the field instructor, sometimes jointly, to clarify the problem and suggest ways of improving the situation, including the establishment of timelines for improvement. If the problem cannot be solved at this level, the faculty liaison should consult with the Co-Directors of Field. If a solution is not found within the agency, the decision to terminate is made by the field instructor and faculty liaison in consultation with the Co-Directors of Field in a timely manner.
3. The student must complete the termination process in the original placement. This process includes administrative requirements and termination contacts with assigned clients.
4. The original field instructor must submit to the faculty liaison a written, up-to-date summary of the student's field experience, including the reason(s) for termination. This summary must be shared with the student and it becomes a part of the student's official record. The student may submit a response to the field instructor's summary.
5. When an agency unilaterally terminates a student from placement, the faculty liaison, in consultation with the Co-Directors of Field, must review the situation, develop further plans or provide the student with due process, if necessary.
6. The faculty liaison will inform the original agency, in writing, of the decision reached.
7. The faculty liaison and Co-Directors of Field determine if reassignment of the student is in the best interest of the student and the profession. Consideration should be given to various education alternatives.
8. If the decision to reassign is made, the Co-Directors of Field initiate the reassignment process by contacting a new agency and field instructor. Information about the previous placement should be shared, when appropriate, with the new agency. The student will be informed of the new assignment. The student will then follow steps 5 and 6 in the planning for placement process. The student may be required to perform extra days/hours in order to make up time lost. The student, new field instructor, and faculty liaison will make these arrangements.

Termination from Field Instruction

There may be instances when the field instructor, faculty liaison, and/or Co-Directors of Field decide that it is in the best interest of all parties that the student's field instruction assignment be terminated. This may occur when a problem or situation that arises cannot be resolved through the normal field advisement process. Basis for termination may include:

1. Substandard (unsatisfactory) academic performance (see Graduate School Bulletin). **The appeals process does not apply to substandard academic performance.**
2. Poor adjustment for the profession in the field instruction process. The problem may be in either the demonstration of the lack of social work knowledge, values, and/or skills, or emotional maturity appropriate for field instruction.
3. The student, field instructor, faculty liaison, or Co-Directors of Field acknowledge that the selection of social work was inappropriate for the student.
4. Violation of professional ethics or behavior that is detrimental to the welfare of the student's client. (See NASW Code of Ethics.)

If the student disagrees with the decision to terminate, and a solution cannot be reached through the normal field advising process, the student may appeal numbers 2-4 above through the appeals and grievance procedure.

Appeals and Grievances Procedure

Step One: Discussion with the Student

1. If the student wishes to appeal a denial to field admission decision, he/she should initially discuss the situation with the Co-Directors of Field.
2. If the student wishes to appeal a termination from field decision, he/she should initially discuss the situation with the field instructor and faculty liaison. The faculty liaison will consult with the Co-Directors of Field.
3. If the student is not satisfied with the decision after this discussion, he/she may request a hearing to appeal the decision. The request for a hearing must be initiated within **seven (7) business days** after this discussion.

Step Two: Hearing Procedure

1. The request for a hearing must be delivered in writing to the Program Director within **seven (7) business days** of the above discussion.

2. Within **seven (7) business days** after receipt of the hearing request, the Co-Program Directors will appoint members to the Hearing Committee and schedule a hearing date. The hearing committee is made up of two faculty members, one from each university, and two students, a first-year and a second-year. A chair is appointed by the Co-Program Directors. The Co-Program Directors will also notify all concerned parties, including the student, of the time and place of the hearing.
3. The purpose of the hearing is to provide a review of the previous decision and allow the student an opportunity to present supporting documentation as to why the decision should not be allowed to stand.
4. The student may be accompanied by an advocate of his/her choice who must be a MSW. The advocate may serve as a consultant to the student. It is the student's responsibility to make the actual argument before the committee. The advocate may not speak to the committee.
5. At the beginning of the hearing, the Chair shall read into the record (the hearing must be taped) the purpose of the hearing and the decision that is being appealed. He/she then must introduce the members of the committee to the student. The committee should not include any person who had a role in making the decision that is being appealed. The student has the opportunity to question members of the committee as to whether or not they have had previous contact with the issue. The committee has the final responsibility of determining if a challenged committee member may remain. The hearing shall proceed with the Chair advising all present that the student holds the burden of proving that the previous decision was not based on accurate information or should be, for other just cause, set aside. The Chair must also advise the student that the committee is required to reach a majority decision on the issue at hand.
6. The student shall make a presentation or provide evidence that supports his/her contentions. This shall be followed by a presentation of the Co-Directors of Field or faculty liaison that explains the basis for the original decision. Each party has the right to question the other, as does the committee. Following the questioning period, each side shall have a brief time to rebut arguments made during the other's presentation. Upon receipt of information sufficient to make a decision, the Chair shall excuse all persons who are not members of the committee. The committee will then go into private deliberations. The committee will make a decision that must be given to the student in writing within **five (5) business days** following the hearing and a copy must be sent to the Co-Directors of Field.
7. Should the Hearing Committee uphold the original decision, the student may appeal this decision by following the University Appeal process on the student's home campus.
8. Should the Hearing Committee not uphold the original decision, the issue should be referred back to the Co-Directors of Field with recommendation for action(s) to be taken.

FIELD PROGRAM POLICIES AND PROCEDURES

Professional Ethics and Conduct

Students are expected to adhere to the standards regarding professional values, ethical conduct, and behaviors identified in the *NASW Code of Ethics* and the *NABSW Code of Ethics* while in their practicum setting. Copies of each code are found in the appendix section of this manual. Students are expected to be familiar with the codes and demonstrate their understanding of these standards in the application of knowledge and practice skills in their practicum settings.

An important issue for students in the field concerns confidentiality of case records and recordings. Case records and documentation should occur within the agency. Agency records **should not be removed for any purpose**. Summaries of case records and video- and audio-taping of clients for classroom purpose should be conducted with the knowledge and written consent of the field instructor, the knowledge of the faculty liaison, and with the permission of clients.

Liability Statement

1. Personal Automobile Liability Coverage

Students should be aware that the transporting of clients is a responsibility assigned to interns by many field placement sites. Students are therefore encouraged to consult with their insurance company regarding the need to obtain any additional liability coverage. The issue of transporting clients should be addressed during the pre-placement interview.

2. Personal Risk and Injury

On-the-job (i.e., internship) injuries may occur during field placement. Students who become injured while in the agency, or out on agency-related business, should notify their field instructor *and* faculty liaison immediately.

The universities expect agencies to provide students with access to first aid and emergency care for illness or accidents occurring on the property operated or owned by the agency. The agency may charge students normal fees for health care services. Such fees may be waived or later reimbursed should it be found that the agency was negligent in providing a safe working environment.

Absences

1. Illness/Emergency

Occasional illness and other emergencies may cause students to be absent from field placement. Students are expected to work out these arrangements with the field instructor. **The field instructor and faculty liaison should be informed of absences of more than one (1) day per semester.** Plans for making up extended absences (e.g., prolonged illness) should be discussed

with the faculty liaison and the field instructor. The faculty liaison in collaboration with the field instructor will determine if prolonged absences due to illness, death in the family, etc., will need to be made up.

2. Inclement Weather/Snow Days

Students should make every effort to report to field during inclement weather and should follow agency policies regarding closings. If it is impossible for students to get to the agency, and the agency remains open, the hours will need to be made up. Students are responsible for developing a plan for making up missed practicum hours with the field instructor and the faculty liaison.

3. Agency Holidays/Other Closings

Students may take any holiday or other closing observed by the agency without penalty as long as the student is able to verify that the minimum required clock hours for practicum are met.

Compensatory Time/Overtime

Some overtime in the field placement may occur depending on the agency setting and assigned tasks. This overtime may earn compensatory time for students. When this happens, existing agency policy related to compensatory time and overtime should be followed. In the absence of agency policy, compensatory time and overtime should be discussed with the field instructor. **Any time given as compensatory must be approved by the faculty liaison. The assignment of hours beyond the required 24 hours per week should be carefully considered and evaluated by the field instructor as to its educational and learning benefit.**

Monetary Compensation

In accordance with written University policy, as stipulated in the Memorandum of Agreement (VIII), provision for monetary compensation to students must be arranged under separate agreement between the student and the agency. The agency must stipulate that any such agreement between itself and the student will comply with state and federal laws, including the Fair Labor Standard Act, if such Act is applicable to the agency.

Field Placement in Student's Place of Employment

Field instruction is an educational experience and **not** an employment experience. Accrediting standards require that a student who seeks placement in an agency where he/she is employed must have "release time" for course and field instruction. Accrediting standards further require that student assignment and field supervision must differ from those activities associated with the student's employment. The assignment must also involve a different client population.

Students interested in using the place of employment for the practicum should discuss this with the Co-Directors of Field during the field admission process and submit a written proposal, identifying measures the agency will take to ensure separation of paid and practicum duties and activities, as well as supervision and client population.

Work site placements are complex and are not routinely approved. Therefore, the student should devise a contingency plan for field instruction.

Paid Placement

Paid practicum experiences, either through work-study or agency stipend, are not routinely available at this time. Such requests or opportunities will be handled on an individual basis.

Work Study

Paid internships through work-study may be possible. Students with the opportunity for such arrangements should talk with the Co-Directors of Field.

Early Completion of Placement

Students and field agencies are expected to adhere to the official Field Instruction Calendar for the current academic year. Field placement usually takes place during the first year from January to May for full-time students, and during the summer for part-time students. The Advanced year practicum occurs August through late April for full-time and part-time students. Any deviation from the printed calendar must be discussed in a timely manner with the faculty liaison and **approved** by the Co-Directors of Field. Students are responsible for keeping up with their field hours.

Sexual Harassment

The sexual harassment of field practicum students by any field instructor, employee or representative of the field agency will not be tolerated. To ensure that students are placed in an agency that affords an environment conducive to learning and free of sexual harassment, field agencies and field instructors will receive a copy of the universities' policies on sexual harassment (see Appendices H1&2: Sexual Harassment Policies). Additionally, each field placement agency will be asked to provide the Field Instruction Program with a copy of its sexual harassment policy, which shall be kept on file in the program office. If the agency does not currently have such a policy, the JMSW Field Education Program will strongly urge its development.

Nondiscrimination

The Field Instruction Program must abide by the nondiscrimination policies as set forth in the Graduate School Bulletin at each university and the Universities/Agency Memorandum of Agreement.

The Joint Master of Social Work Program at North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation or sexual orientation.

Life/Work Experience

No course credit will be allowed for life and work experience.

Employment

During the three (3) semesters of field instruction, it is recommended that students do not engage in any employment outside of their agency placement if they wish to make optimum use of the field instruction experience. When employment is essential, it is recommended that work hours be scheduled on Friday evening and the weekend. **Work schedules must not conflict with fieldwork assignments or the field seminar.**

Professional Liability Insurance

We live in a litigious society where professional liability insurance coverage has become more and more necessary for helping professionals. Students are required to purchase coverage that would protect them against possible lawsuits. Some agencies, especially health care, mental health, and school settings, require professional liability coverage for social work field instruction students.

NASW provides a reasonably priced policy for student members. Applications for NASW membership and professional liability insurance through NASW are available in the social work program offices at both universities. **Students must show proof of coverage before they will be allowed to enter the field.**

Honor/Dishonesty Code

Students are expected to follow the A&T Academic Dishonesty Policy and UNCG's Academic Honor Policy as set forth in the respective universities' Student Handbooks. (See Appendices, H 3&4.)

APPENDICES

APPENDIX A

JOINT MASTER OF SOCIAL WORK PROGRAM
ADVANCED STANDING PRACTICUM APPLICATION

Please type or print clearly: Use only black ink.

Date: _____ Placement sought for: Semester/Year _____
Area of Practice: _____

Student Status: Full-time _____ Part-time _____ Advanced Standing _____

1. Name: _____
Last First M.I. Student ID#

2. Mailing Address _____

3. Home Phone: _____ Work Phone _____

4. Anticipated date of graduation: _____

5. Will you be employed this year? Yes _____ No _____ Full-time _____ Part-time _____

6. Have you ever been convicted of a felony? Yes _____ No _____

7. Do you have a **valid** N.C. driver's license? Yes _____ No _____

8. Will transportation be a problem for you? Yes _____ No _____ If yes, please explain:

9. List strengths you have which may contribute to a successful field placement:

10. What do you want to gain from the Advanced Year field placement experience? Be specific. Include areas of your professional development that you may need to especially address:

11. Explain any issues that may impact your choice of possible practicum sites. For example: Mental Health/Substance Abuse issues, no car or a suspended driver's license, or received services from a campus based program (i.e, Office of Student Disabilities). These issues are to be discussed with the Co-Directors of Field Education prior to field placement. It is the responsibility of the student to apprise the field directors of this information:

Personal/Professional Narrative

In a 2-3 page narrative include the following:

- 1). Discuss factors, reasons and motivations leading to a career in social work.
- 2). Describe a situation in which you requested help as well as one you provided help.
- 3). Why a Master's degree in Social Work? What will you offer the profession once you have obtained your degree?

Narrative is to be typed, double-spaced with 1 inch margins.

Please include the following attachments to complete your application packet:

- 1). **Personal Resume:** Include Educational Objectives, Work Experience, Volunteer/Previous Internship Experience, Special Skills/Competencies (foreign language, computer proficiency) etc. **NOTE:** The Career Services office on either campus is available to assist students in developing a professionally constructed resume free of charge.
- 2). **Proof of valid driver's license and automobile insurance (copy of declaration page and copy of driver's license).**
- 3). **Proof of Professional Liability insurance. This can be obtained one of two ways:**
 1. **NASW (must be student member)**
 2. **Through UNCG for the cost of \$36.00 for the year. The payment for the University Insurance is with a money order or bank check – NO PERSONAL CHECKS. Money order or bank check if to be made out to UNCG Department of Social Work**

The application packet, including required documentation and attachments are to be submitted to the Field Director's Office on the UNCG campus.

APPENDIX B

**JOINT MASTER OF SOCIAL WORK PROGRAM
ADVANCED (CONCENTRATION) PRACTICUM APPLICATION**

Please type or print clearly. Use only blue or black ink.

Date: _____ Placement sought for: Semester/Year _____
Area of Practice: _____

Student Status: Full time _____ Part time _____ Advanced Standing _____

1. Name: _____
Last First M.I. University ID#

2. Mailing Address: _____

3. Home Phone: _____ Work Phone: _____

4. Anticipated date of graduation: _____

5. Have you ever been convicted of a felony? Yes _____ No _____

6. Coursework Completed:
Course Instructor Grade

7. Coursework in Progress:
Course Instructor Grade

8. List three agencies, in order of preference, of interest to you for your advanced year placement. Select from the **Advanced (Concentration) Placement Agency Directory** in the Social Work office on either campus.

1. _____
2. _____
3. _____

9. Explain any issues that may impact your choice of possible practicum sites. For example: Mental Health/Substance Abuse issues, no car or a suspended driver's license, or received services from a campus based program (i.e., Office of Student Disabilities). These issues are to be discussed with the Co-Directors of Field Education prior to your field placement. It is the responsibility of the student to apprise the field directors of this information. _____

To complete your application packet please include the following attachments:

Personal Resume. Include Educational Objective, Work Experience, Volunteer/Previous Internship Experience, Special Skills/Competencies (foreign language, computer proficiency), etc.

Proof of professional liability insurance. Due by August 4, 2008

This can be obtained one of two ways:

- 1). NASW (must be a student member)**
- 2). Through UNCG for the cost of \$18.00 per semester. The payment for the University insurance is with a money order/bank check made out to UNCG Department of Social Work. Payment is to be given to JMSW Field Co-Directors.**

Proof of Automotive Liability Insurance. Due by August 4, 2008

One Letter of Recommendation from your foundation year faculty liaison.

APPENDIX C

**JOINT MASTER OF SOCIAL WORK PROGRAM
FOUNDATION YEAR PRACTICUM APPLICATION**

Please type or print clearly. Use only blue or black ink.

Date: _____ Placement sought for: Semester/Year _____
Area of Practice: _____

Student Status: Full-time _____ Part-time _____ Advanced Standing _____

1. Name: _____
Last First M.I. University ID#

2. Mailing Address: _____

3. Home Phone: _____ Work Phone: _____

4. Anticipated date of graduation: _____

5. Will you be employed next semester? Yes ___ No ___ Full-time ___ Part-time ___

6. Have you ever been convicted of a felony? Yes ___ No ___

7. Do you have limitations (physical or emotional) of which we should be aware in planning your field placement? Yes ___ No ___

8. Do you have a **valid** N.C. driver's license? Yes ___ No ___

9. Will transportation be a problem for you? Yes ___ No ___ If yes, please explain: _____

10. List strengths you have which may contribute to a successful field placement: _____

11. What do you want to gain from the foundation year field placement experience? Be specific. Include areas of your professional development that you may need to especially address. _____

12. Explain any issues that may impact your choice of possible practicum sites. For example, if a student is a parent with young children, is in recovery for substance abuse, has no car or a suspended driver's license, has caretaking responsibilities for a family member, etc., such issues need to be present to the Co-Directors of Field Instruction **in advance** to assist with planning for your field placement. It is the student's responsibility to apprise the field directors of this information. _____

Please include the following attachments to complete your application packet:

- 1. Personal Resume:** Include **Educational Objective**, Work Experience, Volunteer/Previous Internship Experience, Special Skills/Competencies (foreign language, computer proficiency), etc. **NOTE:** The Career Services office on either campus is available to assist students in developing a professionally constructed resume, free of charge. **Use Chronological Form**

**SAMPLE RESUME
(Chronological Form)**

Name
 Address
 City/State and Zip Code
 Phone Number

EDUCATIONAL OBJECTIVES

This is a brief statement identifying skill development areas in which you are interested.

EDUCATIONAL EXPERIENCE

Colleges or Universities dates attended and degrees.

EMPLOYMENT/VOLUNTEER EXPERIENCE

List factual information: When, where, for whom you worked/volunteered. Use action verbs when beginning job descriptions. Identify skill areas obtained as a result of work/volunteer. Last job first, include dates.

SPECIAL SKILLS

Speak a foreign language; know sign language, computer literacy, etc.

2. **Personal/Professional Narrative**

In 2-3 pages, prepare a statement including the following: The narrative should be typed, double-spaced with 1” margins, sides and bottom of each page.

There are some practicum situations which, given specific vulnerabilities of an individual student or circumstances of work with a given client population or in a particular agency, might place the student at either physical or emotional risk.

- A. Explain if there are issues which may impact your choice of possible practicum sites. (For example; if a student in recovery for substance abuse, has not car or a suspended driver’s license, has caretaking responsibilities for a family member, etc., such issues need to be presented to the Directors of Field Instruction **in advance** to assist with planning for your field placement. It is the student’s responsibility to appraise the field directors of this information).

Failure to disclose pertinent information involving previous, existing, or continuing health/medical conditions or other issues, such as those identified above, may result in denial of admission to field or termination of field placement.

- B. Discuss the factors, reasons, motivations which led you to consider social work as your career.
1. Discuss your particular interests in social work
 2. Description of a situation in which you have **asked** for help.
 3. Description of a situation in which **you have given** help.

3. **Proof of valid driver’s license and automobile liability insurance declaration page.**

4. **Proof of professional liability insurance. Attach money order to field application.**

The application packet, including required documentation and attachments, should be submitted to the Field Director’s office on either campus.

APPENDIX D

REQUEST FOR EVALUATION OF WORK SITE FOR MSW PRACTICUM

(To be completed by student and returned to Field Director)

This form is to be completed by the student desiring to use his/her place of employment as a placement site **for the Advanced (Concentration) Practicum only**. There should be clear differentiation between students' paid work hours and field placement. Use of the work site as a placement should have been discussed with the Co-Directors of Field at the time of application to field instruction. A work site may be approved only if the student's employer is willing to meet all field criteria and requirements.

Approved placement sites must meet the following minimum criteria:

1. Afford learning opportunities that meet the learning objectives specified in the Advanced (Concentration) Practica (page 2, *Field Manual*).
2. Value the student's educational experience by making programmatic accommodations to meet the student's learning needs, as necessary.
3. Assign a qualified MSW field instructor who meets the criteria as specified in the most current *Field Manual*, page 11.

Date: _____

Student-Employee Name: _____
Last First M.I.

Agency: _____

Name of Department/Unit/Program: _____

Agency Address: _____

Phone _____ FAX _____

Name and Title of Executive Officer: _____

Name of Supervisor or Administrator (person who should be initially contacted by the school to explore a work-site practicum): _____

Phone: _____

How long have you been employed by this organization? _____

Agency personnel who would be involved in the practicum:

Name of proposed field instructor _____ Phone _____

Name of current work supervisor _____ Phone _____

The student will be in classes on Monday and Tuesday, and in field placement Wednesday through Friday of each week during the academic year. Please provide information below about the student-employee's proposed work and internship hours.

Work schedule: Day(s) _____ Time(s) _____

Internship schedule: Day(s) _____ Time (s) _____

Describe student-employee's current duties and responsibilities. Identify your current title/position. How long you have worked for this employer? How long have you held this current title/position? Explain major job-related tasks and activities related to your current position.

Describe student-employee's past duties and responsibilities. Identify other titles/positions held. Explain major job-related tasks and activities related to the past positions held.

Describe all duties and responsibilities required of the student-employee during the practicum. Be as specific as possible. Identify the client population and presenting problems addressed most frequently.

Signature of Agency Executive

Date

Signature of MSW Coordinator/Contact Person

Date

APPENDIX E

CSWE Accreditation Standards

1. Program Mission, Goals, and Objectives

- 1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
- 1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
- 2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.
- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:
 - 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
 - 2.1.2 Admits only those students who have met the program's specified criteria for field education.
 - 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
 - 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree. Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.
 - 2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

- 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

3. Program Governance, Administrative Structure, and Resources

- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.
 - 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
 - 3.0.2 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.
 - 3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
 - 3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.
 - 3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
 - 3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.
- 3.1 The social work program has sufficient resources to achieve program goals and objectives.
 - 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.
 - 3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.
 - 3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.
 - 3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.
 - 3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

- 4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.
- 4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.
- 4.2 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.
 - 4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.
- 4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
- 4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

- 5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.
- 5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.
- 5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
- 5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.
 - 5.3.1 The program has written policies and procedures concerning the transfer of credits.
 - 5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.
- 5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.
- 5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.
- 5.6 The program informs students of its criteria for evaluating their academic and professional performance.

- 5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

- 6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

- 7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.
- 7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
- 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

- 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.
- 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

APPENDIX F-1

ADVANCED (CONCENTRATION) LEVEL COMPETENCIES FOR SOCIAL WORK PRACTICE WITH FAMILIES AND YOUTH AT RISK

OUTCOME OBJECTIVES

At completion of the course work and field practicum in the Social Work with Families and Youth at Risk area of practice, students are expected to demonstrate:

1. Knowledge of federal and state legislation, regulations, and court decisions related to social work practice with families and youth at risk.
2. Advanced levels of social work practice with families and youth at risk based on knowledge and skills of interventions at the individual, group, family, organization, and community levels.
3. Competence in critical analysis and evaluation of appropriate organizations, policies, and interventions necessary for current social work practice with families and youth at risk.
4. Knowledge of the influences of race, ethnicity, gender, socioeconomic status, and sexual preference in the design and delivery of social work services with families and youth at risk, including patterns and consequences of discrimination and oppression.
5. Knowledge and appreciation of the value of cultural and social diversity among child-rearing patterns and forms of family structure.
6. Knowledge of and competence in ethnic-sensitive practice through the development of work relationships with indigenous and diverse populations.
7. Competence in identifying the special service needs of children within the child welfare system, including children placed in out-of-home care, children who are physically handicapped or developmentally disabled, chemically exposed, HIV positive, present severe behavior management problems or are unaccompanied minors from a foreign country.
8. Knowledge of and appreciation for the value conflicts of child's rights vs. parental rights that is inherent in social work practice with families and youth at risk.
9. Knowledge of the problems that necessitate social work practice with families and youth at risk intervention and the ability to determine how these problems are related to institutional gaps in the provision of appropriate and adequate services.
10. Acceptance of and commitment to the principles of child protection, family preservation, reunification, and adoption to insure a permanent home for all children.

11. Skill in the development and implementation of service plans based on principles of risk assessment, reasonable efforts, family preservation, family reunification, and permanency planning.
12. Demonstrate knowledge of the questions and issues in determining “normal” and “abnormal” behavior, and be able to utilize and understand the limitations of the DSM-IV for the diagnosis and classification of mental disorders.
13. Understanding and knowledge of the issues of bonding, attachment, separation, grief, and loss of families faced with child placement, return to the parental home, or adoption.
14. Ability to identify verified knowledge related to key families and youth at risk issues and pose questions that require further analysis.
15. Skill in formulating, interpreting, implementing and evaluating new policies, interventions and programs in the families and youth at risk field.
16. Demonstrate ability to seek out and constructively use supervision and consultation to improve practice skills and service delivery.

APPENDIX F-2

ADVANCED (CONCENTRATION) LEVEL COMPETENCIES FOR SOCIAL WORK PRACTICE IN HEALTH CARE AND MENTAL HEALTH

OUTCOME OBJECTIVES

Upon completion of their course work and field practicum in the Social Work in Health and Mental Health area of practice, students will be able to:

1. Describe the current U.S. public and private health and mental health care systems.
2. Show comprehension of how the current health and mental health care system are financed.
3. Demonstrate evidence and understanding of how the health and mental health care system are regulated. Learn about managed care and resulting changes in delivery of health care and services.
4. Illustrate knowledge of the social, political, and economic events that have shaped the current U.S. health and mental health care system.
5. Display an awareness of how the health and mental health care system are utilized and perceived by persons distinguished by gender, sexual orientation, ethnicity, social class, economic resources, disease type, age, and citizenship status.
6. Critically appraise the current U.S. health and mental health care systems in terms of issues of equity and social justice.
7. Review and critically analyze the proposals that have been made to reform the current U.S. health and mental health care system.
8. Reveal an understanding of the problems of access to care and quality of care that may confront special populations, such as women, minorities, the poor, persons with AIDS, men, immigrants and refugees.
9. Demonstrate a thorough cognizance of grief theory and its application to adjustment to physical illness and disability.
10. Utilize grief theory as a framework to guide practice activities with patients and their families.
11. Identify the physical, psychological, social education vocational, and financial issues associated with cancer, heart disease, stroke, AIDS, Alzheimer's disease, closed head injuries, chronic kidney disease, multiple sclerosis, spinal cord injuries, cerebral palsy, visual impairment, auditory impairment, infertility, neonatal illness and defects.

12. Recognize the different cultural values that exist concerning disease, disability, and wellness, and the manner in which these values influence the individual, family, and society's response to medical conditions.
13. Present information and develop special programs to deal with the issues confronted by families when children become seriously ill or die.
14. Demonstrate knowledge of the various social work functions that need to be employed to help the patient and his or her family deal with the impact of disease and disability.
15. Demonstrate knowledge of the questions and issues in determining "normal" and "abnormal" behavior, and be able to utilize and understand the limitations of the DSM-IV for the diagnosis and classification of mental disorders.
16. Display an understanding of the workings of health and mental health care teams and the manner in which health and mental health care social workers operate within a multidisciplinary setting.
17. Exhibit information about the laws and legal issues related to health and mental health care.
18. Show comprehension of the moral and ethical issues and values surrounding the right to health care and the right to refuse health care.
19. Depending upon their future professional goals, student in their foundation year should have displayed the following skills in the health care and mental health setting:
 - a. counseling and advocacy for individuals, families, and groups.
 - b. providing supervision and consultation
 - c. doing case management.
 - d. managing a social service department within a health or mental health setting.
 - e. participating in policy analysis and policy development within health care and mental health organizations.
 - f. recordkeeping, budgeting, writing grants and doing quality assurance.
 - g. developing linkages between health and other community agencies.
 - h. promoting consumer participation in health care and mental health depending upon their future professional goals, display skills, knowledge, and social work values related to aging and substance abuse.
20. Demonstrate an awareness of the attitudes of society toward people who are ill or disabled and the impact of these on equality of access.
21. Demonstrate the ability to seek out and constructively use supervision and consultation to improve practice skills and service delivery

22. Demonstrate knowledge of the consequences of social stigma of behavioral, emotional and mental disorders/illness.
23. Demonstrate knowledge of the ethical, moral, and legal issues surrounding voluntary and involuntary treatment.
24. Demonstrate knowledge of the social policy, legislative and legal basis of mental health services.
25. Demonstrate knowledge of how to develop a conceptual framework for translating policy issues, relevant literature, and value stances into practice that meets the needs of the clients in the system and the community.
26. Demonstrate knowledge of the impact of social policies affecting the delivery of social services in mental health.
27. Demonstrate competence to work within diverse community settings.
28. Demonstrate knowledge of how advocacy, patients' rights, legal issues, and professional interest interplay to form a complex picture as well as policy reform challenge.
29. Demonstrate understanding of differential treatment modalities in working with individuals, families, and small groups.
30. Demonstrate an ability to critically evaluate one's own role as an effective practitioner, and to use that evaluation in future professional growth.
31. Demonstrate knowledge of how to intervene, negotiate, and secure the necessary services for community health and mental health clientele within an ecological framework.
32. Demonstrate knowledge of social work values and ethics to practice within the health and mental health setting.

APPENDIX G-1

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Effective January 1, 1997

Preamble

The primary mission of the social work profession is to enhance human well-being and help [to] 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 changes 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 files against its members. In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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 worker's primary goal is to help people in need and to address social problems.*

Social workers elevate service to others about 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 worker's 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.

I. Social Worker's 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 audio-taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients; cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, 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 that 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 the 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 or when laws or regulations require disclosure without a client's consent. In all instances, social workers should

disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients, circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social worker provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individuals' 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 vent 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 sex-usual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

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

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers; relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstance 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, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the 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 wellbeing.

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 worker's own interest.
- (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 interest 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 services is required.
- (b) Social workers who refer clients to other professional 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 advanced, 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 where 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 committee).
- (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 that there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services 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 and 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

worker. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.

- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

4.02 Discrimination

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

APPENDIX G-2

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS CODE OF ETHICS

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation or fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare set forth this statement of ideals and guiding principles.

If a sense of community awareness is a pre-condition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its self-determination and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relive suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

I regard as my primary obligation the welfare of the Black individual, Black family and Black community and will engage in action for improving social conditions.

I give precedence to this mission over my personal interests.

I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.

I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.

I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individuals or organizations engaged in social welfare activities.

I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.

I will consciously use my skills, and my whole being, as an instrument for social change, with particular attention directed to the establishment of Black social institutions.

APPENDICES H-1 & H-2

Instructions for Completing JMSW Field Instruction Learning Agreement and Evaluation

NOTE: Pages 68-69 should be attached to Foundation or Advanced (Concentration) Practica Learning Agreements/Evaluation

Student: _____ Semester: _____ Year: _____
Agency: _____ Field Instructor: _____
Faculty Liaison: _____ Please Circle: Foundation Year Advanced Year

A. **Field Educational Emphasis (Goals)**

Each of the following goals with its subsections should be addressed as you complete your Learning Agreement.

Goal I. Professional Growth and Development

- Evaluation of Self
- Commitment to professional values and ethics

Goal II. Organizational and Community Context of Practice

- Knowledge of structure and function of agency
- Knowledge of community's structure and resources

Goal III. Direct Service Practice, Knowledge, and Skills

- Apply core interpersonal communication skills with clients
- Sensitivity to diverse populations
- Problem identification and assessment
- Selection and implementation of an intervention plan
- Selection of appropriate evaluation strategies
- Identification of termination process

Goal IV. Indirect Service Practice, Knowledge, and Skills

- Evaluation and comparison of problems, populations, programs, and policies
- Management of complex data and problems
- Transmission of knowledge, skills, and values
- Integration and coordination of tasks
- Support and sustain others
- Transform social policies into social services

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- Evaluation and comparison of problems, populations, programs, and policies
- Management of complex data and problems
- Transmission of knowledge, skills, and values
- Integration and coordination of tasks
- Support and sustain others
- Transform social policies into social services

B. Definition of Terms:

1. Student Learning Objectives: Statement of intended accomplishment written with expected outcome. Select a specific area within the chosen goal. Learning objectives and action steps need to be carefully planned and state because they become the yardstick by which the student's performance is measured.
2. Student/Field Instructor Learning Activities (action steps): Specific, short-term accomplishments which, when completed, will lead to accomplishments of learning objectives. There may be more than one action step to each learning objective.
3. Target Date: The date when student anticipates accomplishing the learning objective.
4. Rating: For the semester evaluation, the field instructor should rate the student's performance for each learning objective, using the following scale.
 1. Needs intensive work
 2. Performance reflects inconsistent integration of knowledge
 3. Performs task with appropriate supervision
 4. Performs tasks well with minimum supervision
 5. Ready for MSW entry level (for Advanced year interns only)

N/A Not addressed
5. Comments: Please be as specific as possible, using brief phrases that best describe the student's strengths, limitations, work, flow, successes, stumbling blocks, etc.
6. Evaluation Summary: Please comment on each of the four areas of Educational Emphasis (Goals).
7. Written Assignment: Please have samples available for each end of semester faculty liaison visit (e.g., organizational narrative, psychosocial/family assessment, treatment plan, process recording, discharge summary, or similar assignment).

LEARNING AGREEMENT

NOTE: This page should be attached to Foundation or Advanced (Concentration) Year Learning Agreement/Evaluation

This Learning Agreement may be amended at any time if both the student and field instructor agree. The faculty liaison **must** be notified of any major changes.

Contract Period: From _____ to _____ (dates) Semesters: Fall 20____ Spring 20 ____ Summer 20____

Signatures: Student _____ Date: _____

Field Instructor: _____ Date: _____

Faculty Liaison: _____ Date: _____

EVALUATION SUMMARY:

Please provide a written evaluation of your student's strengths and limitations that can be used in assessing student performance and readiness for Advanced Practicum **or** for social work practice. The summary must be consistent with **Evaluation/Comments section**; please comment on **each of the four goals**. Use a separate sheet of paper if desired.

Field Instructor: _____ Date: _____

My field instructor and I ___ **have** ___ **have not** discussed this evaluation. I ___ **agree** ___ **do not agree** with it.

Student: _____ Date: _____

JMSW Field Instruction Learning Agreement and Evaluation

Student: _____
 Agency: _____
 Semester: _____ Year: _____

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments

Duplicate and use as many sheets as necessary.

**APPENDIX H-1
FOUNDATION YEAR**

Student: _____
 Agency: _____
 Semester: _____
 Year: _____

JMSW Field Instruction Learning Agreement and Evaluation

Goal I: Professional Growth and Development

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
1. Understanding and apply social work knowledge and theory to practice in the field.	a. Supervision, case presentations b.			
2. Conducts self in a professional and appropriate manner, including behavioral and verbal interactions (including written communication)	a. Case presentations b. Reflective logs c. Interactions with staff and clients d. Agency recording and documentation e.			
3. Understand and apply NASW Code of Ethics and commitment to professional values and principles to interactions with staff and clients.	a. Supervision/review of cases b.			
4. Understand and apply social worker roles and functions within the field agency.	a. Supervision/review of cases b. Case presentations c. Process recordings			

Goal I: Professional Growth and Development (cont'd)

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
5. Demonstrate multicultural competence in practice with diverse populations of individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> a. Supervision a. Work with clients, and interactions with field instructor and other staff members. 			
6. Develop the ability to engage in critical thinking in relation to social work practice.	<ul style="list-style-type: none"> a. Supervision b. Reflective logs c. Case presentations d. Process recordings 			
7. Develop the ability to engage in self-reflective evaluation of one's practice.	<ul style="list-style-type: none"> a. Supervision b. Reflective logs c. Process recordings 			
8. Seeks out and constructively uses supervision.	<ul style="list-style-type: none"> a. Supervision b. Reflective logs 			

Goal I: Professional Growth and Development (cont'd)

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
9. Develop an understanding of one's individual skill level and learning needs.	<ul style="list-style-type: none"> a. Supervision b. Reflective logs c. Process recording d. Field seminar 			
10. Assume primary responsibility for one's own learning in the field.	<ul style="list-style-type: none"> a. Supervision b. Reflective logs 			
11. Demonstrate willingness to uphold the standards and ethics of the profession.	<ul style="list-style-type: none"> a. Review of cases with supervisor b. Field seminar discussions 			

Goal II: Organizational and Community Context of Practice

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
1. Understand and orientation to agency setting, procedures, policies and services and learn to implement the process with clients	<ul style="list-style-type: none"> a. Agency orientation, training on forms and procedures b. Agency Profile presentation in field seminar c. 			
2. Knowledge and utilization of community resources to address client needs.	<ul style="list-style-type: none"> a. Agency visits b. Appropriate use of community resources in field assignment c. Case management and referral d. 			
3. Develop skills in intra-and interagency collaboration and teamwork.	<ul style="list-style-type: none"> a. Participate actively in agency team meetings, peer supervision, and other agency task groups as appropriate b. 			

Goal III: Direct Service Practice, Knowledge and Skills

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>1. Develop an understanding of the generalist social work problem-solving process and learn to implement the process with clients</p> <p>a. Engagement and interviewing</p> <p>b. Strengths based assessment</p> <p>c. Planning and contracting based on client abilities, resources, and the problem.</p>	<p><i>Note: All of these subobjectives will involve constructive use of supervision in addition to other specific tasks as noted below.</i></p> <p>a. Conduct initial interviews and/or intake interviews</p> <p>a. Conduct and write up assessments that identify strengths as well as problems to be addressed</p> <p>a. Carry an ongoing caseload of at least 5 - 10 clients b. Develop treatment plans</p>			

Goal III: Direct Service Practice, Knowledge, and Skills (cont'd)

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>d. Implement social work interventions based on presenting problems and strengths, appropriate theory, and/or empirical evidence</p> <p>e. Monitoring and evaluation of client outcomes</p> <p>f. Termination, including planning for relapse prevention</p> <p>g. Follow up</p> <p>2. Develop skills in documentation and professional record keeping.</p>	<p>a. Carry an ongoing caseload of at least 5 - 10 clients</p> <p>b. Document interventions in progress notes</p> <p>c. Reflective logs</p> <p>d. Case presentations</p> <p>a. Review of cases with supervisor</p> <p>b. Case presentations</p> <p>a. Review of cases with supervisor</p> <p>b. Case presentations</p> <p>a. TBA</p> <p>a. Accurately and thoroughly complete required paperwork and documentation (forms, progress notes, etc.)</p> <p>b. Supervisor and/or peer review of documentation</p>			

Goal III: Direct Service Practice, Knowledge, and Skills (cont'd)

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
3. Develop skills in planning, maintaining, and facilitating small groups. (include only if relevant)	<ul style="list-style-type: none"> a. Plan and lead (or co-lead) a group. b. Reflective logs 			
4. Demonstrate ability to involve clients, extended family, and other formal and informal supports in treatment planning and implementation.	<ul style="list-style-type: none"> a. Inquire about formal and informal resources in assessment b. Actively engage clients in how to use resources and supports in problem-solving c. Facilitate meetings with clients and their formal and informal supports for treatment planning and implementation. 			

Goal IV: Indirect Service Practice, Knowledge, and Skills

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>1. Understand agency and program funding streams and their implications for service delivery.</p> <p>2. Analyze a social policy relevant to the field setting and develop an understanding of how the policy is translated into program.</p> <p>3. Understand processes of intra- and inter-organizational policy formulation, planning, administration, and management.</p> <p>4. Demonstrate the ability to organize and present professional information related to professional development to others. (if possible)</p>	<p>a. Agency Profile presentation in field seminar</p> <p>a. Present in agency or field seminar</p> <p>a. Participate in agency policy formulation, program planning, administration, and management as negotiated with agency staff (e.g., author or co-author a grant; serve as a member of a task force)</p> <p>a. Conduct an in-service training session</p> <p>b. Conduct a community education session</p>			

**JMSW LEARNING CONTRACT/EVALUATION
ADVANCED (CONCENTRATION) YEAR
Instructions for Completing JMSW Field Instruction Learning Agreement and Evaluation**

Student: _____
Agency: _____
Faculty Liaison: _____

Semester: _____ Year: _____
Field Instructor: _____
Please Circle: Foundation Year Advanced Year

A. Field Educational Emphasis (Goals)

Each of the following goals with its subsections should be addressed as you complete your Learning Agreement.

Goal I. Professional Growth and Development

- Evaluation of Self
- Commitment to professional values and ethics

Goal II. Organizational and Community Context of Practice

- Knowledge of structure and function of agency
- Knowledge of community's structure and resources

PLEASE NOTE – THE FOLLOWING ADDENDUM APPLIES TO GOALS III AND IV ONLY:

If student is in an Aging Internship *Goals III and IV* addendum is to be utilized for their Learning Agreement and Evaluation. If student is **not** in an Aging Internship yet is servicing a portion of this population, the addendum maybe utilized.

Goal III. Direct Service Practice, Knowledge, and Skills

- Apply core interpersonal communication skills with clients
- Sensitivity to diverse populations
- Problem identification and assessment
- Selection and implementation of an intervention plan
- Selection of appropriate evaluation strategies
- Identification of termination process

Goal IV. Indirect Service Practice, Knowledge, and Skills

- Evaluation and comparison of problems, populations, programs, and policies
- Management of complex data and problems
- Transmission of knowledge, skills, and values
- Integration and coordination of tasks
- Support and sustain others
- Transform social policies into social services

B. Definition of Terms:

1. Student Learning Objectives: Statement of intended accomplishment written with expected outcome. Select a specific area within the chosen goal. Learning objectives and action steps need to be carefully planned and state because they become the yardstick by which the student's performance is measured.
2. Student/Field Instructor Learning Activities (action steps): Specific, short-term accomplishments which, when completed, will lead to accomplishments of learning objectives. There may be more than one action step to each learning objective.
3. Target Date: The date when student anticipates accomplishing the learning objective.
2. Rating: For the semester evaluation, the field instructor should rate the student's performance for each learning objective, using the following scale.
 1. Needs intensive work
 2. Performance reflects inconsistent integration of knowledge
 3. Performs task with appropriate supervision
 4. Performs tasks well with minimum supervision
 5. Ready for MSW entry level (for Advanced year interns only)

N/A Not addressed
5. Comments: Please be as specific as possible, using brief phrases that best describe the student's strengths, limitations, work, flow, successes, stumbling blocks, etc.
6. Evaluation Summary: Please comment on each of the four areas of Educational Emphasis (Goals).
7. Written Assignment: Please have samples available for each end of semester faculty liaison visit (e.g., organizational narrative, psychosocial/family assessment, treatment plan, process recording, discharge summary, or similar assignment).

LEARNING AGREEMENT

This Learning Agreement may be amended at any time if both the student and field instructor agree. The faculty liaison **must** be notified of any major changes.

Contract Period: From _____ to _____ (dates) Semesters: Fall 20____ Spring 20 ____ Summer 20____

Signatures: Student _____ Date: _____

Field Instructor: _____ Date: _____

Faculty Liaison: _____ Date: _____

EVALUATION SUMMARY: Please provide a written evaluation of your student's strengths and limitations that can be used in assessing student performance and readiness for Advanced Practicum **or** for social work practice. The summary must be consistent with **Evaluation/Comments section**; please comment on **each of the four goals**. Use a separate sheet of paper if desired.

Field Instructor: _____ Date: _____

My field instructor and I ___ **have** ___ **have not** discussed this evaluation. I ___ **agree** ___ **do not agree** with it.

Student: _____ Date: _____

Agency: _____

Semester/Year : _____

Goal I: Professional Growth and Development

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
1. Apply social work theory to practice in the field.	a. Supervision b. Case presentations			
2. Conduct self in a professional and appropriate manner, including behavioral, verbal, and written forms of communication.	a. Supervision b. Review of cases			
3. Apply NASW Code of Ethics and Commitment to professional values and principles to complex practice situations.	a. Case presentations b. Supervision			
4. Demonstrate multicultural competence in practice with diverse populations of individuals, families, groups communities, and organizations.	a. Supervision b. Interactions with clients and staff c. Case presentations d. Discussion in staff meetings			

Goal I: Professional Growth and Development (cont'd)

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
5. Enhance ability to engage in critical thinking related to complex practice situations.	a. Supervision b. Review of cases			
6. Enhance ability to engage in self-reflective evaluation of one's practice.	a. Supervision b. Review of cases			
7. Appropriately seeks out and constructively uses supervision.	a. Supervision b. Review of cases			
8. Assume primary responsibility for own learning in the field.	e. Supervision f. Handling of assignments in field setting			
9. Demonstrate willingness to uphold the standards and ethics of the profession.	a. Supervision b. Interaction with clients and staff			

Goal II: Organizational and Community Context of Practice

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	
<p>1. Understand and become oriented to agency setting, policy, procedures, and services.</p> <p>2. Develop knowledge of and ability to use community resources.</p> <p>3. Demonstrate skill in intra- and interagency collaboration and teamwork.</p>	<p>a. Participation in orientation activities and carrying out assignments with such knowledge</p> <p>a. Supervision b. Case planning and review</p> <p>a. Supervision b. Handling of cases c. Case planning</p>			

Goal III: Direct Service Practice, Knowledge, and Skills

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>1. Apply principles of advanced generalist direct practice to the helping process as outlined below.</p> <p><i>NOTE: AG direct practice is defined as practice with individuals and families whose problems are chronic, serious, and relatively intractable and which often require more complex worker-initiated interventions due to limitations of the client system.</i></p> <p>a. Engagement and interviewing</p> <p>b Strengths based assessment</p> <p>c. Planning and contracting based on client abilities, resources, and the complexity of the problem.</p>	<p>a. Supervision b. Review of cases</p> <p>a. Supervision b. Review of cases</p> <p>a. Supervision b. Review of cases c. Assessment reports</p> <p>a. Supervision b. Review of cases c. Progress notes</p>			

Goal III: Direct Service Practice, Knowledge, and Skills (cont'd)

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>d. Utilizing an eclectic approach to social work practice based on presenting problems and strengths, appropriate theory, and/or empirical evidence</p> <p>e. Monitoring and evaluation of client outcomes</p> <p>f. Termination, including planning for relapse prevention</p> <p>g. Follow up</p>	<p>a. Supervision b. Case presentations c. Progress notes</p> <p>a. Evaluation of services rendered to clients</p> <p>a. Supervision b. Progress notes c. Relapse prevention planning with clients</p> <p>a. Contact at follow-up with clients as needed</p>			

Goal IV: Indirect Service Practice, Knowledge and Skills

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
1. Assess and utilize both agency and social policy to make programs and services more sensitive and responsive to client systems.	<ul style="list-style-type: none"> a. Review relevant agency and social policies to determine impact on clients b. Utilize supervision for assessment of such policies 			
2. Demonstrate the ability to gather, analyze and interpret program or administrative data.	<ul style="list-style-type: none"> a. Conduct one evaluation project of client, family, or group treatment. 			
3. Understand processes of intra- and inter-organizational planning	<ul style="list-style-type: none"> a. Attend agency meetings b. Attend inter-agency meetings c. Discuss meetings in supervision 			
4. Understand agency and program funding streams and their implications for service delivery	<ul style="list-style-type: none"> a. Meet with agency personnel to acquire such information, discuss in supervision. 			

Goal IV: Indirect Service Practice, Knowledge and Skills

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>5. Demonstrate the ability to organize and present professional information related to professional development to others.</p> <p>6. Provide task supervision to an undergraduate or first year study or agency volunteers.</p> <p>7. Participate actively in agency team meetings, peer supervision, and other agency task groups as appropriate.</p> <p>8. Analyze a social policy relevant to the field setting and develop an understanding of how the policy is translated into program.</p>	<p>a. Conduct at least one professional training event or presentation to staff</p> <p>b.</p> <p>a. Supervision of such individuals as the opportunity arises.</p> <p>b.</p> <p>a. Meeting attendance and participation.</p> <p>b. Supervision</p> <p>a. Paper for policy class and review of such analysis in supervision.</p> <p>b.</p>			

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**JMSW LEARNING CONTRACT/EVALUATION
ADVANCED (CONCENTRATION) YEAR**

AGING FIELD INTERNSHIP ADDENDUM

Field Educational Emphasis (Goals)

If student is in an Aging Internship Goal III and Goal IV, pages 91-95, are to be utilized. These pages supersede pages 87-89 when completing the Learning Contract.

If student is not in an Aging Internship yet serving a portion of this population the Addendum may be utilized.

It is important to the field Learning Evaluation Process to focus on Aging Specific Student Learning, Objectives and Activities.

Goal III: Direct Service Practice, Knowledge, and Skills – Aging Specific

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>1. Apply principles to the helping process as outlined below.</p> <p style="padding-left: 20px;">a. Assess and address values and biases regarding Aging, engagement and interviewing.</p> <p style="padding-left: 20px;">b. Respect and promote older adult clients’ right to dignity and self-determination.</p> <p style="padding-left: 20px;">c. Apply ethical principles to decisions on behalf of older clients with special attention</p>	<p>a. Supervision b. Review of cases c. Process Recording d. Progress notes e. Case Presentation f. Service plans g. Evaluation of services</p> <p>a. Supervision b. Review of cases c. Process Recording d. Progress notes</p> <p>a. Supervision b. Review of cases c. Process Recording</p>			

<p>to those with limited decisional capacity.</p> <p>d. Respect diversity among older adult clients, families and professionals.</p> <p>e. Address cultural, spiritual and ethnic values and beliefs.</p> <p>f. Understand and relate concepts and theories of aging to practice. Relate social work perspectives and related theories to practice with older adults and their caregivers. Strength based assessment.</p> <p>g. Conduct a comprehensive geriatric assessment. Assess caregiver level of stress.</p>	<p>d. Progress notes e. NASW Code of Ethics</p> <p>a. Supervision b. Review of cases c. Process Recording d. Progress notes e. Evaluation of services</p> <p>a. Supervision b. Review of cases c. Process Recording d. Progress notes e. Interviewing Techniques f. Service plans</p> <p>a. Supervision b. Review of cases c. Process Recording d. Progress notes e. Case Presentation</p> <p>a. Supervision b. Review of cases c. Process Recording d. Progress notes/Documentation</p>			
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	e. Research pertaining to caregiver issues			
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Goal III: Direct Service Practice, Knowledge, and Skills – Aging Specific (con't)

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
h. Monitoring and evaluation of client outcomes. i. Apply learned skills in termination with older clients and families. 2. Demonstrate skills in developing, maintaining, and facilitating small groups in relation to the older adult and/or caregiver. a. Utilize educational strategies to provide information and training pertaining to wellness and health/disease management.	a. Evaluation of services b. Supervision c. Documentation a. Supervision b. Review of cases c. Progress notes a. Co-facilitating of a group, processing with primary facilitator and supervisor. b. Supervision c. Agency format or student developed with supervision d. Research of appropriate group techniques			

3. Demonstrate skill by involving older adults, families and formal/informal support systems in treatment planning an implementation.	<ul style="list-style-type: none"> a. Supervision b. Conduct treatment plan meetings with agency and community professionals. c. Evaluation of services 			
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Goal IV: Indirect Service Practice, Knowledge, and Skills – Aging Specific(con't)

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>1. Assess and utilize both agency and social policy to make programs and services more sensitive and responsive to client systems.</p> <p>2. Demonstrate the ability to gather, analyze, and interpret program or administrative data.</p> <p>3. Understand processes of intra- and inter-organizational planning</p>	<ul style="list-style-type: none"> a. Review relevant agency and social policies to determine impact on clients b. Utilize supervision for assessment of such policies a. Conduct one evaluation project of client, family, or group treatment a. Attend agency meetings b. Attend inter-agency meetings c. Discuss meetings in supervision 			

4. Understand agency and program funding streams and their implications for service delivery.	<ul style="list-style-type: none"> a. Supervision b. Utilize classroom content c. Become familiar with agency policies and procedures to enhance knowledge of older adult needs in the agency's area of service. d. Meet with agency personnel to acquire information. 			
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Goal IV: Indirect Service Practice, Knowledge, and Skills - Aging Specific

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
5. Demonstrate the ability to organize and present aging information related to professional development of others.	<ul style="list-style-type: none"> a. Conduct one professional training to aging community or to field agency staff. b. Supervision c. Research 			
6. Provide task supervision to an undergraduate of first year JMSW student or agency volunteer.	<ul style="list-style-type: none"> a. Supervision of such individuals as opportunity arises b. Educate to the needs of the aging population 			
7. Participate actively in agency team meetings, peer supervision, and other agency task groups to infuse information pertaining to the aging population.	<ul style="list-style-type: none"> a. Meeting attendance b. Actively participate in discussion especially to enhance group pertaining to aging. c. Supervision 			
8. Analyze an aging social policy and develop an understanding of	<ul style="list-style-type: none"> a. Paper for policy class b. Review of analysis in supervision 			

how the policy is translated and infused into the program.	c. Research			
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APPENDIX H-3

**PRACTICUM EVALUATION
(To be completed by Intern)**

Faculty Liaison: _____ Date: _____

Field Agency/Program: _____

Field Supervisor(s): _____

Please rate these areas of the Field Instruction Program in terms of their ability to provide a quality learning experience for you. Using the following rating scale, please circle the appropriate answer response.

1=Excellent 2=Good 3=Moderate 4=Fair 5=Poor

I. Preplacement

- 1. The placement process was helpful in selecting a field placement (e.g., application, agency directory, Co-Directors' Interview, field agency interview). 1 2 3 4 5
- 2. The overall quality of the field agency supervision was: 1 2 3 4 5
- 3. The overall quality of the field liaison activities and support was: 1 2 3 4 5
- 4. The overall usefulness of the Student Learning Agreement was: 1 2 3 4 5
- 5. Applicability of field seminar assignments: 1 2 3 4 5
- 6. Overall quality of field seminar: 1 2 3 4 5
- 7. Overall quality of the **entire** field experience instruction: 1 2 3 4 5
- 8. Classroom education in preparation for field instruction: 1 2 3 4 5
- 9. How would you assess your own readiness for beginning MSW practice? 1 2 3 4 5

II. The Supervisor

- 10. The supervisor was available and accessible when needed. 1 2 3 4 5
- 11. The supervisor maintained regularly scheduled supervisory conferences. 1 2 3 4 5
- 12. The supervisor gave clear and concise directions and instructions when I began new tasks/assignments. 1 2 3 4 5
- 13. The supervisor assigned stimulating, challenging tasks. 1 2 3 4 5
- 14. The supervisor was able to focus on my learning objectives. 1 2 3 4 5
- 15. The supervisor encouraged me to talk about concerns, questions, and issues related to the assigned tasks. 1 2 3 4 5

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 16. | The supervisor encouraged me to share my feelings and thoughts about subjects that are sometimes difficult to discuss. | 1 | 2 | 3 | 4 | 5 |
| 17. | The supervisor shares his/her feelings and thoughts. | 1 | 2 | 3 | 4 | 5 |
| 18. | The supervisor created an atmosphere which was safe and supportive. | 1 | 2 | 3 | 4 | 5 |
| 19. | The supervisor allowed me to think and work through problems and issues that arose related to clients. | 1 | 2 | 3 | 4 | 5 |
| 20. | The supervisor permitted me to make my own mistakes. | 1 | 2 | 3 | 4 | 5 |
| 21. | The supervisor gave helpful feedback and constructive criticism. | 1 | 2 | 3 | 4 | 5 |
| 22. | The supervisor was flexible. | 1 | 2 | 3 | 4 | 5 |
| 23. | The supervisor demonstrated a detailed and accurate grasp of policy and procedures in the agency. | 1 | 2 | 3 | 4 | 5 |
| 24. | The supervisor discussed career concerns and opportunities. | 1 | 2 | 3 | 4 | 5 |
| 25. | Overall, the supervisor is helpful. | 1 | 2 | 3 | 4 | 5 |
| 26. | The supervisor provided and/or arranged for adequate orientation to the agency. | 1 | 2 | 3 | 4 | 5 |

III. The Agency

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 27. | The agency provided a variety of learning experiences. | 1 | 2 | 3 | 4 | 5 |
| 28. | Agency staff treated me as a staff person rather than a volunteer. | 1 | 2 | 3 | 4 | 5 |
| 29. | The agency was supportive and assisted in helping meet learning objectives. | 1 | 2 | 3 | 4 | 5 |
| 30. | The agency was flexible in terms of its rules, structures, and policies. | 1 | 2 | 3 | 4 | 5 |
| 31. | Agency resources (e.g., office supplies, work space, office equipment) were accessible. | 1 | 2 | 3 | 4 | 5 |

IV. The Faculty Liaison

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 32. | The liaison provided additional orientation to the Joint Field Instruction Program. | 1 | 2 | 3 | 4 | 5 |
| 33. | The liaison was clear in his/her expectations of the student intern. | 1 | 2 | 3 | 4 | 5 |
| 34. | The liaison was clear in directions and instructions related to field and seminar assignments. | 1 | 2 | 3 | 4 | 5 |
| 35. | The liaison was accessible to and approachable by the student intern. | 1 | 2 | 3 | 4 | 5 |
| 36. | The liaison provided adequate consultation and resources to facilitate and support learning. | 1 | 2 | 3 | 4 | 5 |

37. The liaison encouraged student responsibility in meeting individual learning objectives. 1 2 3 4 5
38. The liaison created an atmosphere in which the student could openly share concerns and problems related to the practicum. 1 2 3 4 5
39. The liaison modeled appropriately professional behavior and attitudes. 1 2 3 4 5
40. The liaison maintained adequate communication between the student, agency and school during the year. 1 2 3 4 5

Please answer the following in the space provided.

41. What type of student would work best with this supervisor and in this agency setting?
42. Would you recommend this supervisor to another social work intern? Yes ___ No ___ Why or why not?
43. Would you like to be employed by this agency? Yes ___ No ___ Why or why not?
44. Would you recommend this agency as an appropriate placement for another social work intern? Yes ___ No ___ Why or why not?
45. List the most significant learning experiences for you in this placement.

46. How was your liaison most helpful to you?

47. How was your liaison least helpful to you?

APPENDIX H-4

JOINT MASTER OF SOCIAL WORK PROGRAM

AGENCY REQUEST FOR MASTER OF SOCIAL WORK FIELD PLACEMENT

The information provided in this form will be used to assigned field students to placement agencies. A complete and specific description of your agency's programs and clientele served will enable the program to better match students and placement opportunities. We appreciate your taking the time to provide this essential information. The form should be signed by the agency director and the MSW Internship Coordinator/Contact Person. Please type if possible.

Name of Agency: _____

Name of Department/Unit/Program: _____

Address: _____

Phone: _____ Fax: _____

Name and Title of Executive: _____

MSW Internship Coordinator/Contact Person: _____

Phone: _____ Fax: _____

E-Mail Address: _____

Number of MSW interns your agency will accept:

Foundation Year full-time students (spring semester only) – 20__ - 20__ academic year: _____

Advanced Year full-time students – 20__ - 20__ academic year: _____

Foundation Year part-time students (summer only) – 20__ - 20__ academic year: _____

Advanced Year part-time students – 20__ - 20__ academic year: _____

Check the practice area(s) which apply to your agency:

Mental Health _____

Mental Retardation _____

Medical/Health _____

Children and Youth _____

Family Services _____

Services to the Aged _____

Community Organization _____

School Social Work _____

Substance Abuse/Addiction _____

Corrections _____

Public Welfare _____

Other (specify): _____

Briefly describe the function and purpose of your agency. Include geographical area:

Briefly describe potential student learning opportunities with individuals, families, and small groups:

Briefly describe potential learning activities with organizations and community systems:

Please provide the following information about the clientele served by this agency.

Age Group of Clients

- _____ Infants (0-18 months)
- _____ Preschool Children
- _____ Elementary School Children
- _____ Adolescents
- _____ Young Adults (18-25)
- _____ Adults
- _____ Elderly (over 65)

Primary Intervention Unit

- _____ Individuals
- _____ Couples
- _____ Families
- _____ Groups
- _____ Organizations
- _____ Communities
- _____ Other (specify): _____

Client Race/Gender

- _____ White Females
- _____ Females of Color
- _____ White Males
- _____ Males of Color

Client Income Status

- _____ Low Income
- _____ Urban Residents
- _____ Rural Residents

What are the primary presenting problems of the clients the student would serve?

Special requirements for students considering this agency:

Transportation needed for field: All the time
 _____ Occasionally
 _____ Never

Agency compensates for agency-incurred travel: _____ Per mile reimbursement
 _____ Use of agency car
 _____ Other (specify): _____

FIELD INSTRUCTOR PROFILE

All field instructors should meet the following criteria:

1. Earned a Master or higher degree in social work and have two years of post-MSW experience.
2. Preferably five (5) years of post-MSW practice experience in social work.
3. One (1) year's work experience in their current position in the agency.
4. Experience in supervising workers/students.
5. Attend mandatory field instructor training related to supervising MSW students.

Below please provide information about each field instructor (including a resume/vita) who will be assigned to the MSW student.

1. Name _____
Position/Title _____ Phone _____
Education:
 School where MSW earned _____ Year _____
 Area of Concentration/Specialization _____
 School where DSW/Ph.D. earned _____ Year _____
 Area of Concentration/Specialization _____
Number of years of social work practice experience: _____
Number of years supervisory experience with: staff _____ students _____

2. Name _____
Position/Title _____ Phone _____
Education:
 School where MSW earned _____ Year _____
 Area of Concentration/Specialization _____
 School where DSW/Ph.D. earned _____ Year _____
 Area of Concentration/Specialization _____
Number of years of social work practice experience: _____
Number of years supervisory experience with: staff _____ students _____

Signature, Agency Director **Date**

Signature, MSW Coordinator/Contact Person **Date**

6/2008

APPENDIX I-1

A&T's SEXUAL HARASSMENT POLICY

The policy of North Carolina Agricultural and Technical State University is that all employees and students, regardless of race, color, religion, sex or national origin, shall be free from sexual harassment from any University employee in connection with any University relationship or activity. No academic or personnel decisions shall be made on the basis of a granting or denial of sexual favors. All employees and students are guaranteed the right to work and/or study in an environment free from sexual harassment.

Sexual harassment is defined as deliberate, unsolicited and unwelcome verbal, non-verbal and/or physical conduct of a sexual nature or with sexual implications that has or may have direct employment or academic consequences resulting from the acceptance or rejection of such conduct.

Verbal, non-verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- (a) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic or student status; or
- (b) submission to or rejection of such conduct by an individual is used as the basis for employment, academic or other institutional decisions affecting such individual; or
- (c) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, academic activities or student experience or creating an intimidating, hostile or offensive working, academic or student life environment [adapted from 29 CFR 1604.11(a)].

APPENDIX I-2

UNCG's SEXUAL HARASSMENT POLICY AND PROCEDURES

Approved by UNCG Board of Trustees
February 9, 1995.

I. Statement of Policy

Sexual harassment and discrimination are illegal and endanger the environment of tolerance, civility, and mutual respect that must prevail if the University is to fulfill its mission. The University of North Carolina at Greensboro is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the workplace and students can engage fully in the learning process. Toward this end, all members of the University community must understand that sexual harassment, sexual discrimination, and sexual exploitation of professional relationships violate the University's policy and will not be tolerated. The University will take every step to resolve grievances promptly. Any act by the University's employees or students of reprisal, interference, or any other form of retaliation, whether direct or indirect, against a student or employee for raising concerns covered by this policy is also a violation of this policy. Accordingly, members of the University community are prohibited from acts of reprisal against individuals who bring complaints or are involved as witnesses in any action connected with this policy.

A. Applicability

This policy applies to all applicants for employment and admission to University programs, officers and employees of the University, students, and persons who serve the University as its agents and are under the control of the University. Specific adherence to this policy shall be made an express term of every contracted services agreement entered into by the University.

B. Sexual Harassment — Definition

Two categories of sexual harassment are recognized:

1. Quid Pro Quo

Sexual harassment presented as a "bargain" (quid pro quo). Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature by one in a superior position constitutes "bargained-for sexual harassment" when submission by another is made either an explicit or implicit term or condition of employment or of academic standing. In this case apparent consent of the submitting party is less relevant than the extent to which the sexual conduct is unwelcome.

As defined here, “bargained-for sexual harassment” normally arises in the context of an authority relationship. This relationship may be direct, as in the case of a supervisor and subordinate or teacher and student, or it may be indirect when the harasser has the power to direct others who have authority over the victim.

2. Environmental Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute “environmental sexual harassment” when such conduct has the purpose or effect of creating an intimidating, hostile, or offensive environment which unreasonably interferes with another’s work, academic performance, or privacy. Environmental harassment can inflict emotional and psychological harm on individuals and can make relationships and the work or study environment unpleasant, threatening, and unproductive. However, there is no requirement that evidence of actual emotional or psychological harm be shown in order for environmental sexual harassment to be found to have occurred.

In determining whether alleged conduct constitutes sexual harassment as defined in this policy, the record as a whole will be considered as well as the context in which the conduct occurred. “Environmental sexual harassment” normally arises from a repeated and pervasive course of conduct whereas “bargained-for sexual harassment” can be based on a single act.

Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular susceptibility of an individual, unless that susceptibility is known to the alleged harasser.

See Policies for Students, 1996-97, pp. 28-32.

APPENDIX I-3

A&T's ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

- (a) Cheating, or knowingly assisting another student in committing an act of cheating or other academic dishonesty.
- (b) Plagiarism (unauthorized use of another person's work or ideas as one's own), which includes but is not necessarily limited to submitting examinations, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by another person or copied from another person.
- (c) Unauthorized possession of examinations or reserve library materials, destruction or hiding of source materials, library materials or laboratory materials or experiments of any other similar actions.
- (d) Unauthorized changing of grades or marking on an examination or in an instructor's grade book, or such change of any grade record.
- (e) Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action but may also affect the evaluation of the student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action. The procedures for disciplinary action will be in accordance with the rules and regulations of the University governing academic discipline.

APPENDIX I-4

UNCG's ACADEMIC HONOR POLICY

I. Responsibilities

The University is a community of scholars whose members must hold themselves responsible to the highest standards in the pursuit of knowledge, criticism, and understanding. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated.

In order to promote the growth and dissemination of knowledge, all members of the University community have special responsibilities to do justice to their subject matter, acknowledge the use of the work of others, and care for all materials that are available for common and public use, such as those in libraries, laboratories, and art galleries.

The University values excellence, but can do so only in an atmosphere of trust and only when each of its members is committed to a life of ethical integrity. Therefore, it is the responsibility of every member of the University community to obey and to support the enforcement of this policy.

II. Violations

The following acts are considered violations of the Honor Policy and are regarded as typical, but not exclusive, examples of the kinds of acts which constitute breaches of the Policy:

- Cheating on an examination, test, quiz, laboratory work, report, theme, or any other work submitted by a student to fulfill course requirements. Cheating includes unauthorized copying from the work of another student, using notes or other materials not authorized during an examination, giving or receiving information or assistance on work when it is expected that a student will do his/her own work, or engaging in any similar act that violates the concept of academic integrity.
- Plagiarism on any paper, report, or other work submitted to fulfill course requirements. Plagiarism is defined as presenting as one's own that work which is, in whole or in part, the work of another person or persons without giving proper credit to the appropriate source. This includes submitting work done by another, whether a commercial or non-commercial enterprise, as one's own work.
- Falsifying data, research, or reports so that either the process or the product is shown to be different from what actually occurred. This violation includes

falsely reporting having met responsibilities of attendance or participation in practicum, internship, or other types of fieldwork experience.

- Submitting work to meet the requirements of one course when it was done in whole or in part to meet the requirements of another course. Exceptions to this provision must be given prior approval by the instructor to whom the work is to be submitted.
- Utilizing University materials or resources in such ways that they are damaged or made inaccessible by unauthorized means to other users.

III. Student and Faculty Obligations

Students are responsible for becoming familiar with the Honor Policy in all its aspects and for indicating their knowledge and acceptance of the Honor Policy by signing the honor pledge for all major work submitted. Students should recognize their responsibility to uphold the Honor Policy and to report apparent violations to the appropriate persons.

APPENDIX I-5

NONDISCRIMINATION POLICY AND INTEGRATION STATEMENT

North Carolina Agricultural and Technical State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, North Carolina Agricultural and Technical State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of white students.

North Carolina Agricultural and Technical State University supports the protections available to members of its community under all applicable Federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246.

APPENDIX I-6

DISCRIMINATORY CONDUCT

(Approved by the Chancellor, April 27, 1990)

The University's educational and employment practices are consistent with Section 103 of *The Code of the University of North Carolina*, which states as follows:

Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis on merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin.

In addition, the University complies with North Carolina General Statute 126-16 and 126-17, Title VII of the Civil Rights Act of 1964, as amended, the Civil Rights Restoration Act of 1988, Title IX of the Education Amendments of 1972, and other federal and state laws relating to discrimination in educational programs and employment. In addition, the University complies with provisions of state and federal law that require that reasonable accommodation be made for known qualified handicapped persons. In accord with Executive Order 11236, the University has in place an Affirmative Action Plan that states the University's commitment to the concept and practice of equal employment opportunity for all persons regardless of race, color, national origin, creed, religion, sex, age, handicapping condition, or political affiliation.

Statement of Nondiscrimination on the Basis of Sexual Orientation

The University of North Carolina at Greensboro regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing an atmosphere in which students, faculty, and staff may learn, work and live. The University of North Carolina at Greensboro values the benefits of cultural diversity and pledges to students, prospective students, faculty, staff, and the public that it will defend pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

Students who believe they have been treated unfairly on the basis of sexual orientation should contact the Associate Vice Chancellor for Student Affairs at 334-5513. Staff, faculty, or members of the public may contact the UNCG AA/EEO Officer at 334-5009.

APPENDIX J-1

GUIDELINES FOR FIELD INSTRUCTORS

- I. Orientation to Agency
 - A. Introduction to agency personnel.
 - B. Discussion of personnel practices, including office hours, personal conduct, confidentiality, appropriate dress, and office procedures and routines.
 - C. Discussion of the organization and structure of the agency. An organizational chart that gives the various departments and positions as well as sources of funding of the agency is helpful.
 - D. The philosophy and objectives of the agency should be discussed with the student.
 - E. Community resources: Student should be made aware of the network of community resources, particularly the community resources that are related to the agency in which the student is placed.
 - F. Reading materials: The agency field instructor should provide the student assigned reading that relates to the agency. This should include agency manual material, case records, and any other particular information specifically related to the agency. (Note: Assignment of reading to fill time is not recommended.)

- II. Field Instructor/Student Relationship
 - A. Planning for the student's arrival is extremely important. A knowledge of the student's background and particularly of the student's objectives is helpful in making the preliminary plans. A student profile is provided to the agency. Agency should feel free to ask the student for additional information at the initial interview and throughout the semester. In planning, it is important that the student have some specific assignment the first week of placement and that the assignments be increased within the second or third week. The student should have completed the learning agreement by the fourth week and should be ready to work with situations to develop specific practice skills, such as interviewing, data collection, and assessment skills.
 - B. Contracting: Upon beginning field placement, the students and field instructors begin to plan the field experience. The Learning Contract and Goals for Student Learning develop from this planning. In the contract, the specific learning objectives of the individual students are stated, and the suggested task assignments to accomplish these objectives are outlined. The learning agreement should include the student's responsibilities to agency and compliance with the

university and agency regulations. The learning agreement should also identify the procedure for evaluation.

- C. Individual Conferences: Supervision is an important part of the field placement. Through supervision, the student and field instructor plan, organize, review and evaluate the field experience. The field instructor should have conferences with the student weekly. The field instructor should also help the student as he/she questions some of his/her attitudes toward the people with whom he/she is working. Both the field instructor and the student are expected to participate actively in the supervisory conference. The student should develop an agenda that is submitted to the supervisor prior to the conference and should take responsibility of planning of the issues to be discussed in the conference.

III. Field Learning Experiences

- A. Students will approach field experience with various levels of intellectual ability and personal maturity; therefore, work assignments should be selected on the basis of students' individual needs and abilities. Each student should be given increasing responsibility and be encouraged to work independently as the semester progresses.
- B. Students should be engaged in providing agency services. Their experiences should include assessments, formulation of goals, and assisting clients in following through with goals. Students should demonstrate skills by completing tasks appropriate to the settings. These may include writing social histories, assisting individuals and families to utilize community resources, intervening in interpersonal relationships when problems arise, organizing and conducting groups, or conducting research.
- C. Each student should have a responsibility for adhering to agency regulations and schedules. This should include keeping the records, letter writing, and completing the forms that are appropriate for the agency. Not only should students perform within the agency but, they should be encouraged to attend conferences and workshops, and participate in professional meetings.

APPENDIX J-2

SUGGESTED LEARNING ACTIVITIES

The following list of experiences serve as suggestions for field instructors to assign student interns and are found to be appropriate learning opportunities for students in accomplishing the objectives of the learning agreement.

1. Read about the psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.
2. Read old case records or agency reports.
3. Observe the field instructor or others conducting an interview.
4. Listen to a tape-recorded interview or lecture or watch an audiovisual presentation.
5. Attend a meeting and take notes for supervisory discussion.
6. Attend interdisciplinary conferences and case presentations as an observer or participant.
7. Sit quietly in an intake or waiting room area and observe the atmosphere, conversation, and behaviors of persons entering the service delivery system as well as of those who serve them.
8. Take a walk through a specific kind of neighborhood.
9. Visit other agencies and service delivery systems in the local community.
10. Attend a court hearing pertaining to mental competency and guardianship, a client's criminal activity, a divorce proceeding, or a client's effort to obtain custody of minor children.
11. Have the student go through the service delivery system as if he/she were a client.
12. Attend professional workshops, seminars, and lectures in the community using field placement time.
13. Co-lead a group.
14. Conduct interviews with clients and provide direct counseling services.
15. Make home visits.

16. Write a diagnostic summary on a specific case, using the Analytical Thinking Model.
17. Do role-playing with the field instructor or others to try out new skills and techniques.
18. Carry a full-sized caseload (or its equivalent) for a limited time.
19. Participate in group or peer supervision.
20. Participate with field instructor in developing and writing up the learning agreement.
21. Participate in orienting new students or staff to the agency.
22. Keep a daily log of experiences in field and reactions to them.
23. Keep statistical reports as required of regular agency staff.
24. Answer the phone and act as receptionist for several days to get a feel for the role of these staff members and the demands placed upon the agency.
25. Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
26. Interview individuals who have received services from the program to assess their responses to the experience.
27. Serve as a member or observer of the system's peer review, quality control, or audit process.
28. Assist in writing the program's policy and procedure manual.
29. Write a report for the administrator of the program.
30. Join and participate in local/national professional organizations (e.g., NASW, NABSW, Federation of Student Social Workers).
31. Participate (or assume a leadership role) on a committee to plan a major workshop, sponsored by the student's field placement setting.
32. Help set up a computerized data bank system or learn how to use an existing program.
33. Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national lawmaking body and perhaps even be present to lobby for its passage.
34. Plan, lead, and conduct a fund-raising activity.
35. Set up and lead a group.

36. Act as a consultant to an individual, a group, or a program.
37. Process-record an individual interview, group sessions, committee meeting, supervisory conference, telephone contact with a community resource, or some other procedure.
38. Participate in a one-way mirror observation, either as an observer or as the “subject.”

ADDITIONAL POLICY, PLANNING, AND ADMINISTRATION LEARNING ACTIVITIES

Policy Formulation

1. Collect material or data through information or structured means, and analyze and organize the material in support of some point of view or to aid in a policy decision.
2. Analyze program operations data and prepare reports on the analysis that reveals the consequences of a specific law or regulation.
3. Assist in the design or organization of an information system to collect program information data.
4. Assist on the design or execution of an experiment or demonstration project to aid in policy formation.
5. Analyze the consequences and feasibility of a proposed law or regulation.
6. Assist in public hearings of a proposed law or regulation or prepare public information releases which explain changes in policy or which advocate a point of view.
7. Prepare administrative regulations that implement legislation.
8. Assist in the formulation of legislation.

Program Planning

1. Assist in collection and analysis of data to make decisions about specific program alternatives to deal with a defined problem.
2. For a service program, assist in the definition of service units, preparation of budget and determination of units costs, and plan for personnel requirements.
3. Participate in negotiations for establishment of a new program or major modification of existing programs.

4. Assist in the preparation of a grant proposal.
5. Assist in the evaluation of program proposals.
6. Carry responsibility for a public information program to prepare the general public, related professionals, client groups and other organizations for a new program.
7. Organize operations data from agencies in a community to show a pattern of service, such as area services and kinds of clients served, and analyze the consequences of the pattern of service for the community.

Administration and Management

1. Collect, organize and interpret administrative data that clarify what an organization is doing, the effect of its programs, and the changes of its operations over time.
2. Evaluate the costs and effectiveness of specific administrative policies or procedures.
3. Assist in budget formulation and presentation.
4. Prepare a written regulation on a new or revised administration policy or procedure.
5. Plan and carry out sessions to instruct employees in new procedures or policies.
6. Assist in a community survey to analyze community needs or opinions for service planning.
7. Participate in inter-organizational planning, such as negotiating interagency agreements or changes in procedure or policy; or compiling and presenting information and data to effect changes in relationships between agencies.
8. Participate in meetings of bodies or groups that are organized to assess, plan, and advocate specific community services.
9. Assist in obtaining financial support for a community service.
10. Assist in the application of accounting and program evaluation techniques for the purpose of more rational community decision-making in the allocation of available resources.
11. Assist in the organization of a community in response to a vote referendum on service expansion or to prepare a community for a change in the pattern of organization of services among agencies.

APPENDIX J-3
SAFETY TIPS
WHAT CAN I DO?

Following is a reference list of everyday techniques for general safety.

1. Act assertive and confident. Look sure of yourself.
2. Don't look vulnerable.
3. Wear sensible clothing. This includes limited use of jewelry.
4. Try to know where you are going.
5. Be careful about carrying a weapon (Mace, pepper spray) — it can be turned against you.
6. Carry a whistle or other noisemaker.
7. Always be aware of everything around you.
8. Trust your instincts.
9. Make sure someone knows where you are going and when you'll return. Sign out and in.
10. Travel in teams when possible.
11. Carry your car keys in your hand.
12. Do not carry a purse.
13. Keep your arms free.
14. Don't give out information about yourself or your family.
15. Always lock the car when leaving.
16. Check the rear seat and under the car before re-entering.
17. Keep doors locked and windows up while driving.
18. If someone bumps your car, do not stop. Drive to a visible, lighted area.
19. Carry a map.

20. Time your visits: arrive after 10 a.m.; leave before 3 p.m.
21. Ask colleagues about unknown geographical areas or cultural groups.
22. A cellular phone can be a useful safety tool, but can be tempting to thieves.
23. Let someone know when you are finished in the field for the day.

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